

Waxahachie Independent School District



LEGISLATIVE BUDGET BOARD

JUNE 2007

Waxahachie Independent School District

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LEGISLATIVE BUDGET BOARD

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June 29, 2007

Mr. Thomas J. Collins
Superintendent, Waxahachie Independent School District

Dear Mr. Collins:

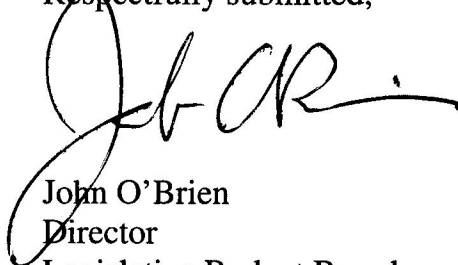
The attached report reviews the management and performance of the Waxahachie Independent School District's (WISD's) educational, financial, and operational functions.

The report's recommendations will help WISD improve its overall performance as it provides services to students, staff, and community members. The report also highlights model practices and programs being provided by WISD.

The staff of the Legislative Budget Board appreciates the cooperation and assistance that your staff and SDSM, Inc. provided during the preparation of this report.

The report is available on the LBB website at <http://www.lbb.state.tx.us>.

Respectfully submitted,



John O'Brien
Director
Legislative Budget Board

cc: Dr. Joe Langley
Dr. Griggs DeHay
Mr. James Phillips
Mr. John Colwell

Mr. Mark Price
Mr. Max Simpson
Ms. Evelyn Coleman

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EXECUTIVE SUMMARY

Waxahachie Independent School District's (WISD's) school performance review notes 21 commendable practices and makes 64 recommendations for improvement. This Executive Summary highlights the district's significant accomplishments, and presents the review team's findings and recommendations. A copy of the full report is available at www.lbb.state.tx.us.

SIGNIFICANT ACCOMPLISHMENTS

- The district's bond planning process built strong community support that helped ensure passage of a \$59 million bond program in November 2006. The district used the analysis or "lessons learned" approach to develop strategies to address past concerns from previously failed bond referendums and educated the community on details of the 2006 bond. The district distributed informational brochures to more than 16,000 individuals, and the superintendent and staff gave numerous presentations.
- WISD developed a strong volunteer program by combining effective volunteer management techniques with programs that encourage community and parental participation and increase the number of volunteers. The district's volunteer program had more than 3,000 participants who logged nearly 42,000 volunteer hours in 2005–06 and incorporated effective outreach and recruitment, appropriate screening of applicants, written guidelines detailing responsibilities of all participants, training, recognition of volunteer efforts, and regular program monitoring and evaluation. Specific programs within this initiative include a reading encouragement program named Drop Everything and Read Day, an art appreciation program entitled Go Van Gogh, and Grandfriends Week.
- WISD focuses on relevant training for its financial department staff to ensure it has a competent workforce by using a curriculum established by a professional organization. The district provides all nine Finance employees with the opportunity to participate in continuing professional education (CPE) courses and earn a certification in school business through the Texas Association of School Business Officials.

- WISD used a structured application process and follow-up with teachers to introduce and promote the use of interactive technology to enhance instructional delivery and improve student performance. In 2006, WISD obtained 10 large interactive computer screens known as ActivBoards that can display software, web pages, and videos. Teachers use the ActivBoard system instead of a whiteboard, overhead projector, VCR, and television. Teachers are now using the technology to enhance instructional delivery and increase student interest.
- The district implemented several strategies to restore the Child Nutrition Department to self-supporting status. To reverse a two-year deficit, the Child Nutrition Department increased meal prices, eliminated a position, implemented a catering program, and expanded the use of cooperative purchases. By utilizing these strategies, the department is self-supporting and has restored its fund balance.

SIGNIFICANT FINDINGS

- The district's Curriculum/Instruction Department staff does not have clearly defined roles and responsibilities and may not be positioned to improve student performance in a timely manner.
- WISD lacks formula-based staffing standards to assist the district in planning for or adjusting staffing levels when the student population or other circumstances change.
- WISD does not have standards for professional staffing or collection size for its libraries that meet Texas State Library and Archives Commission recommended levels.
- The district lacks a staffing standard for its guidance and counseling program, and is not currently staffed in accordance with the recommendations of state professional associations.
- WISD lacks staffing formulas for custodial operations, which results in both under and overstaffing of its facilities.

- WISD lacks maintenance or grounds staffing formulas and its staffing levels exceed recommended industry standards, resulting in additional costs to the district.
- WISD does not use human resource applications in its automated administrative system to their full advantage, and continues to maintain many inefficient and duplicative manual processes in district departments.
- WISD lacks the appropriate segregation of duties to provide internal controls over payroll.
- The district does not effectively use its automated work order system to manage the district's maintenance operations.
- WISD does not efficiently capture and track technology support requests through its help desk because it currently uses two separate databases for information gathering.
- The district's planning process does not specify clear strategic goals to improve the academic performance of students.
- WISD's use of a modified A/B block schedule at Waxahachie High School and Waxahachie Ninth Grade Academy represents a significant investment of resources above that required for a traditional schedule, may limit student choice, and may not result in improved student performance.
- The district's personnel evaluation process does not include all steps required by state law and is not consistently applied to all positions.
- WISD does not analyze regular bus routes for efficient service maximization.
- WISD has not conducted a physical inventory of assets since April 2003 and is not following the internal control process documented in the district's administrative regulations to manage its assets.
- The district lacks desktop security management methods that prevent student/staff access to the workstation configuration page and prevent the installation of unauthorized software.
- WISD is not maximizing its state compensatory revenues because it lacks a process to help ensure that all students who are eligible for free or reduced-price meals complete and return applications.

SIGNIFICANT RECOMMENDATIONS

CURRICULUM/INSTRUCTION DEPARTMENT ORGANIZATION

- **Determine the staffing and skills needed for both curriculum and student services functions.** The district's Curriculum/Instruction Department staff does not have clearly defined roles and responsibilities and may not be positioned to improve student performance in a timely manner. Prior to summer 2005, the district had no organized curriculum function; district-level coordination of curriculum, and instruction was initiated in May 2005 with the creation of the executive director of Curriculum/Instruction position. The executive director of Curriculum/Instruction currently supervises 13 positions within the Curriculum/Instruction Department. No formal assessment has been conducted to determine the skills and capabilities needed to accomplish the goals of the department, and job descriptions for personnel are outdated, or in some instances, non-existent. The lack of clearly defined roles within the department has resulted in the following issues: gaps in coverage for essential curricular, instructional, and student services functions, including program evaluation and federal programs; lack of coordination of the district's guidance/counseling, fine arts, secondary gifted, and elementary and secondary math programs; limited coordination between the bilingual/ESL coordinator and the administrators at Marvin and Wedgeworth elementary schools, the two campuses which serve the district's elementary bilingual students; inability to adequately support at-risk students and meet state and federal parental involvement requirements; and inconsistency in coding department positions as related to district salary scales and state reporting requirements. The lack of clearly defined roles and responsibilities limits the district's ability to make the best use of its resources and reach its student performance goals. The executive director of Curriculum/Instruction, working with the assistant superintendent, should determine the staffing and skills needed for the department, focusing on how best to address gaps in coverage in high need areas on a prioritized basis. Then, as appropriate, the district should modify department staffing based on an assessment of the current and long-term curriculum support needs of the district and a cost benefit analysis of the current organization.

DISTRICT STAFFING (5 RECOMMENDATIONS)

- Develop and implement formula-based staffing standards for all employee groups that will allow the district to adjust staffing quickly to meet fluctuations in workload and control costs.** WISD lacks formula-based staffing standards to assist the district in planning for or adjusting staffing levels when the student population or other circumstances change. The district does not have enrollment-based formulas or staffing formulas for employees other than teachers and is using informal student projections to forecast and budget for the upcoming year. Without documented enrollment-based standards, the district cannot accurately project the number and type of positions needed or the appropriate budget level to fund the positions. The district should base its standards on industry standards tailored to the unique operational needs of administrators in meeting educational or departmental goals. In developing the standards, the assistant superintendent of Human Resources should first research professional standards, state or national averages, and industry benchmarks for the various categories of personnel. After completing the initial research, the assistant superintendent of Human Resources should meet with department or school administrators to tailor the industry-based standards to address operation specific factors that could affect staffing needs.
- Conduct a needs assessment regarding the services offered by the district's library program and develop staffing and collections guidelines accordingly.** WISD does not have standards for professional staffing or collection size for its libraries that meet Texas State Library and Archives Commission (TSLAC) recommended levels. The district has not used established standards and has not conducted a long-range needs assessment with respect to improving the staffing levels and collection size of its library/media centers. Seven of the district's campuses are below the TSLAC's Acceptable standards for library staffing; two are below the Acceptable standard for collection size. This failure to maintain appropriate staffing levels and adequate collections has resulted in a dilution of library services for students. The district should conduct a needs assessment regarding the services offered by the district's library program, soliciting information on the adequacy of space, staffing, and services from students, district personnel, and the community, and develop staffing and collections guidelines accordingly. An

additional five librarian positions and more than 2,300 items would be required for WISD to align with the standards.

- Conduct a needs assessment regarding district counseling services and develop staffing guidelines accordingly.** The district lacks a staffing standard for its guidance and counseling program, and is not currently staffed in accordance with the recommendations of state professional associations. The district has not used staffing formulas or an assessment of staffing needs to make counselor assignments. The Texas School Counselor Association, Texas Association of Secondary School Principals, and Texas Elementary Principals and Supervisors Association all recommend a counselor-to-student ratio of 1:350. WISD's counselor-to-student ratio of 1:498 in 2005–06 was over 40 percent higher than that recommended by the state professional association standards. The high counselor-to-student ratio limits the counseling services that can be provided to students districtwide. WISD should conduct a needs assessment regarding district counseling services, soliciting information on the adequacy of guidance and counseling staffing, services, and programs from students, district personnel, and the community, and develop staffing guidelines accordingly. An additional six counselor positions would be required for WISD to align with the standards.
- Develop and implement custodial staffing formulas and staff district facilities appropriately.** WISD lacks staffing formulas for custodial operations, which results in both under and overstaffing of its facilities. With the exception of personnel adjustments due to replacement of staff in open positions from resignations or terminations, custodian placement has remained the same since February 2006. The National Center for Education Statistics recommends a school cleaning level of one custodian for every 18,000 to 20,000 square feet. While WISD's overall average of 19,757 square feet cleaned per custodian is consistent with the industry standard, the amount of square feet cleaned per custodian at district facilities ranges from 13,413 square feet at the Administration Building to 25,458 square feet at the high school. As the district grows and opens new campuses, having staffing formulas in place would allow for proper budgeting and ensure that the appropriate number of staff is available to maintain various facilities. The district should review staffing

standards and industry reports in the development of standards appropriate for WISD, and should use staffing formulas to develop budget projections each year, especially in years that new facilities are opening. The district should assign custodial staff based on the staffing allocation formulas developed so that each facility has the appropriate number of staff.

- **Develop and implement staffing formulas for maintenance and grounds and adjust staff appropriately.** WISD lacks maintenance or grounds staffing formulas and its staffing levels exceed recommended industry standards, resulting in additional costs to the district. The district did not provide the review team with any written or verbal staffing guidelines for maintenance and grounds that are consistent with any industry standards; rather, staffing decisions in these areas were made by the previous administration and have not been reevaluated in several years. The American School and University standard for Maintenance Department staffing per square foot is 1:80,240; WISD is staffed at 1:75,558. The American School and University standard for Grounds Department staffing is 1:37 acres; WISD is staffed at 1:25. Using standards would enable the district to accurately plan and budget for future years rather than adding positions in reaction to getting behind on work which needs to be performed, as it has in the past. The district should review industry reports and data from the work order system to develop standards to be used to maintain proper staffing levels in all areas, for organizational purposes and for budgeting. The district should also consider anticipated construction projects when projecting staffing needs for future years. The district would be required to reduce maintenance staffing by one-half of a position and grounds staffing by three positions in order to align with the standards.

BETTER USE OF AUTOMATION (4 RECOMMENDATIONS)

- **Review the payroll and human resource features of the district financial system to identify unused features that could automate manual processes.** WISD does not use human resource applications in its automated administrative system to their full advantage, and continues to maintain many inefficient and duplicative manual processes in district departments. The district has several manual processes that require duplicate data entry ranging from the input of auxiliary employee time, demographic data, and certification information

to manual notification of the termination process. This problem is exacerbated by computer applications which do not integrate with current programs or have data-sharing capabilities. The payroll supervisor and the Human Resources Department secretary should meet with Technology Department staff and document the current flow of information on hiring and payroll processes. Once these processes are documented, Technology Department staff should identify those areas appropriate for automation. As the district contracts for future human resource applications, the contracts should provide for integration with existing software in use by the district, reducing duplicate data entry.

- **Expand controls in the district's administrative software system to restrict new employee information entries solely to staff in the Human Resources Department.** WISD lacks the appropriate segregation of duties to provide internal controls over payroll. Since the personnel information in the Payroll and Human Resource software systems are integrated, both Human Resources and Payroll staff have the ability to add, delete, and change employee information. Both Payroll and the Human Resource staff can also enter new employees into the district's financial accounting software. The lack of segregation of duties between the payroll and personnel functions could result in a payroll employee entering a fictitious employee into the payroll system and converting the checks generated for their personal benefit. The superintendent should assign responsibility for creating new employees in the human resource administrative software system solely to the Human Resources Department.
- **Fully implement the district's automated work order system so that management can monitor productivity, track costs, and analyze trends.** WISD does not effectively use its automated work order system to manage the district's maintenance operations. WISD's Maintenance Department uses its automated work order system to monitor and log work orders but does not use it for maintaining repair history, calculating costs, or evaluating the use of labor and material resources. Because the Maintenance Department is not fully implementing their automated work order system, management is unable to effectively monitor costs, conduct trend analyses, forecast seasonal work and work plans, and ensure that the department is working in an effective and organized manner. The Maintenance

supervisor, with the assistance of the Technology supervisor, should meet with the work order system vendor to analyze the current system and decide which features are critical to effectively and efficiently manage maintenance operations. The Maintenance supervisor should provide training for all maintenance employees on recording accurate and complete information on all work tickets.

- **Consolidate the existing help desk systems and expand the data fields in the help desk software to capture and track information to improve customer support, problem tracking, problem identification, and resolution tracking.** WISD does not efficiently capture and track technology support requests through its help desk because it currently uses two separate databases for information gathering. The use of two separate systems is inefficient because it requires dual data entry of certain problems and does not provide tracking information by specific user or machine, which limits the Technology supervisor's ability to analyze and report performance as well as develop strategies to minimize recurring problems. In consolidating the help desk systems to improve reporting, the Technology supervisor should evaluate no-cost options for capturing the necessary data and reporting trends. One option is to modify and expand the data fields in the district's existing internal call log to capture the necessary information to adequately analyze workload and performance. Another option is to evaluate no cost, open source license products that provide tracking features to see if they can be customized for district use.

PLANNING

- **Develop and implement a long term planning process that includes adequate analysis of alternative strategies, informed decision-making, rigorous monitoring of strategy implementation, and comprehensive evaluation of results.** The district's planning process does not specify clear strategic goals to improve the academic performance of students. WISD has not updated a required planning document, the district improvement plan (DIP), since 2004–05. The district developed or updated other planning documents on a regular basis, including the campus improvement plans, the district technology plan, and the campus improvement team plan addressing poor student performance issues at the Ninth Grade Academy. WISD

lacks a comprehensive multi-year planning process that integrates its planning documents into an overall plan, links district plans to the district budget, and ensures that state reporting requirements are met. Developing and implementing a long term planning process that includes preparing the required DIP will allow the district to concentrate planning efforts on improving student academic performance.

BLOCK SCHEDULING

- **Evaluate the cost effectiveness of the A/B block schedule at Waxahachie High School (WHS) and Waxahachie Ninth Grade Academy (WNGA) and consider implementation of a traditional seven-period schedule.** The district's use of a modified A/B block schedule at WHS and WNGA represents a significant investment of resources above that required for a traditional schedule, may limit student choice, and may not result in improved student performance. Since the inception of block scheduling in WISD in the mid-1990s, the district has not formally evaluated it in terms of cost benefits, the effect on student performance, or in regard to recent research studies or new state instructional requirements. Large-scale research on the different types of schedules and student performance indicates that student performance has not necessarily increased in schools using block schedules. The current schedule requires more employees, which increases the cost to the district, and a significant number of students in athletic programs spend 25 percent of their instructional day in athletics and study hall, which seems contrary to academic and student performance goals. During the evaluation process, the district should consider recent research studies, new state instructional requirements, possible limitations on the number of electives students can take, and teacher course loads as factors when comparing block scheduling to the traditional seven-period schedule.

PERSONNEL EVALUATIONS

- **Refine the evaluation process to include an annual schedule for administrator appraisal conferences, coordination of employee identified goals with district priorities, and written expectations that correspond to defined job descriptions.** The district's personnel evaluation process does not include all steps required by state law and is not consistently applied to all positions. The district appraisal process is not tied

to job descriptions and uses inconsistent evaluation forms that do not adequately document performance expectations. Additionally, regarding administrator evaluations, WISD lacks an annual appraisal calendar, evaluative conferences, and written evaluations. The assistant superintendent of Human Resources should compare current policy and practice to legal standards and make recommendations to the Board of Trustees where local policy does not address all minimum legal standards. The assistant superintendent of Human Resources should update appraisal forms to include two types of evaluation: those responsibilities commonly shared among all positions and those that are specific to performance requirements identified in the job description. With input from the superintendent, the assistant superintendent of Human Resources should also develop a calendar template that includes the necessary steps, such as a summative conference, for a compliant appraisal process for administrators.

BUS ROUTE SCHEDULING

- **Purchase software for bus routing and contract for a review of bus routes to determine if the routes are operating at maximum efficiency and to plan for additional routes as the district grows with the goal of increasing state funding.** The district does not analyze regular bus routes for efficient service maximization. As of 2005–06, 25 percent of all district routes are currently operating below 75 percent bus capacity, which has resulted in a linear density that has decreased in the past five years and may result in a reduction in state reimbursement if trends continue. The district could use a private vendor or contact districts that use routing software and consider entering into an interlocal agreement with them. The evaluation of the routes should include increasing the percentage of capacity, increasing riders per mile, and lowering operating costs. After the initial evaluation, the district should implement bus route changes in preparation for the 2008–09 school year and should then monitor routes annually and adjust routes as needed.

ASSET INVENTORY

- **Follow administrative regulations and conduct an annual physical inventory of all assets.** WISD has not conducted a physical inventory of assets since April 2003 and is not following the internal control process documented in the district's administrative regulations

to manage its assets. WISD's administrative regulations require that an annual inventory of all school property be completed. The 2003 fixed assets records showed the district had more than \$17 million of capital and controlled assets, but an inventory conducted in the same year found \$3.2 million of these assets were missing. From January to May 2004, the district researched the missing items and located \$900,000 of the assets, determined \$2.1 million of the assets had been disposed of, and more than \$114,000 of the assets were still missing. The assistant superintendent/Chief Financial Officer (CFO) should follow administrative regulations and ensure an annual physical inventory of all assets is conducted. The assistant superintendent/CFO should issue a request for proposals to ensure the district receives competent services for a reasonable price.

DESKTOP SECURITY MANAGEMENT

- **Evaluate and implement options to lock down district workstations to prevent unauthorized access.** WISD lacks desktop security management methods that prevent student/staff access to the workstation configuration page and prevent the installation of unauthorized software. District Technology staff stated that students are able to install applications from external devices, subjecting the district to risk of software licensing violations and harmful computer viruses. Desktop security management tools that lock down user access allow organizations to protect their systems from harmful viruses and unwanted programs. These tools also reduce or eliminate technical support time to handle these issues. The Technology supervisor should review the district's existing use of group policies to determine if additional user restrictions are possible and implement them to the extent possible. In addition, the Technology supervisor should evaluate and expand the use of the district's existing third party desktop security software to protect workstations from potential viruses and unwanted software.

STUDENT ELIGIBILITY DETERMINATION

- **Expand initiatives to increase application return rates for free and reduced-price meals to identify eligible students and increase compensatory education revenue.** WISD is not maximizing its state compensatory revenues because it lacks a process to help ensure that all students who are eligible for free or

reduced-price meals complete and return applications. While WISD uses several methods to get students certified for free or reduced-price meals, it does not offer incentives to students for returning applications, a strategy that is effective in increasing return rates on meal applications. The Child Nutrition supervisor should work with the director of Public Relations to develop initiatives that will educate the public and increase awareness about the program's benefits and develop incentives and competitions with principals to encourage return of meal applications. These initiatives will result in increased registration of eligible students and increased compensatory education revenue to the district.

GENERAL INFORMATION

- Waxahachie is located in Ellis County approximately 25 miles south of Dallas on Interstate 35.
- WISD's Board of Trustees requested a school performance review and was responsible for 25 percent of the cost of the review.
- The district's student enrollment in fall 2006–07 was 6,322 with a student population of 53.8 percent White, 30.4 percent Hispanic, 14.7 percent African American, 0.5 percent Native American, and 44.3 percent economically disadvantaged.
- The superintendent is Mr. Thomas J. Collins. He replaced Dr. James Wilcox who left in April 2007 to become superintendent in another district. Mr. Collins previously served WISD as the assistant superintendent of Human Resources.
- In 2005–06, WISD had 841 full-time equivalent staff, of which 55.5 percent or 466 are teachers.
- Texas Education Agency (TEA) rated the district Academically Acceptable in 2005–06. All WISD schools except Waxahachie High School met Adequate Yearly Progress for 2006.
- In 2004–05, TEA's Financial Integrity Rating System, School First, rated the district with a Superior Achievement.
- In 2005–06, WISD had an overall Texas Assessment of Knowledge and Skills (TAKS) passing rate of 71 percent, which was four percentage points higher than the state average of 67 percent.

- WISD is served by the Regional Education Service Center X (Region 10) located in Richardson. The district uses Region 10 for staff development (Continuing Professional Education-CPE courses); cooperative food purchases (milk, bread, ice cream), and a Teacher Job Network (recruiting cooperative).
- The legislators for the district are Senator Kip Averitt and Representative Jim Pitts.
- WISD is developing Global High School, a Texas Science, Technology, Engineering and Math (T-STEM) Academy through a \$600,000 three-year TEA grant. This autonomous campus will serve a grade 9–12 student population composed of a majority of students who are traditionally underrepresented in higher education and will provide a rigorous, career-based curriculum with an emphasis on postsecondary preparation.

SCHOOLS

- Marvin Elementary (PK–K)
- Dunaway Elementary (1–5)
- Northside Elementary (1–5)
- Shackleford Elementary (1–5)
- Wedgeworth Elementary (1–5)
- Turner Middle School (Grade 6)
- Waxahachie Junior High School (7–8)
- Ninth Grade Center (Grade 9)
- Waxahachie High School (10–12)
- Wilemon Learning Center (Disciplinary Alternative Education Program)
- Global High School

FINANCIAL DATA

- Total budgeted 2005–06 expenditures: \$47.5 million.
- Fund balance: 24.9 percent or \$9.8 million of 2005–06 total budgeted expenditures.
- 2005–06 Adopted Tax Rate: \$1.7210 (\$1.4860 Maintenance and Operations and \$0.2350 Interest and Sinking).

- In 2005–06 WISD’s Final Property Wealth per Student was \$342,245 with a Final Wealth per WADA of \$264,612.
- The percentage of total actual 2004–05 expenditures spent on instruction was 48 percent; total actual 2004–05 operating expenditures spent on instruction (excluding debt service and capital outlay) was 57.5 percent. The district’s per pupil actual 2004–05 operating expenditure was \$6,859.
- Instructional Expenditure Ratio: 63.8 percent.

The chapters that follow contain a summary of the district’s accomplishments, findings, and numbered recommendations. Detailed explanations for accomplishments and recommendations follow the summary and include fiscal impacts.

At the end of the chapters, a page number reference identifies where additional general information for that chapter’s topic is available. Each chapter concludes with a fiscal impact chart listing the chapter’s recommendations and associated savings or costs for 2007–08 through 2011–12.

Following the chapters are the appendices that contain the general information, school district best practices, and the results from the district surveys conducted by the review team.

The following table summarizes the fiscal impact of all 64 recommendations in the performance review.

FISCAL IMPACT

| | 2007–08 | 2008–09 | 2009–10 | 2010–11 | 2011–12 | TOTAL 5-YEAR (COSTS) SAVINGS | ONE TIME (COSTS) SAVINGS |
|---------------|-----------------|-------------------|-----------------|-----------------|-----------------|---------------------------------------|--------------------------------|
| Gross Savings | \$109,901 | \$711,757 | \$761,093 | \$765,137 | \$769,181 | \$3,117,069 | \$0 |
| Gross Costs | (\$83,911) | (\$732,800) | (\$732,800) | (\$732,800) | (\$732,800) | (\$3,015,111) | (\$74,382) |
| Total | \$25,990 | (\$21,043) | \$28,293 | \$32,337 | \$36,381 | \$101,958 | (\$74,382) |

CHAPTER 1

EDUCATIONAL SERVICE DELIVERY

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

CHAPTER 1. EDUCATIONAL SERVICE DELIVERY

A successful school district is one that uses its financial and human resources efficiently and delivers its curriculum effectively. A well designed and managed process for directing instruction, maintaining the curriculum, using assessment data to evaluate and monitor programs, and providing adequate resources to support programming efforts is essential if a district is to meet the needs of its students.

The Waxahachie Independent School District (WISD) is located in Ellis County approximately 20 miles south of Dallas on Interstate 35. Regional Education Service Center X (Region 10), located in Richardson, provides instructional services to the district such as Elementary and Secondary Education Act Titles II and V professional development, Title III bilingual/ESL services, gifted education cooperative, health education services, supplementary services for the visually impaired, occupational and physical therapy, and special education instructional support. Peer districts the review team used for comparative purposes were the Brenham, Corsicana, Ennis, and Sherman ISDs.

In October 2006, WISD served 6,322 students on 10 campuses. The racial/ethnic composition of the students was 14.7 percent African American, 30.4 percent Hispanic, 53.8 percent White, and 1.1 percent Other. Marvin Elementary serves pupils in the early childhood, pre-kindergarten (pre-K), and kindergarten (K) programs. Students in grades 1–6 attend one of four elementary campuses: Dunaway, Northside, Shackelford, or Wedgeworth. Turner Middle School houses all sixth grade students, and students in grades 7 and 8 attend Waxahachie Junior High School (WJHS). All ninth grade students attend the Waxahachie Ninth Grade Academy (WNGA), and students in grades 10–12 attend Waxahachie High School (WHS). In addition, WISD houses both its Disciplinary Alternative Education Program (DAEP) and Learning Center (LC) at the Wilemon Education Center.

WISD received an *Academically Acceptable* rating for 2005–06 from the Texas Education Agency (TEA). Of its nine campuses, five received a *Recognized* rating, two received an *Academically Acceptable* rating, and Marvin Elementary was *Not Rated* because it only serves grades pre-kindergarten and kindergarten. WISD averages approximately 400 student graduates annually.

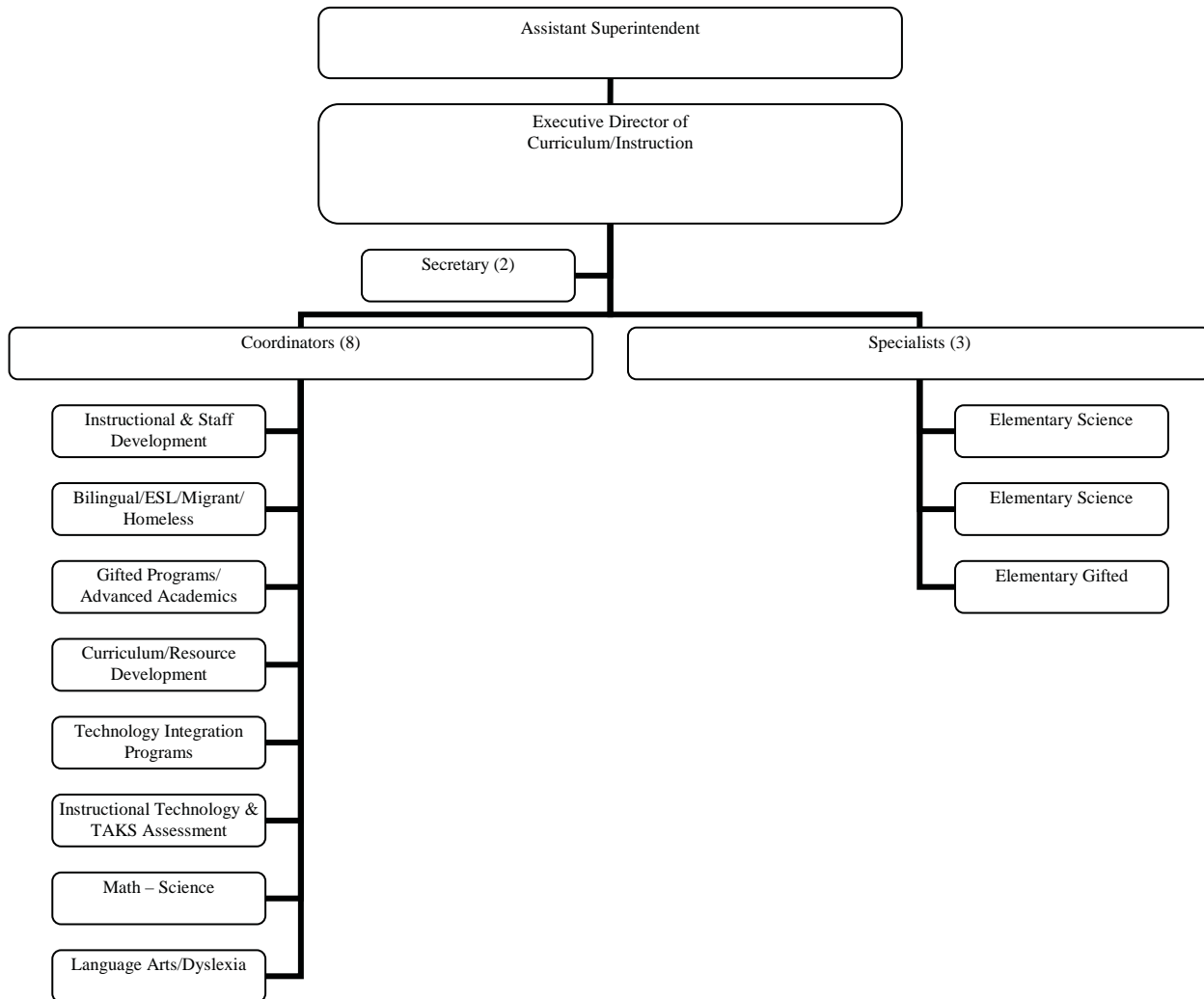
Under the accountability provisions in the No Child Left Behind Act, all public school campuses, school districts, and the state are evaluated for Adequate Yearly Progress (AYP). Final 2006 AYP results indicate that while the district and seven campuses *Met AYP*, WHS *Missed AYP* due to Math performance; Marvin Elementary was *Not Rated*.

WISD's Curriculum/Instruction Department has 14 employees. Staff includes the executive director of Curriculum/Instruction, eight coordinators, three specialists, and two secretaries. The executive director reports to the assistant superintendent. **Exhibit 1-1** shows the organization of the Curriculum/Instruction Department.

FINDINGS

- The district's Curriculum/Instruction Department staff does not have clearly defined roles and responsibilities and may not be positioned to improve student performance in a timely manner.
- WISD lacks a curriculum management system that includes board policy and a full range of curriculum documents to provide direction for the curriculum.
- The district's use of a modified A/B block schedule at WHS and WNGA represents a significant investment of resources above that required for a traditional schedule, may limit student choice, and may not result in improved student performance.
- The district lacks a formal process for evaluating its instructional programs as required by board policy.
- WISD lacks strategies targeted at improving the academic performance of underperforming subgroups.
- The district lacks a system for providing staff development activities that are coherent, sustained over time, and focused on student performance needs.
- The district's process for identifying students for the gifted and talented program has resulted in an underrepresentation of minority students.
- WISD lacks strategies for increasing student participation in and performance on Advanced Placement examinations.

**EXHIBIT 1-1
WISD CURRICULUM/INSTRUCTION DEPARTMENT
2006-07**



SOURCE: WISD Superintendent, December 2006.

- The district’s Disciplinary Alternative Education Program lacks the elements necessary for a fully functional and effective program, such as behavioral intervention services, adequate staff, appropriate facilities, textbooks, and regular review of program performance.
- WISD does not have standards for professional staffing or collection size for its libraries that meet Texas State Library and Archives Commission (TSLAC) recommended levels.
- The district lacks a staffing standard for its guidance and counseling program, and is not currently staffed

in accordance with the recommendations of state professional associations.

- The district is not meeting the instructional needs of its secondary English Language Learner students.

RECOMMENDATIONS

- **Recommendation 1: Determine the staffing and skills needed for both curriculum and student services functions.** The executive director of Curriculum/ Instruction, working with the assistant superintendent, should focus these efforts on high need areas such as program evaluation and federal programs, as well as coordination of the district’s guidance/counseling, fine

arts, secondary gifted, and elementary and secondary math programs; the district should determine how best to address gaps in coverage in these areas on a prioritized basis. Then, as appropriate, the district should modify Curriculum/Instruction Department staffing based on an assessment of the current and long-term curriculum support needs of the district and a cost benefit analysis of the current organization. Current department employees should be matched against the identified needs and reassigned if necessary.

- **Recommendation 2: Adopt a board policy that provides a system for the development and management of the curriculum.** The policy should include statements that define the curriculum, outline the curriculum development process, require written documents in all subject areas and courses, coordinate the curriculum with instructional materials and assessment procedures, provide for staff development, and connect the budget process to the district's curricular priorities. The district should obtain copies of curriculum management policies from other districts, determine which policy elements are appropriate for WISD, and adopt or adapt a policy for local use.
- **Recommendation 3: Evaluate the cost effectiveness of the A/B block schedule at the high school and Waxahachie Ninth Grade Academy (WNGA) and consider implementation of a traditional seven-period schedule.** During the evaluation process, the district should consider recent research studies, new state instructional requirements, possible limitations on the number of electives students can take, and teacher course loads as factors when comparing block scheduling to the traditional seven-period schedule. The additional cost of operating a block schedule is 7.1 teaching positions at the high school and 2.8 positions at WNGA. Should the district choose to implement a traditional schedule, the result would be significant savings.
- **Recommendation 4: Implement a process for program evaluation that ensures that all programs are evaluated on a regular basis to determine their effectiveness.** At a minimum, the process should define the purpose for and scope of the evaluation, specify the type of data to be collected and the methods to be used in data collection, and describe how the data is to be analyzed and the findings reported and interpreted. To ensure that the program evaluation function is carried

out appropriately, the district should create a position reporting to the Superintendent with responsibilities for evaluating all instructional programs in the district. The person assigned responsibility for this function should develop an evaluation calendar based on a risk assessment of the instructional programs. The information provided by the risk assessment should be shared with the superintendent and board of trustees at a time consistent with budgetary and other program-impacting decisions.

- **Recommendation 5: Develop strategies targeted at improving the academic performance of underperforming subgroups.** Upon release of spring 2007 Texas Assessment of Knowledge and Skills (TAKS) results by the Texas Education Agency (TEA), the district should use the assessment data to identify underperforming subgroups at each campus and across the district and determine subgroups areas to target according to priority as indicated by passing rates. Once targeted subgroups and areas are ascertained and prioritized, the district should assess the appropriateness or success of any strategies currently in place. The district should ensure that the district improvement plan and all campus improvement plans describe strategies targeted at the academic performance of underperforming subgroups; it should also work with Region 10 and other agencies to provide staff development targeted toward these efforts.
- **Recommendation 6: Develop a long-range plan for staff development that addresses the design, delivery, and evaluation of the district's staff development program that is sharply focused, job-embedded, responsive to teacher-identified needs, integrated with district student performance goals, and ongoing.** The district should consider a variety of delivery options for staff development for its professional staff. This could include not only the more traditional approaches such as attending workshops conducted at various times during the year, conferences, and university classes; visiting model schools; and participating in curriculum development activities but also such non-traditional ones as providing opportunities for teachers to work together to analyze student work and design new lessons or ways of teaching.
- **Recommendation 7: Review the processes used for nomination, screening, and selection of students for the gifted and talented program to ensure that**

minorities are actively recruited and represented proportional to their percentage of district enrollment. The review should include the screening instruments used, as well as the criteria for entry into the Enriching Academically Gifted Learners Education (EAGLE) program, to ensure that the district is complying with Policy EHBB (LOCAL) and the *Texas State Plan for the Education of Gifted/Talented Students*. Although the district conducts a number of informational meetings prior to kindergarten testing and during the nominations process for grades 1–12, it is evident that parents of all populations within the community are not appropriately informed about the program. Therefore, the district should develop a plan to ensure that all parents, particularly those of minority students, are informed about gifted education in general and the EAGLE program in particular.

- **Recommendation 8: Develop and implement strategies to improve student participation in and performance on Advanced Placement (AP) exams.** The district should expand current efforts to inform students and their parents about the advantages of taking pre-AP and AP courses as they transition through grade 6 into grades 7 and 8. WISD should explore providing incentives for students from available fund sources, including the Texas Advanced Placement Incentive Program and the Waxahachie Education Foundation.
- **Recommendation 9: Analyze the design and performance of the Disciplinary Alternative Education Program (DAEP), modifying it to meet or exceed statutory requirements, and ensuring program components meet the educational and behavioral needs of the students.** The district should begin with clear program objectives and provide appropriate resources to support the new design. The program should include the components needed to meet the student's educational and behavioral needs such as behavioral modification programs, adequate staff, textbooks, and facilities. Part of program design must include a determination of optimum program size, as the number of students should not exceed the program's capacity to provide quality education services. The final design of the DAEP program should also include regular monitoring by the assistant superintendent with periodic reports to the board.
- **Recommendation 10: Conduct a needs assessment regarding the services offered by the district's**

library program and develop staffing and collections guidelines accordingly. The needs assessment should be conducted during the 2007–08 school year; the district should solicit information on the adequacy of space, staffing, and services, as well as services that should be given priority in any program redesign and budget consideration from students, district personnel, and the community. The district could use the Texas State Library and Archives Commission (TSLAC) library standards and other information such as the 2001 report, *Texas School Libraries: Standards, Resources, Services, and Students' Performance*, in developing the needs assessment. Based on current findings and using the TSLAC staffing guidelines, it would require an additional five librarian positions for WISD to align with the standards. Additionally, 2,351 items would need to be purchased to bring the libraries up to the TSLAC *Acceptable* standard with regard to collection size.

- **Recommendation 11: Conduct a needs assessment regarding district counseling services and develop staffing guidelines accordingly.** The needs assessment should be conducted during the 2007–08 school year; the district should solicit information on the adequacy of guidance and counseling staffing, services, and programs, as well as services that should be given priority in any program redesign and budget consideration from students, district personnel, and the community. Counselor schedules and job responsibilities should be developed based on the needs of the campuses and how to most effectively implement the developmental guidance curriculum. The district should use TEA's *A Model Developmental Guidance and Counseling Program for Texas Public Schools: A Guide for Program Development PreK-12th Grades* as the basis for development of the needs assessment and any necessary revisions to job schedules or responsibilities. Based on current findings and using industry-staffing recommendations, it would require an additional six counseling positions for WISD to align with the standards.
- **Recommendation 12: Provide intensive staff development training for all secondary teachers, counselors, and administrators in the nature and needs, assessment, and instruction of English Language Learner (ELL) students.** The district should work with Region 10 and other appropriate agencies to provide opportunities for staff to participate in training

on teaching and intervention strategies, sheltering techniques, and methods for accommodating the academic, cultural, and personal differences exhibited by ELL students.

DETAILED FINDINGS

CURRICULUM/INSTRUCTION DEPARTMENT ORGANIZATION (REC. 1)

The district's Curriculum/Instruction Department staff does not have clearly defined roles and responsibilities and may not be positioned to improve student performance in a timely manner.

Prior to summer 2005, WISD had no organized curriculum function. Although there were seven positions with districtwide curriculum responsibilities at that time, few had job descriptions, and there was only limited coordination of duties among staff members.

The executive director of Curriculum/Instruction was appointed in May 2005 and given the responsibility to develop a curriculum plan and a formal curriculum for the district. At the time, campuses had been able to maintain acceptable student performance ratings. However, it was apparent at the secondary level that entering students lacked basic foundation skills and that there was little consistency in the level of academic skills of the students coming from the four elementary schools.

At the time of the executive director of Curriculum/Instruction's appointment, district curriculum documents were limited, consisting of scattered document notebooks that teachers had developed mostly on their own. The district had conducted a one-day workshop several years before to develop a sequence and resources, but the workshop was conducted without much study or planning. The documents developed at the workshop varied by campus and by grade level; teachers indicated that they did not use them. Instead, teachers worked with the state-developed curriculum standards, the Texas Essential Knowledge and Skills (TEKS), and their textbooks to build instructional lessons for each of the courses. In all areas except elementary math, individual teachers or the teachers at a specific grade level on a given campus developed their own lessons. Teachers assessed their students based on individually developed tests, textbook assessments, and TAKS tests. There was no district-level coordination of curriculum or assessment.

District-level coordination of curriculum and assessment was initiated at the start of 2005–06 after the hiring of the

executive director of Curriculum/Instruction, when six positions with varying experience were transferred from other areas in the district to administration; these positions joined the original seven positions with districtwide curriculum-related responsibilities to create the Curriculum/Instruction Department. However, no formal assessment was conducted at the time to determine the skills and capabilities needed to accomplish the goals of the department. While the number of staff has remained fairly constant at 14 positions since 2005–06, the staffing of the department has changed as six staff members have since left the district.

Until December 2006, personnel in the Curriculum/Instruction Department reported to the executive director of Curriculum/Instruction who reported directly to the superintendent. A reorganization in December 2006 moved department oversight from the superintendent to the assistant superintendent. **Exhibit 1-2** shows the staff responsibilities as of December 2006.

In 2005–06, the district began intensive curriculum development and staff development initiatives as identified in this chapter. However, the organization and staffing in this department, a primary factor in the success of these new efforts, appear to be based on the skills of available staff rather than a rigorous assessment of department needs. Principals and some administrators expressed a lack of understanding and some frustration about the roles and responsibilities of the coordinator and specialist positions.

The district's job descriptions for Curriculum/Instruction Department personnel are outdated, or in some instances, non-existent. The department included fourteen positions after its establishment in May 2005. With the central office reorganization in December 2006, the major responsibilities of eleven positions remained fairly consistent with those established at the time of the department's creation; the remaining three positions are no longer active. However, only six of the current 14 positions have job descriptions on file in district offices. Five of these job descriptions were last revised in August 2002 and one in April 1999; at least two reorganizations have occurred since the last revisions. The executive director of Curriculum/Instruction has developed informal job responsibilities for five of the current staff but these listings of responsibilities are not formal job descriptions, as they do not include qualifications or performance criteria.

A review of the current positions and their responsibilities reveals that the department in its current form does not cover

**EXHIBIT 1-2
DEPARTMENT OF CURRICULUM/INSTRUCTION
AREAS OF RESPONSIBILITY
2006–07**

| POSITION | MAJOR RESPONSIBILITIES |
|--|--|
| Executive Director | Leads the development of the curriculum and manages the department |
| Professional Positions | |
| Curriculum Development Coordinator | <ul style="list-style-type: none"> • Curriculum development |
| Instructional and Staff Development Coordinator | <ul style="list-style-type: none"> • Math benchmarking • Staff development • Teacher mentor program |
| Language Arts/Dyslexia Coordinator | <ul style="list-style-type: none"> • Elementary curriculum • Reading Recovery |
| Technology Integration Coordinator | <ul style="list-style-type: none"> • Technology integration |
| Gifted Program/Advanced Academics Coordinator | <ul style="list-style-type: none"> • Gifted education/accelerated instruction |
| Instructional Technology Coordinator | <ul style="list-style-type: none"> • Instructional technology |
| Bilingual/ESL/Migrant/Homeless Coordinator | <ul style="list-style-type: none"> • Bilingual/ESL/migrant |
| Science/Math Coordinator | <ul style="list-style-type: none"> • Math/science instruction |
| Elementary Gifted Specialist | <ul style="list-style-type: none"> • Elementary gifted instruction |
| Elementary Science Specialists (2 positions) | <ul style="list-style-type: none"> • Elementary science instruction |
| <ul style="list-style-type: none"> • Northside/Shackelford • Dunaway/Wedgeworth | |
| Support Positions | |
| Secretary (2 positions) | <ul style="list-style-type: none"> • Administrative support and textbook coordination |
| <ul style="list-style-type: none"> • Department administration • Textbook coordination | |

SOURCE: WISD Executive Director of Curriculum and Instruction, December 2006.

all instructional areas. For example, until very recently, one position attempted to provide coordination for K–12 math and science; the district planned to create a separate Math coordinator position in spring 2007. There are two positions with responsibilities for gifted and talented education in the department: a program coordinator and a specialist. Both positions spend the majority of their time working with the elementary gifted program, including assessing and instructing elementary gifted students. There is no district-level coordination of secondary gifted programs, and a high school assistant principal and counselor coordinate the Advanced Placement (AP) program. Additionally, there is no coordination between the bilingual/ESL coordinator and the

administrators at Marvin and Wedgeworth, the two campuses which serve the district’s elementary bilingual students. Major responsibilities not assigned to or addressed by department staff as it is currently organized include program evaluation and coordination of the guidance/counseling and fine arts programs. The executive director of Curriculum/ Instruction also stated during interviews that there is a need for additional support for at-risk students and parental involvement. Due to a retirement, the Federal grants position has been vacant since spring 2006.

The eight coordinator positions and three specialist positions are not identified in the 2006–07 WISD salaries schedules approved by the board, either as administrators or technical positions, nor are these positions shown on the extended days list of positions paid based on the teacher schedule plus an additional amount for additional days during the year. All other district administrative and technical positions, including positions such as the Maintenance supervisor and the Partners in Education coordinator, are shown on the schedule or identified by position in the extended days schedule. According to the assistant superintendent/CFO, these eleven positions are paid based on the salary of their previous position plus an additional amount for extended days. Each position also receives travel and/or cell phone allowances totaling \$1,200 annually. The 2006–07 base salaries for the eight coordinator positions ranged from \$49,294 to \$72,750 annually. The salaries for the three specialist positions ranged from \$41,009 to \$58,409. Four positions: the Science/Math coordinator, the bilingual/ESL/ Migrant coordinator, and the two Elementary Science specialists each receive additional stipends. The total budgeted salaries and benefits for these eleven positions in 2006–07 are \$888,918.

Three of the coordinator positions are coded in PEIMS in whole or in part as program directors (function 21) although they do not supervise instructional staff. The remaining five positions are appropriately coded to staff development (function 13). The specialist positions are coded as classroom teachers (function 11) although they do not teach regular elementary classes.

While the district is heavily involved in significant curriculum and staff development initiatives, the review team could not determine that the district had identified the level and type of support staff needed to implement the programs successfully under the purview of the Curriculum/Instruction Department. The lack of clearly defined roles and responsibilities limits the district’s ability to make the best

use of its resources. If inappropriate resources are assigned or important student populations underserved, the district may not be able to reach its student performance goals. The executive director of Curriculum/Instruction requested six new instructional positions for 2007–08 including a secondary math coordinator, two elementary reading specialists, a half-time bilingual reading specialist, an elementary English as a Second Language (ESL) teacher and a secondary ESL teacher.

The executive director of Curriculum/Instruction, working with the assistant superintendent, should determine the staffing and skills needed for both curriculum and student services functions. These efforts should focus on high need areas such as program evaluation and federal programs, as well as coordination of the district's guidance/counseling, fine arts, secondary gifted, at-risk student, parental involvement, and elementary and secondary math programs; the district should determine how best to address gaps in coverage in these areas on a prioritized basis.

Then, as appropriate, the district should modify Curriculum/Instruction Department staffing based on an assessment of the current and long-term curriculum support needs of the district and a cost benefit analysis of the current organization. This assessment should also determine when and if WISD should add additional full-time positions or if other approaches would work. For example, based on identified needs, the district may find it appropriate to combine the Technology Integration coordinator and Instructional Technology coordinator positions into one position, or to assign sole responsibility for districtwide coordination of staff development activities to the current Instructional and Staff Development Coordinator. Current department employees should be matched with the identified needs, and reassigned if necessary.

LOCAL CURRICULUM SYSTEM AND DOCUMENTS (REC. 2)

The district lacks a curriculum management system that includes board policy and a full range of curriculum documents to provide direction for the curriculum.

A curriculum management system establishes the guidelines and procedures for how the curriculum is to be designed, delivered, monitored, and evaluated. It provides a process for making revisions to meet the changing needs of students as well as being responsive to state and federal guidelines affecting the curriculum. An effective curriculum management system interfaces with other district planning documents such as district and campus improvement plans, the

technology plan, long-range strategic plans, and all budget and facilities planning efforts. It must also define the roles and responsibilities of those positions with authority to develop and deliver the curriculum and specify how the curriculum is to be evaluated against the goals and objectives of the district.

School boards make school governance and management possible by adopting policies that set goals, assign authority, and establish controls. Once adopted, policies are the means by which educators are accountable to the public. WISD policies, as with most districts in the state, are developed under contract with the Texas Association of School Boards (TASB). TASB codes all policies according to the major areas of school operations and designates them as either (LEGAL) to comply with the various entities that define local district governance or (LOCAL) to reflect local school board decisions. After adoption, districts receive periodic policy updates from TASB to assist with keeping their policies current.

WISD has seven board policies that reference curriculum development or design but no policy that establishes a curriculum management system. The district's policies referencing curriculum development or design include:

- EGA (LEGAL) Curriculum Development: Innovative and Magnet Programs
- EHA (LEGAL) Curriculum Design: Basic Instructional Program
- EHAA (LEGAL) Basic Instructional Program: Required Instruction (All Levels)
- EHAB (LEGAL) Basic Instructional Program: Required Instruction (Elementary)
- EHAC (LEGAL) Basic Instructional Program: Required Instruction (Secondary)
- EHAD (LEGAL) Basic Instructional Program: Elective Instruction
- EHB (LEGAL) Curriculum Design: Special Programs

Four additional WISD policies, BQ (LEGAL) and BQ (LOCAL) Planning and Decision-Making Process and EFA (LEGAL) and EFA (LOCAL) Instructional Resources: Instructional Materials Selection and Adoption refer to the curriculum but do not reference curriculum management. Of 11 WISD policies referencing curriculum, only two, BQ (LOCAL) Planning and Decision-Making Process and EFA

(LOCAL) Instructional Resources: Instructional Materials Selection and Adoption have been developed to reflect local school board decisions. Many districts have well defined policies relating to curriculum management, codified as Policy EG (LOCAL) Curriculum Development, including Fort Bend, Brownsville, and Cedar Hill ISDs.

The state-developed curriculum standards, the TEKS, establish and clarify the degree of proficiency expected of students at each grade level, helping teachers understand what is to be taught and tested in order to align with TAKS, the statewide assessment program. Well-written curriculum guides are what teachers use to ensure that students reach the proficiency levels established by TEKS. Curriculum guides also provide additional resources for teachers including student objectives, assessment methods, prerequisite skills, instructional materials and resources, and instructional strategies as well as describing suggested approaches for delivering content in the classroom.

Prior to 2005–06, the district’s curriculum guides consisted of a limited number of curriculum notebooks. Developed in brief workshop sessions with little or no planning, the notebooks provided coordination or vertical alignment of the curriculum. Availability of the notebooks varied by campus and grade level. Most WISD teachers used the TEKS and their textbooks to develop lessons for most courses. With little districtwide coordination, individual teachers, grade levels, and campuses made decisions regarding what instructional objectives would be taught. Poor articulation can result in difficult transitions for students from one grade level to the next, an unnecessary repetition of content from one grade or subject-in-sequence to another, and development of gaps in the curriculum that cause poor student performance on local or state assessments. When the Curriculum/ Instruction Department was established in 2005, a priority established for the department by the superintendent was the development of curriculum guides.

In 2005–06, WISD began developing various curriculum documents for most K–12 courses in the district. The district plans to have completed development of curriculum documents for all core academic subjects by May 2007. Curriculum Collaborative Teams composed of teachers and Curriculum/Instruction Department personnel have met to develop scope and sequence and curriculum mapping documents in core subject areas. Scope and sequence documents are statements of what students are to learn (scope) and when, or in what order, they are to experience specific activities or units of instruction (sequence).

Curriculum maps are used to coordinate the major content, skills, or assignments to be taught with the school calendar. To date, the scope and sequence of curricular objectives and curriculum maps with instructional timeframes are available online for grades K–8 mathematics, science, English/language arts, social studies, and computer applications. Initial drafts of both documents for grades 9–12 math, science, language arts, and social studies and grades 7 and 8 computer applications are being developed and are projected to be available by May 2007; the curriculum collaborative teams are continuing work on building unit curriculum maps for these areas as well. Updates based on teacher input after use of the documents as well as those required after modifications and adjustments by TEA to the TEKS and TAKS objectives will be addressed on an ongoing basis by the Curriculum Collaborative Teams. Therefore, fully developed curriculum documents will not be available in all core areas for an indefinite period of time. In addition, no decision has been made on when the documents for grades 9–12 computer applications, health, and all electives will be completed and made available online for district staff (**Exhibit 1-3**).

While WISD has taken steps since 2005–06 to develop and implement a curriculum management system for use by staff districtwide, this effort has occurred in an informal manner, without local board policy in place to guide the effort.

The lack of policy defining curriculum management makes it difficult to establish districtwide instructional intent. Many times this deficiency results in teachers having to rely on their own resources in planning and delivering instruction, which contributes to poor articulation of the curriculum, that is, understanding what is taking place in the curriculum before and after each grade level or course. Guides represent the board-approved curriculum and communicate the expectations of the board and the community to staff. They serve as work plans for teachers and allow principals to monitor the teaching process and resulting learning process productively. Typically, a lack of curriculum guides forces teachers to find other resources to help organize the specifics of what is to be taught and then tested. While exceptional teaching may occur, it may not align across subjects or grades. This misalignment often results in a fragmented curricular transition for students that requires teachers to spend some portion of instructional time teaching material that the previous grade either did not cover or did not cover in sufficient detail.

Fort Bend, Brownsville, and Cedar Hill ISDs, among a number of other districts, include well-written curriculum

**EXHIBIT 1-3
WISD SCHEDULE FOR DEVELOPMENT OF SCOPE AND SEQUENCE AND CURRICULUM MAPPING DOCUMENT
2006–07**

| | CORE AREA | | | |
|---|-----------|--|--|---|
| | GRADES | MATH | SCIENCE | LANGUAGE ARTS |
| Scope and Sequence of Curriculum Objectives | K–8 | Completed and available online | Completed and available online | To be completed and available online by May 2007 |
| | 9–12 | Completed; in process of being placed online | Completed; in process of being placed online | To be completed and available online by May 2007 |
| | GRADES | SOCIAL STUDIES | COMPUTER APPLICATIONS | ALL OTHER COURSES |
| | K–8 | To be completed and available online by May 2007 | K–6: Completed and available online 7–8: Completed; in process of being placed online | K–12 Health: In process K–12 Electives: To be completed in 2007–08 dependent on teacher requests |
| | 9–12 | To be completed and available online by May 2007 | Not available (individual courses) | |
| Curriculum Maps with Timeframe for Instruction | GRADES | MATH | SCIENCE | LANGUAGE ARTS |
| | K–8 | Completed and available online | Completed and available online | To be completed and available online by May 2007 |
| | 9–12 | Completed: in process of being placed online | Completed: in process of being placed online | To be completed and available online by May 2007 |
| | GRADES | SOCIAL STUDIES | COMPUTER APPLICATIONS | ALL OTHER COURSES |
| | K–8 | To be completed and available online by May 2007 | Process dependent on objectives in Technology Plan | None planned |
| | 9–12 | To be completed and available online by May 2007 | | |

SOURCE: WISD Curriculum/Instruction Department, November 2006.

management policies in their policy manuals. Usually codified as EG (Local) Curriculum Development, such a policy establishes common standards for what is to be taught, how it is to be presented in written form, and how it should be evaluated.

The district should adopt a board policy that provides a system for the development and management of the curriculum. The policy should include statements that define the curriculum, outline the curriculum development process, require written documents in all subject areas and courses, coordinate the curriculum with instructional materials and assessment procedures, provide for staff development, and connect the budget process to the district’s curricular priorities. The district should obtain copies of curriculum management policies from other districts, determine which

policy elements are appropriate for WISD, and adopt or adapt a policy for local use.

BLOCK SCHEDULE (REC. 3)

The district’s use of a modified A/B block schedule at WHS and WNGA represents a significant investment of resources above that required for a traditional schedule, may limit student choice, and may not result in improved student performance.

WISD uses an A/B block schedule for instructional delivery at the high school and WNGA. Block scheduling is a way of structuring the school day so that students have fewer classes for longer periods of time. The high school and WNGA each have a schedule with four class periods in the school day, with each period lasting 90 minutes. These classes are substantially longer than classes in the traditional seven-

period schedule which each typically last 50 to 55 minutes. Students and teachers meet every other day for 90 minutes. During the year, students alternate classes by attending one class on the A-day and attending a different class on the B-day so that they spend approximately the same amount of time in each subject as students in a traditional schedule spend in class. Students receive 0.5 credit for each semester class as in a traditional schedule.

Advanced Career and Technology Education (CTE) classes such as some Health Sciences classes, welding, and Ready, Set, Teach! (a teacher preparation internship) meet each day and/or for multiple periods each day. Athletic classes that meet during the school day are double blocked with a study skills class so that students in football, basketball, baseball, softball, volleyball, tennis, golf, cross country, track, and soccer attend a 90-minute athletic class on one day and a study skills class the next. In some cases, athletic classes meet each day during the sports season. A review of the fall 2006 master schedule at the high school indicated that approximately 270 out of 1,409 students (19 percent) at the high school spent 25 percent of their instructional day in athletic programs or associated study skills classes. The fall 2006 master schedule for WNGA showed that 146 out of 500 students (29 percent) spent 25 percent of their school day in athletic programs or associated study skills classes. University Interscholastic League (UIL) rules limit extracurricular practices during school hours to 300 minutes per week.

Exhibit 1-4 shows the bell schedule for both WHS and WNGA for 2006–07.

Interviews with various WISD staff indicated that the district has used this block schedule since the mid-1990s and teachers in core subjects prefer the four-period day, which they believe provides longer instructional time and a longer teacher

**EXHIBIT 1-4
REGULAR BELL SCHEDULE
WHS AND WNGA
2006–07**

| PERIOD | CLASS PERIOD TIMES | |
|--------|--------------------|------------|
| | CLASS BEGINS | CLASS ENDS |
| 1 | 8:35 AM | 10:05 AM |
| 2 | 10:12 AM | 11:45 AM |
| 3* | 11:52 AM | 1:58 PM |
| 4 | 2:05 PM | 3:35 PM |

*Period 3 includes a 30-minute lunch period.
SOURCE: 2006–07 WISD Student Handbooks for WHS and WNGA.

conference period. Other teachers, such as Fine Art teachers, feel that the block schedule significantly limits the number of students who have time during the school day to take electives.

Block schedules for secondary schools have been in place since the early 1990s. The reason for the change from a traditional schedule for many districts was to provide a flexible schedule alternative that benefited both students and teachers. The theoretical basis is that “flexible scheduling patterns and fewer classes may help teachers employ more effective teaching practices, provide an opportunity for more individual attention and that students learning and long-term memory may be enhanced under conditions present in block scheduling” according to the 1999 TEA report, *Block Scheduling in Texas Public High Schools*. All four of the peer districts in this review: Ennis, Brenham, Sherman, and Corsicana use a block or modified block schedule in their high schools. Classes in a block schedule typically meet every other day, usually for 90 minutes, while a modified block schedule usually includes one or two periods that meet every day.

There are numerous examples in education literature of individual schools where the implementation of a block schedule was successful. However, large-scale research on the different types of schedules and student performance indicates that student performance has not necessarily increased in schools using block schedules.

The 1999 TEA report, *Block Scheduling in Texas Public High Schools*, found that other factors were more closely related to overall student performance than the particular types of schedule used in high schools. These other factors included average student attendance; percentage of students who were economically disadvantaged; campus enrollment; education service center region; and district type (e.g., urban or rural).

A 2004 University of Wisconsin-Madison study of the effects of traditional and block schedules on the academic achievement of students with and without disabilities did not document any differing results in academic achievement by the two groups of students. This study noted that while the expectation of block scheduling was higher student performance, substantial curricular changes, and improved learning experiences, in practice, teachers did not use alternative instructional strategies. Instead, they used similar instructional strategies as teachers on traditional schedules. This study concluded that “student achievement may depend

less on how the school day is portioned than on what teachers and students accomplish in the classroom.”

A 2006 University of Virginia study looked at a national sample of 7,000 introductory college science students from 31 states and found that “block scheduling plans do not appear to provide an advantage to students in terms of college preparation.”

Many state instructional requirements have changed since the implementation of block scheduling in WISD in the mid 1990s including the implementation of a standard curriculum, TEKS, and more challenging assessments of student performance, the TAKS. In November 2006, the State Board of Education increased graduation requirements with approval of the 4x4 program in core subjects. This program requires that all students in both the “Recommended” or “Distinguished Achievement” graduation program must earn four credits in English, social studies, science, and math.

While the district has begun reviewing the A/B block schedule, it has not formally evaluated the program in terms of cost benefits or the effect on student performance. At the time of the onsite work in December 2006, there was no documentation that the district had evaluated the block schedule with regard to recent research studies or in light of new state instructional requirements. The current A/B block schedule may limit the number of electives that a student may take and requires student athletes to spend 25 percent of their instruction day in athletics or associated study skills classes.

Additionally, the WISD block schedule requires employing more teachers than the traditional schedule. **Exhibits 1-5** and **1-6** compare the number of students that could be taught by regular education teachers using both types of schedules. For the purposes of comparison, a constant student teacher ratio of 20 students per class per teacher was used. The number of teachers in the seven-period schedule is calculated based upon the same number of students as in the block schedule model. CTE and Special Education teachers and related classes were not included in this comparison.

Exhibit 1-5 shows the number of students that could be taught by WNGA regular education teachers using both types of schedules. The 22.8 teachers in the block schedule model is the number of regular education teachers at WNGA in 2005–06 as reported in the TEA 2005–06 AEIS report. Based upon this comparison, the block schedule requires 2.8 more teachers for regular education classes than a traditional seven-period schedule.

**EXHIBIT 1-5
WAXAHACHIE NINTH GRADE ACADEMY (WNGA)
TEACHER COMPARISON UNDER A/B BLOCK SCHEDULE AND
TRADITIONAL SEVEN-PERIOD SCHEDULE
2006–07**

| | BLOCK SCHEDULE | SEVEN-PERIOD SCHEDULE |
|--|--|------------------------------|
| Regular Education Teachers (a) | 22.8 | 20 |
| Average number of classes taught (b) | 6 out of 8 classes over two day schedule | 6 out of 7 classes daily |
| Student Teacher Ratio (c) | 20/1 | 20/1 |
| Number of Student slots (d) | 2,736 | 2,400 |
| (d=aXbXc) | | |
| Number of periods in school day (e) | 8 over two days | 7 |
| Number of students taught under each schedule (f) (f=d/e) | 342 | 343 |

SOURCE: Texas Education Agency, Academic Excellence Indicator System (AEIS), 2005–06 and Review Team calculations.

Exhibit 1-6 shows the number of students that could be taught by WHS regular education teachers using both types of schedules. The 57.1 teachers in the block schedule model is the number of regular education teachers at the high school in the 2005–06 AEIS report. Based upon this comparison, the block schedule requires 7.1 more teachers for regular education classes than a traditional seven-period schedule.

WISD has not documented the academic benefits of the A/B block schedule or the budget implications of its use. The current schedule requires more employees, which increases the cost to the district, and it may limit the number of electives that a student can take. A significant number of students in athletic programs spend 25 percent of their instructional day in athletics and study hall, which seems contrary to academic and student performance goals, especially in light of the *Unacceptable* state accountability rating at WNGA and Waxahachie High School’s rating of *Missed AYP* under No Child Left Behind (NCLB) federal accountability standards.

The district should evaluate the cost effectiveness of the A/B block schedule at the high school and WNGA and consider implementation of a traditional seven-period schedule. During the evaluation process, the district should consider

**EXHIBIT 1-6
WAXAHACHIE HIGH SCHOOL (WHS)
TEACHER COMPARISON UNDER A/B BLOCK SCHEDULE AND
TRADITIONAL SEVEN-PERIOD SCHEDULE
2006–07**

| | BLOCK SCHEDULE | SEVEN-PERIOD SCHEDULE |
|--|--|------------------------------|
| Regular Education Teachers (a) | 57.1 | 50 |
| Average number of classes taught (b) | 6 out of 8 classes over two day schedule | 6 out of 7 classes daily |
| Student Teacher Ratio (c) | 20/1 | 20/1 |
| Number of Student slots (d) (d=axbxc) | 6,852 | 6,000 |
| Number of periods in school day (e) | 8 over two days | 7 |
| Number of students (f) (f=d/e) | 857 | 857 |

SOURCE: Texas Education Agency, AEIS, 2005–06 and Review Team calculations.

recent research studies, new state instructional requirements, possible limitations on the number of electives students can take, and teacher course loads as factors when comparing block scheduling to the traditional seven-period schedule.

The additional cost of operating a block schedule is 7.1 teaching positions at the high school and 2.8 positions at WNGA. Should the district choose to implement a traditional schedule, the result would be an annual savings of \$411,434 for 9.9 positions (salaries plus benefits). These savings are conservative, based on the beginning 2006–07 teaching salary of \$38,100 plus benefits of 9.08 percent annually (\$38,100 + \$3,459 in benefits or \$41,559). These savings would begin in 2008–09.

PROGRAM EVALUATION (REC. 4)

The district lacks a formal process for evaluating its instructional programs as required by board policy.

Several WISD board policies reference the evaluation of programs, including:

- *BJA (LOCAL) Superintendent: Qualifications and Duties* states that the superintendent “shall oversee a system for regular evaluation of instructional programs to meet student instructional needs and to attain desired student achievement,”

- *BQ (LEGAL) Planning and Decision-Making Process* requires that the district improvement plan include formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance and that the campus-level improvement plan measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.
- *DP (LEGAL) Personnel Positions* states that the principal shall regularly consult with the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program.
- *EHBB (LOCAL) Special Programs: Gifted and Talented Students* requires the gifted program to be evaluated periodically, and
- *EHBF (LEGAL) Special Programs: Career and Technology Education* requires that the district annually evaluate its career and technology education programs.

Additionally, a number of references are made to program evaluation in the district’s job descriptions as a responsibility or duty of certain positions, including:

- Conduct periodic evaluations of all programs and operations to determine improvements needed to reach goals of district and campus improvement plans (Superintendent);
- Plan, implement, and evaluate instructional programs with teacher and principals, including learning objectives, instructional strategies, and assessment techniques (Curriculum Director),
- Obtain and use evaluative findings (including student achievement data) to gauge program effectiveness (Directors of Career and Technology Education and Special Education); and
- Develop and coordinate a continuing evaluation of the program and implement changes based on the findings (Gifted and Talented Coordinator, bilingual Coordinator; Health Services Coordinator, Instructional Technology Coordinator; Counselor, and Librarian).

There is no documentation that district staff has performed the program evaluation tasks described in these policies or in the identified job descriptions.

The format used to develop the district and campus-level improvement plans requires a statement of how each strategy

listed for meeting a given objective will be evaluated. The district does not have a District Improvement Plan (DIP) for 2006–07, and although some evaluation measure or indication of expected results is provided in most of the district's Campus Improvement Plans (CIPs), there is no indication of what effect the previous year's evaluation results have on the actions included in the current year's CIP. A review of the Waxahachie High School CIPs for 2005–06 and 2006–07, for example, indicates little change in the plan components between the two years and no data related to the results/evaluations that would have provided information on the extent of the success of the proposed action or program (**Exhibit 1-7**).

The primary reason for conducting program evaluations is to collect information or data that will help with making important decisions about programs. Knowing the extent to which a program is meeting its goals will help determine whether the program should be continued, modified, or terminated. With the exception of analyses of TAKS results, the submission of end-of-year data required for state and federal programs/grants, and a report on student outcomes in the Reading Recovery program, the district did not provide documentation that it conducts any evaluations of its instructional programs. Such programs range from major district programs such as the gifted and talented and guidance/counseling programs to the smaller targeted support tools such as the HeartBeeps software program used for curriculum assessment and TAKS preparation across the district. As a result, the district possesses little information on program effectiveness, making it difficult to make decisions regarding necessary program modifications.

Without a formal program evaluation function, WISD may spend resources on programs that do not help improve student performance or on programs that have lost their effectiveness over time. The lack of this function reduces accountability for program coordinators and reduces the amount of quantified information available for decision-making by district leadership.

For program evaluation to be most effective, guidelines and procedures on how programs are to be evaluated must be developed as early in the evaluation process as practical to ensure that the evaluation is comprehensive and covers all relevant issues. The process involves gathering information so that decisions can be based on quantifiable data and is completed in a systematic manner and recorded for future use. The results must be communicated clearly and accurately to the superintendent, board of trustees, and other district

decision-makers so that decisions related to program continuance and resource allocation can be justified.

Kerrville ISD identifies several programs each year for an in depth evaluation using a locally developed Program Evaluation Model. The model includes three phases: organization and design, information collection, and analysis and conclusion.

Galena Park ISD uses a systematic ongoing evaluation process and calendar that is integrated into the program development cycle. The district evaluates one districtwide department or core area and one support service annually. The data collected are used to plan and revise all educational programs over a five-year period.

The district should implement a process for program evaluation that ensures that all programs are evaluated on a regular basis to determine their effectiveness. At a minimum, the process should define the purpose for and scope of the evaluation, specify the type of data to be collected and the methods to be used in data collection, and describe how the data is to be analyzed and the findings reported and interpreted.

To ensure that the program evaluation function is carried out appropriately, the district should create a position reporting to the Superintendent with responsibilities for evaluating all instructional programs in the district. The person assigned responsibility for this function should develop an evaluation calendar based on a risk assessment of the instructional programs. This risk assessment should include at a minimum the following:

- Description of the program;
- Goal of the program (described in one sentence);
- Program requirements;
- Expected outcomes;
- Eligibility criteria;
- Students actually served;
- Funding sources including matching funds if appropriate;
- Definition of measurement criteria used in the evaluation including quantitative/results or qualitative/process;
- Identification of limitations or barriers in the evaluation; and

**EXHIBIT 1-7
A COMPARISON OF PLAN COMPONENTS
WHS CAMPUS IMPROVEMENT PLAN
2005-06 AND 2006-07**

| PLAN COMPONENT | WHS CAMPUS IMPROVEMENT PLAN | |
|---------------------|---|---|
| | 2005-06* | 2006-07 |
| Actions | Actively recruit minority students to enroll in Advanced Placement courses. | Actively recruit minority students to enroll in Advanced Placement courses. |
| Funding Resource | District instructional funds. Campus funds. Advanced Placement funds. | District instructional funds Campus funds Advanced Placement funds |
| Staff Responsible | Teachers Principals Counselors | Teachers Principals Counselors |
| Timeline | August 2004–May 2005 | August 2005–May 2008 |
| Results/Evaluations | 10% increase in the number of minority students enrolled in the Advanced Placement program. | 40% increase in the number of minority students enrolled in the Advanced Placement program. |
| Actions | Develop an Advanced Placement web page | Develop an Advanced Placement Web page delineating student expectation for AP participation. |
| Funding Resource | District instructional funds Campus funds | District Instructional funds Campus funds |
| Staff Responsible | Technology staff | Technology staff/Web mastering |
| Timeline | August 2004 to May 2005 | August 2005 to May 2008 |
| Results/Evaluations | Improve communications with parents regarding the Advanced Placement program, as evidenced by WEB counter | Improve communications with parent regarding the Advanced Placement program, as evidenced by Web counter. |
| Actions | Continue to provide teacher of G/T opportunities to enrich the G/T curriculum | Continue to provide teacher of G/T opportunities to enrich the G/T curriculum |
| Funding Resources | Campus funds | Campus funds |
| Staff Responsible | Principal Teachers Technology staff | Principal Teachers Technology staff |
| Timeline | August 2004 | Aug 2005-May 2008 |
| Results/Evaluations | Increased participation | Increased participation |
| Actions | Purchase Algebra Tutorial with Manipulatives | Purchase Algebra Tutorial with Manipulatives |
| Funding Resources | Campus funds | Comp Ed. Funds |
| Staff Responsible | Principal Math Department Chair Assistant Superintendent for Curriculum | Principal Math Department Chair Director of Curriculum |
| Timeline | December 2004 | August 2006 |
| Results/Evaluations | Use a variety of learning styles so that each student is successful. | Use a variety of learning styles so that each student is successful. |

*Until 2006-07, the district developed two-year campus improvement plans. The 2005-06 plan was the second year of the two-year plan developed in 2004-05.

SOURCE: Waxahachie High School Campus Plans, 2004-05/2005-06 and 2006-07.

- Determination as to use of the report.

The information provided by the risk assessment should be shared with the superintendent and board of trustees at a time consistent with budgetary and other program-impacting decisions.

The fiscal impact of implementing this recommendation is calculated by using the average 2005–06 salary of administrative/instructional officers of \$74,113 as reported in the Public Education Information Management System (PEIMS) Salaries and FTE Counts report plus \$6,729 (9.08 percent) for benefits for a total annual cost of \$80,842 (\$74,113 + \$6,729) starting in 2008–09. For 2007–08, there will be a half-year implementation cost of \$40,421 (total cost including benefits of \$80,842/2) to allow the district time to develop a job description and hire an appropriate candidate for the newly created position. The total five-year cost to the district will be \$363,789.

STUDENT PERFORMANCE (REC. 5)

The district lacks strategies targeted at improving the academic performance of underperforming subgroups.

The performance of WISD students as indicated by the percentage of students passing TAKS has generally improved over the past two years. A review of the results for 2004–05 and 2005–06 on the reading/English language arts (ELA) and math tests, the two tests administered in all nine grades the TAKS is given, shows that the passing rates of WISD students improved on 11 of 18 tests (61.1 percent) and

declined on five (27.7 percent). There was no change on two tests. However, a different pattern of student performance emerges when passing rates of African American students are examined.

The passing rates of African American students in WISD are below those of African American students statewide in reading/ELA and math in certain grade levels. **Exhibit 1-8** shows the WISD and state passing rates for reading/ELA in grades 3–11 for 2005–06. On the reading/ELA test, the passing rates of African American students are below those of the state at grades 3 and 6–9. The largest difference between the passing rates of district students and those statewide, 21 points, occurs at grade 7. Although the largest decline in passing rates from one grade to the next, 31 points, also occurs at grade 7, the passing rates “recover” each year after grade 7 to 89 percent by grade 10 and 98 percent by grade 11, respectively.

Exhibit 1-9 shows the WISD and state passing rates for math in grades 3–11 for 2005–06. On the math test, the passing rates of African American students are below those of the state at grade 7 and grades 9–11. The largest difference in passing rates between WISD students and those statewide, 19 points, occurs at grade 10. As in reading/ELA, the largest decline from one grade to the next, 25 points, occurs at grade 7. However, unlike the reading/ELA results, the math passing rates do not recover but continue to decline through grade 10. Such wide variances between district and state passing

**EXHIBIT 1-8
WISD AND STATE PASSING RATES ON READING/ELA TAKS TEST GRADES 3–11
AFRICAN AMERICANS, HISPANICS, AND WHITES
2005–06**

| GRADE | READING/ENGLISH LANGUAGE ARTS | | | | | |
|-------|-------------------------------|-------|----------|-------|----------|-------|
| | AFRICAN AMERICAN | | HISPANIC | | WHITE | |
| | DISTRICT | STATE | DISTRICT | STATE | DISTRICT | STATE |
| 3 | 75% | 82% | 93% | 86% | 98% | 96% |
| 4 | 77% | 74% | 80% | 77% | 91% | 92% |
| 5 | 71% | 71% | 90% | 73% | 92% | 92% |
| 6 | 81% | 89% | 82% | 88% | 95% | 97% |
| 7 | 50% | 71% | 76% | 72% | 91% | 90% |
| 8 | 71% | 78% | 79% | 77% | 93% | 93% |
| 9 | 83% | 84% | 92% | 82% | 96% | 96% |
| 10 | 89% | 80% | 76% | 79% | 93% | 93% |
| 11 | 98% | 85% | 80% | 83% | 95% | 94% |

SOURCE: Texas Education Agency, AEIS, 2005–06.

**EXHIBIT 1-9
WISD AND STATE PASSING RATES ON MATHEMATICS TAKS TEST
AFRICAN AMERICANS, HISPANICS, AND WHITES
2005–06**

| GRADE | MATHEMATICS | | | | | |
|-------|------------------|-------|----------|-------|----------|-------|
| | AFRICAN AMERICAN | | HISPANIC | | WHITE | |
| | DISTRICT | STATE | DISTRICT | STATE | DISTRICT | STATE |
| 3 | 79% | 70% | 85% | 78% | 93% | 91% |
| 4 | 79% | 74% | 87% | 80% | 96% | 92% |
| 5 | 82% | 70% | 92% | 77% | 94% | 91% |
| 6 | 68% | 68% | 78% | 75% | 92% | 90% |
| 7 | 43% | 56% | 58% | 63% | 82% | 84% |
| 8 | 54% | 52% | 68% | 59% | 84% | 81% |
| 9 | 34% | 40% | 64% | 46% | 75% | 75% |
| 10 | 24% | 43% | 45% | 51% | 69% | 76% |
| 11 | 61% | 63% | 71% | 70% | 84% | 88% |

SOURCE: Texas Education Agency, AEIS, 2005–06.

rates and district rates from one grade to the next do not occur with Hispanics and Whites on either test.

The patterns of poor performance on the math test by African Americans are not unique to 2005–06. In 2002–03, the passing rate at grade 7 was 35 percent compared to 46 percent for students statewide, a difference of 11 points. The passing rate for African American students at grade 6 was 56 percent—a difference of 21 points from the pass rate at grade 7. The passing rates of African American students at grades 8–11 were 46 percent, 42 percent, 41 percent, and 47 percent, respectively. In grades 9 and 10, the passing rates for African American students in math were lower in 2005–06 than in 2002–03.

Texas transitioned to a new accountability system in spring 2004. For the years 2003–04 and 2004–05, TEA rated WISD *Academically Acceptable*; all campuses were rated either *Academically Acceptable* or *Recognized* both years. In 2005–06, WISD was rated *Academically Acceptable*, and with the exception of WNGA, all campuses were rated either *Academically Acceptable* or *Recognized*; WNGA was rated Unacceptable based on the performance of African American students on the math TAKS subtest.

The No Child Left Behind Act of 2001 (NCLB) sets the long-term goal of proficiency in reading and mathematics for all students by 2013–14 and delineates specific steps that states, school districts, and school campuses must take to reach that goal. NCLB requires TEA to conduct annual reviews of districts and campuses to ensure that they are

making adequate yearly progress (AYP) in meeting established benchmarks. The TAKS test measures academic achievement in reading/English language arts and mathematics towards the established benchmarks. TEA also analyzes participation in assessments, graduation rates for high schools and attendance rates for elementary and middle schools to determine if districts and campuses are making adequate progress in meeting the goals of NCLB.

TEA rated WISD as Meets AYP each of the years from 2003–04 to 2005–06. In 2003–04, WJHS was rated as Missed AYP based on both the reading and math performance of African American students. In 2004–05, both WJHS and Turner Middle School were rated as *Missed AYP* based on the math performance of African American students. This trend continued in 2005–06, when math performance of African American students caused a *Missed AYP* rating for WHS.

Secondary African American students in WISD have underperformed relative to state and federal accountability standards since 2003–04. WISD recently initiated a number of actions in an effort to improve student performance in math. However, there is no documentation that confirms WISD has conducted needs assessments to determine the appropriate strategies for this or any other underperforming subgroup in order to improve their academic performance. Staff development records do not indicate any intensive training efforts targeted at historically underperforming subgroups, nor are any specific strategies implemented in past or current DIPs or CIPs.

Strategies recently initiated by WISD to improve student performance in math include:

- Implementing strategies to improve students' math performance as a part of the Campus Improvement Team (CIT) process at WNGA;
- Initiating additional TAKS subject classes for core courses, mentors for students failing TAKS, and utilizing 45 minutes of teachers' 90-minute conference period for student tutoring at WHS;
- Employing additional secondary math teachers to lower the pupil/teacher ratio;
- Analyzing test data using the district's report system, Triand, to identify students needing additional instruction and developing plans to address their needs;
- Providing training for administrators, Curriculum/Instruction Department personnel, and lead teachers on understanding the relationship among the TEKS, TAKS, and student expectations in the four core areas in grades K–12;
- Utilizing *Study Island* software in all schools to assist students in mastering topics aligned to the TEKS and tested on the TAKS;
- Implementing *Agile Mind*, an online college-preparatory mathematics program; and
- Purchasing intervention materials and contracting with consultants to work with teachers and aides in their use.

The district should develop strategies targeted at improving the academic performance of underperforming subgroups. Upon release of spring 2007 TAKS results by the TEA, the district should use the assessment data to identify underperforming subgroups at each campus and across the district and determine subgroups and areas to target according to priority as indicated by passing rates. Once targeted subgroups and areas are ascertained and prioritized, the district should assess the appropriateness or success of any strategies currently in place. The district should ensure that the DIP and all CIPs describe strategies targeted at the academic performance of underperforming subgroups; it should also work with Region 10 and other agencies to provide staff development targeted toward these efforts.

STAFF DEVELOPMENT (REC. 6)

The district lacks a system for providing staff development activities that are coherent, sustained over time, and focused on student performance needs.

WISD staff is involved in a variety of professional growth activities. During 2005–06, the most recent school year for which complete information is available, WISD teachers and other professional staff attended more than 110 professional growth workshops offered by the district and outside agencies with over 1,600 cumulative attendances recorded. The executive director of Curriculum/Instruction has primary responsibility for districtwide staff development including the identification of training needs, the type of training to address those identified needs, and the selection of providers, either internal or external. The current Instructional and Staff Development coordinator supports the district's staff development activities by contacting providers and scheduling the actual training. This position also has other duties such as curriculum development. The Curriculum/Instruction Department maintains participant records for all district-initiated workshops and conferences. In addition, some principals maintain the records for teachers on their campuses. The 2005–06 workshops were held on days designated on the school calendar for staff development, during the summer, and on instructional days as approved release-time activities. Exclusive of in-district meetings, such as Leadership Retreats, vertical team meetings, and new teacher mentoring sessions, a sample of the sessions attended by WISD staff during 2005–06 includes:

- Advanced Developing Readers (Elementary);
- Math Problem Solving Grades K–5 (Elementary);
- Fountas Pinnell Phonics Lessons (Elementary).
- Agile Mind Workshop (Secondary),
- Make It/Take It (Gifted Update Training) (Elementary and Secondary);
- Let's Write Right (Elementary and Secondary);
- Teachers Are Counselors, Too (Elementary and Secondary);
- Putting the Pieces of the Dyslexia Puzzle Together (Elementary and Secondary);
- CPR Certification (Elementary and Secondary);
- Bullying...Preventing It (Elementary and Secondary); and

- Hispanic Cultural Differences (Elementary and Secondary).

The number of workshops attended, the average number of attendees at each workshop, and the average number of workshops attended by each teacher differs among WISD campuses. Exclusive of the district in-service day in October 2005, the number of workshops attended by all teachers in 2005–06 ranged from a low of 26 at WNGA to a high of 60 at Shackelford. The average number of campus attendees per workshop also varied, from 2.8 at WNGA to 5.6 at Wedgeworth. Dunaway had the highest average number of workshops per teacher (1.7) and WHS the lowest (0.4). In general, teachers at schools serving students in grades pre-K–6 attended a larger number of workshops, had a higher average number of attendees per workshop and a higher number of workshops attended per teacher than did grades 9–12 teachers. The total number of sessions, total number of attendees, and average number of attendees at each workshop is shown by campus in **Exhibit 1-10**.

Principals approve staff development activities for teachers when funding is available at the campus level; otherwise, the Curriculum/Instruction Department provides approval. Teachers submit requests to attend activities to the principals who, if funding and substitutes are available, generally approve the requests. Most of the pre-school in-service is campus-based. For example, of the three days scheduled for pre-school activities in August 2005, secondary teachers,

with the exception of a two-hour block each for grades 7–12 special education teachers and grades 7–9 math teachers, spent all but approximately 5 hours at their campuses. Grades K–6 teachers participated in campus-based activities for all but approximately 7 hours during the three-day period. Grades K–6 math teachers were in districtwide in-service for an additional two-hour block. The district provided no records to indicate what staff development activities occurred at the campuses during this period.

The district’s staff development program lacks coordination, is not linked to student performance needs, and is not evaluated in terms of teacher effectiveness and student learning. As a result, it is difficult for the district to determine the effectiveness of many professional growth activities in terms of improving the teaching/learning process. Although a majority of WISD’s staff development activities are campus-based, a district level effort to identify and focus the activities on student performance priorities is not evident. No long-range plan for staff development exists, which makes it difficult for the district to establish long-term direction or coordination of its professional growth efforts. Since the review team’s visit, the district has established a Staff Development Council with the purpose of developing a professional growth plan for the district.

Sections 11.253 and 21.451 of the Texas Education Code (TEC) outline requirements for school districts relative to staff development. TEC §11.253 states that the campus-level

EXHIBIT 1-10
WISD STAFF DEVELOPMENT WORKSHOPS AND ATTENDEES BY CAMPUS
2005–06

| CAMPUS | NUMBER OF TEACHERS | TOTAL NUMBER OF WORKSHOPS ATTENDED | CUMULATIVE NUMBER OF ATTENDEES AT ALL WORKSHOPS | AVERAGE ATTENDEES PER WORKSHOP | AVERAGE NUMBER OF WORKSHOPS PER TEACHER |
|-----------------|--------------------|------------------------------------|---|--------------------------------|---|
| Marvin | 27 | 42 | 230 | 5.5 | 1.6 |
| Dunaway | 33 | 55 | 173 | 3.1 | 1.7 |
| Northside | 37 | 54 | 201 | 3.7 | 1.5 |
| Shackelford | 39 | 60 | 216 | 3.6 | 1.5 |
| Wedgeworth | 43 | 56 | 313 | 5.6 | 1.3 |
| Turner | 29 | 43 | 139 | 3.2 | 1.5 |
| WJHS | 60 | 38 | 138 | 3.6 | 0.6 |
| WNGA | 42 | 26 | 73 | 2.8 | 0.6 |
| WHS | 80* | 34 | 102 | 3.0 | 0.4 |
| District | 390 | 408 | 1,585 | 3.9 | 1.0 |

*Excludes teachers at the Career and Technology Center.
 SOURCE: WISD Personnel Office, WISD Department of Curriculum and Instruction.

planning and decision-making committee must approve the portions of the campus plan addressing campus staff development needs. In WISD, there is no documentation to indicate that campus-level decision-making committees have been involved in the approval of campus-based staff development. TEC §21.451 requires that staff development offered by a school district must be predominately campus-based, related to achieving the campus performance objectives included in the district's campus improvement plans, and developed and approved by the campus-based committee established as a part of the site-based decision-making process. It also allows a district to use districtwide staff development developed and approved by the district-level decision-making committee. The WISD district-level decision-making committee has not been involved in the approval of staff development activities. Rather, in the case of both campus-based and districtwide staff development, decisions regarding the activities to be offered have been based on district initiatives, state required training, and principal and teacher requests.

WISD Board Policy DMC (LOCAL), approved in July 2006, requires professional staff to participate in 12 hours of professional growth activities outside of their contract days annually. There is no documentation that staff is meeting this requirement, as these hours are currently not being tracked districtwide.

The process outlined in TEC §11.252 for developing the district improvement plan includes conducting a comprehensive needs assessment addressing student performance by developing measurable performance objectives and strategies for the improvement of student performance. The board of trustees must ensure that the district and campus improvement plans are mutually supportive to accomplish the identified objectives. The district has not conducted a needs assessment as the basis for identifying district-level student performance needs. The district's campus improvement plans do not include any staff development activities related to achieving the campus performance objectives.

Research indicates that effective staff development includes the following characteristics:

- Provides a strong foundation in subject content and methods of teaching;
- Is integrated with district goals, guided by a coherent long-term plan, and driven by disaggregated student performance data;

- Is primarily school-based with sufficient time and resources provided;
- Is continuous and ongoing with follow-up support for further learning; and
- Is evaluated based on teacher effectiveness and student learning.

A 1999 report by the National Staff Development Council summarizes the results of a study conducted for the U.S. Department of Education of eight schools that received awards as schools with model staff-development programs. An area of investigation was the identification of the commonalities, if any, that existed in the professional development programs among the eight schools. Similarities among the programs identified in the study included:

- Having some freedom for teachers to selected content and process, i.e., having choices about how, what and when to learn;
- Being accountable (i.e., accepting responsibility for student results);
- Engaging in frequent analysis and use of multiple types of data in selecting staff development activities;
- Working collaboratively in the decision-making process regarding the specifics of the staff development to be offered;
- Operating from an improvement plan that focuses on improving student achievement;
- Developing effective working relationships with district administration in the design and delivery of staff development offerings; and
- Conducting formative, ongoing assessment of all professional development efforts.

The district should develop a long-range plan for staff development that addresses the design, delivery, and evaluation of the district's staff development program that is sharply focused, job-embedded, responsive to teacher-identified needs, integrated with district student performance goals, and ongoing. The district should consider a variety of delivery options for staff development for its professional staff. This could include not only the more traditional approaches such as attending workshops conducted at various times during the year, conferences, and university classes; visiting model schools; and participating in curriculum development activities but also such non-traditional ones as

providing opportunities for teachers to work together to analyze student work and design new lessons or ways of teaching.

As part of the evaluation of staffing in the Curriculum/ Instruction Department (Recommendation 1), WISD should establish a position assigned to the Executive Direction of Curriculum/Instruction with sole responsibility for districtwide coordination of the district’s staff development efforts. In addition, this position could track all staff development, both campus-based and districtwide, in the recently purchased Eduphoria workshop module. Staff development should be evaluated through a variety of methods including the participants’ reactions to the activities offered as well as their demonstration and use of new knowledge or skills. Growth in student performance is the best indicator that the staff development activities offered and attended are successful. WISD campuses should use TAKS data as well as information from the district needs assessment and other sources such as evaluations of previous staff development offerings, performance evaluations of staff, and other research to develop professional growth programs linked to student performance needs. The district should provide assistance by conducting workshops, providing demonstration lessons, recommending programs to pilot or implement, and arranging for external presenters as appropriate.

IDENTIFICATION OF GIFTED AND TALENTED STUDENTS (REC. 7)

The district’s process for identifying students for the gifted and talented (G/T) program has resulted in an under-representation of minority students.

Collectively, minority students—African Americans, Asian/ Pacific Islanders, Native Americans, and Hispanics—

identified as participants in the district’s gifted and talented program represent a smaller percentage of the program’s enrollment than they do of the district’s total student population. Although significant in all grades, the disparity is most pronounced at grades 7–9 and least pronounced in grades 1–5. As **Exhibit 1-11** shows, minority students represent 44.2 percent of district students in grades 1–12, but only 13.2 percent of students in those grades are identified as gifted and talented.

The difference between the percentage of minority students identified for inclusion in the WISD gifted program and the percentage of minority students in the general school population is more pronounced when minority groups are considered separately. For example, African American students represent 14.3 percent of the district’s enrollment but only 2.6 percent of identified gifted students. Hispanics represent 29.0 percent of the total number of students in the district but only 9.6 percent of gifted students. All other minorities combined make up 0.9 percent of the student population and 1.0 percent of the gifted population (**Exhibit 1-12**).

WISD serves identified gifted and talented students in grades K–12 through its Enriching Academically Gifted Learners Education (EAGLE) program. Parents and teachers may nominate students in grades 1– 12, and students in grades 7–12 may self-nominate for participation in the EAGLE program. The screening process for entry into the EAGLE program consists of assessments of academic achievement and cognitive abilities, and a performance portfolio that includes activities related to creative and higher-order thinking characteristics of gifted children. Teacher rating inventories and parent observation inventories are also used in the screening process. All criteria used in the screening process are weighted equally. The district tests cognitive

**EXHIBIT 1-11
NUMBER AND PERCENT OF IDENTIFIED MINORITY G/T STUDENTS IN WISD
2005–06**

| LEVEL | MINORITY STUDENTS IN G/T PROGRAM | | MINORITY STUDENTS IN DISTRICT | |
|--------------|----------------------------------|--------------|-------------------------------|--------------|
| | NUMBER | PERCENT | NUMBER | PERCENT |
| Grades 1–5 | 28 | 21.0% | 1,040 | 45.5% |
| Grade 6 | 9 | 14.5% | 189 | 43.7% |
| Grades 7–8 | 9 | 9.0% | 419 | 44.4% |
| Grade 9 | 6 | 13.3% | 263 | 48.7% |
| Grades 10–12 | 13 | 8.7% | 505 | 36.8% |
| Total | 65 | 13.2% | 2,416 | 43.8% |

SOURCE: WISD Office of Gifted Programs; Texas Education Agency, Public Education Information Management System (PEIMS), 2005–06.

EXHIBIT 1-12
WISD NUMBER AND PERCENT OF IDENTIFIED G/T STUDENTS BY ETHNICITY
2005–06

| STUDENT GROUP | ENROLLMENT | | IDENTIFIED G/T STUDENTS | |
|------------------|--------------|--------------|-------------------------|--------------|
| | NUMBER | PERCENT | NUMBER | PERCENTAGE |
| African American | 889 | 14.3% | 13 | 2.6% |
| Hispanic | 1,806 | 29.0% | 47 | 9.6% |
| Other | 56 | 0.9% | 5 | 1.0% |
| White | 3,464 | 55.7% | 424 | 86.7% |
| Total | 6,215 | 99.9% | 489 | 99.9% |

SOURCE: WISD Office of Gifted Programs; Texas Education Agency, PEIMS, 2005–06.

abilities with either the Screening Assessment for Gifted Elementary and Middle School Students (SAGES II) or the Naglieri, a non-verbal achievement test for K–8 students. The Iowa Test of Basic Skills (ITBS) is used with students in grades 9–11. Logramos, an achievement battery for use in grades K–12 compatible with the skills measured by the ITBS, is used when appropriate. A committee of central office and campus personnel whose members have all completed the state-required 30 hours of gifted and talented training selects students for entry into the EAGLE program. The committee that screens kindergarten students is composed of the gifted and talented coordinator, the elementary gifted specialist, the principal of Marvin Elementary, the bilingual/ESL coordinator, and the executive director of Curriculum/Instruction. The committee that screens all other students is composed of the gifted and talented coordinator, the elementary gifted specialist, the bilingual/ESL coordinator, a principal, a counselor, and the Instructional/Staff Development coordinator. The committee notifies parents of its decision by U.S. mail, and provides the campus principal and counselor a list of those students nominated from their school that qualify for the program.

The *Texas State Plan for the Education of Gifted/Talented Students* contains three performance targets, *Acceptable*, *Recognized*, and *Exemplary*, for districts to consider in developing and operating their programs. Interviews with district staff indicate that in the recent past, the district was not fully meeting the requirements of the *Texas State Plan for the Education of Gifted/Talented Students*, as students were identified for screening through teacher nominations only. However, in the area of student assessment, a recent self-assessment by WISD indicates that the district has attained Exemplary status in three of the seven target areas, *Recognized* in two areas, and remains at the *Acceptable* level in two areas (**Exhibit 1-13**).

Although the district indicates that it has made gains in the past two years toward having the population of the gifted program reflect that of the district, the process WISD uses to identify gifted students has not been successful in identifying minority students as evidenced in **Exhibit 1-13**. The review team found no evidence WISD has developed parental outreach activities related to the EAGLE program that are tailored to all populations within its community. The district's gifted and talented coordinator is currently serving on a board at Region 10 that is exploring options for improving procedures for the nomination and selection of minority students for gifted and talented programs.

Board Policy EHBB (LOCAL) requires that the criteria used to identify gifted and talented students "...shall ensure the fair assessment of students with special needs, such as the culturally different..." Studies have found, however, that culturally different children, including minorities and the economically disadvantaged, have been particularly neglected in programs for the gifted and talented.

A number of assessments are available for use in identifying students for inclusion in programs for the gifted and talented. Formal sources of data include tests of intelligence, readiness, perceptual-motor development, social development, creativity, self-concept, and musical ability. Qualitative data—the ability to solve problems, leadership skills, skills in the visual and performing arts, general creativity—can be assessed through informal sources such as anecdotal records; teacher, peer, parent, and community nominations; and products (portfolios) of the student. One approach in identifying minority gifted and talented students recommends a school-wide framework based on three components: a multicultural approach to curriculum and instruction; an expanded professional development program for teachers, counselors, and administrators; and an intensive effort to

**EXHIBIT 1-13
STATUS OF WISD GIFTED/TALENTED PROGRAM
STUDENT ASSESSMENT**

| STATUS | TARGET AREA |
|------------|--|
| Exemplary | 1.1 The district and/or campus offers an awareness session prior to the nomination period for families to receive an overview of the assessment procedures and services for gifted/talented students. |
| Exemplary | 1.2 Board policies on student assessment are reviewed at least once every three years and modified as needed. |
| Acceptable | 1.3 Students not yet identified are considered for nomination and screened once a year for services that are a part of the program for gifted students. |
| Acceptable | 1.4 Students in grades K–12 shall be assessed and, if identified, provided services. |
| Recognized | 1.5.1 Based on a review of information gathered during the assessment process, the selection committee recommends placement for students whose data reflect that program placement is the most appropriate educational setting. 1.5.2 All kindergarten students are automatically screened for advanced level services. |
| Recognized | 1.6 Gains have been made over the last two (2) years toward having the population of the gifted program reflect the population of the district. |
| Exemplary | 1.7 The majority of members of the selection committee have completed thirty (30) hours of gifted/talented training and are current with the six-hour update training as required by 19 TAC 89.2(2). |

SOURCE: WISD Curriculum/Instruction Department.

educate and involve the parents and communities of minority students regarding gifted programming.

The district should review the processes used for nomination, screening, and selection of students for its gifted and talented program to ensure that minorities are actively recruited and represented proportional to their percentage of district enrollment. The review should include the screening instruments used, as well as the criteria for entry into the EAGLE program, to ensure that the district is complying with Policy EHBB (LOCAL) and the *Texas State Plan for the Education of Gifted/Talented Students*. Although the district conducts a number of informational meetings prior to kindergarten testing and during the nominations process for grades 1–12, it is evident that parents of all populations within the community are not appropriately informed about the program. Therefore, the district should develop a plan to ensure that all parents, particularly those of minority students, are informed about gifted education in general and the EAGLE program in particular.

ADVANCED PLACEMENT (REC. 8)

The district lacks strategies for increasing student participation in and performance on Advanced Placement (AP) examinations.

The AP program, including pre-AP courses, serves as the district’s secondary gifted program. During the first semester of 2006–07, there were 1,274 students enrolled in one or more AP courses, an increase of approximately 11 percent

from the 1,148 students enrolled in 2005–06. Although the number of students taking an AP course increased, the percentage of students in grades 11 and 12 taking one or more AP examinations decreased from 13.4 percent in 2002–03 to 10.4 percent in 2004–05 (**Exhibit 1-14**).

The district encourages students to take pre-AP and AP courses and all students are allowed to enroll in the courses. Enrollment in Pre-AP courses has decreased over the past three years, from 529 in 2004–05, to 523 in 2005–06;

**EXHIBIT 1-14
PERCENTAGE OF WISD STUDENTS TAKING AN AP EXAM
AND SCORING ABOVE 3
2002–03 TO 2004–05**

| | 2002–03 | 2003–04 | 2004–05 |
|--|---------|---------|---------|
| Percentage of Students Tested | 13.4% | 11.3% | 10.4% |
| Percentage of Students Scoring 3, 4 or 5 | 62.6% | 54.0% | 42.7% |
| Percentage of All Scores at 3 or Above | 53.5% | 47.1% | 35.8% |

SOURCE: Texas Education Agency, AEIS, 2004–05 and 2005–06.

enrollment for 2006–07 is 510. To help students determine if they can handle the college level difficulty of the courses, the district sets out predictors for success in the 2007–08 WHS *Course Description Catalog*. These include the following:

- 2200 on the TAKS Test in the subject area, plus a 3 on the writing portion on TAKS;
- A PSAT score of 40; and
- Teacher recommendation plus a grade of 90 in a regular class or 85 in a pre-AP or AP class.

If students do not have at least two of the three predictors, parents may submit a waiver with the campus counselor to enroll in the class.

The high school has been working to improve the quality of its AP courses and to increase enrollment; as part of this effort, in the past several years district pre-AP and AP teachers began participating in the Texas Advanced Placement Incentive Program, whereby the district receives a subsidy from TEA for teacher training for College Board Advanced Placement courses. Additionally, the district holds a number of parent meetings during the school year to discuss information concerning the benefits of AP courses. These include spring meetings with parents of incoming grade 7, 9, and 10 students as well as current high school students.

Most colleges and universities offer advanced placement or credit, or both, to high school students for scores of 4 or 5 on AP examinations with some extending credit and placement for scores of 3. Over the three-year period from 2002–03 to 2004–05, the percentage of WISD students with scores of 3, 4, or 5, as well as the percentage of all scores of WISD students above 3, declined (**Exhibit 1-14**).

When compared with students in the peer districts, Region 10 and the state, the percent of WISD students in Grades 11 and 12 who took at least one AP exam was third among its peers and lower than those in Region 10 and the state. The percent of WISD students with an AP exam score of 3, 4, or 5 was the lowest among the peers and lower than the percent in Region 10 and the state. The percent of all scores of WISD students that were at or above 3 was the second lowest among its peer districts, and lower than the percent in Region 10 and the state (**Exhibit 1-15**).

The district encourages but does not require students to take AP exam. According to the WHS counselor, the exam cost is the primary reason that students do not take AP exams. The net cost for each exam after state reimbursement is \$55.

EXHIBIT 1-15
PERCENTAGE OF STUDENTS TAKING AN AP EXAM AND
SCORING ABOVE 3
WISD, PEERS, REGION 10, AND STATE
2004–05

| DISTRICT | PERCENTAGE OF STUDENTS TESTED | PERCENT OF STUDENTS WITH A SCORE OF 3 OR ABOVE | PERCENTAGE OF ALL SCORES AT OR ABOVE 3 |
|-------------------|-------------------------------|--|--|
| Brenham | 6.4% | 59.0% | 46.0% |
| Corsicana | 7.1% | 50.0% | 43.1% |
| Ennis | 12.9% | 43.1% | 33.8% |
| Sherman | 19.8% | 77.4% | 61.0% |
| Waxahachie | 10.4% | 42.7% | 35.8% |
| Region 10 | 23.1% | 54.8% | 50.0% |
| State | 18.4% | 51.8% | 47.4% |

SOURCE: Texas Education Agency, AEIS, 2005–06.

Students on free and reduced lunch pay \$5 per exam. Other reasons for not taking the exams include concerns about test-taking skills and competition from the rapidly growing dual-credit courses offered through a written agreement with Navarro College. WISD offers 11 dual credit courses, including six courses that are also offered as AP courses (English IV, Calculus AB, Statistics, U.S. History, Government and Macroeconomics). Dual-credit courses may not have the same exam requirements as AP courses. The counselor felt that if the district paid for the exams, the district would be more willing to require the exams at the end of the course.

WISD offers 11 courses designated as pre-AP and 19 courses designated as AP in Grades 9–12. Of the 30 courses, students took an AP test in 12 courses in both 2004–05 and 2005–06. In 2004–05, there were 56 of 174 scores (32.1 percent) of 3, 4, or 5, and 55 of 169 scores (30.7 percent) of 3 or 4 in 2005–06; no students scored a 5 in this year.

The TEA publication, *Advanced Placement and International Baccalaureate Examination Results in Texas 2003–04*, offers a number of considerations for districts wanting to improve their AP programs, including:

- Use procedures such as teacher recommendations, student self-nominations and parent requests, previous coursework, grades in relevant courses, and achievement test scores to identify and place students;
- Evaluate previous coursework, grades, and performance on large-scale assessments to identify students who may

be successful in AP courses and to inform decisions about AP subject and course offerings;

- Form AP vertical teams of educators across middle and high school grades and across content areas to bring coherence to the program;
- Find ways to reduce the impact of fees required to take the examinations;
- Encourage students to take the corresponding AP course before taking the examination;
- Encourage students to participate in rigorous academic preparation examinations; and
- Provide additional staff development opportunities for pre-AP and AP teachers.

Sherman ISD has a high percent of students taking AP exams (19.8 percent), a high percent of students scoring 3, 4, or 5 (77.4 percent), and a high percent of total scores of 3 or above (61.0 percent). The district indicates that factors contributing to these figures include parent interest and involvement in the program, early student participation in more academically difficult classes, an emphasis on and willingness by teachers to participate in relevant staff development, and the provision of staff time to coordinate and recruit for the program.

The district should develop and implement strategies to improve student participation in and performance on AP exams. The district should expand current efforts to inform students and their parents about the advantages of taking pre-AP and AP courses as they transition through grade 6 into grades 7 and 8. WISD should explore providing incentives for students from available fund sources, including the Texas Advanced Placement Incentive Program and the Waxahachie Education Foundation.

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (REC. 9)

The district's Disciplinary Alternative Education Program (DAEP) lacks the elements necessary for a fully functional and effective program, such as behavioral intervention services, adequate staff, appropriate facilities, textbooks, and regular review of program performance.

WISD's DAEP, located in a historic school building which was under renovation during the review, serves students in grades 1–12. During the onsite review, only students in grades 6–12 were assigned to the program. The DAEP shares

this three-story building with a fire-responder training program, the staff assigned to develop the district's new global high school, and a credit recovery alternative education program. The DAEP program is located along an unsecured hallway. All grades share the common areas, and the program shares its entrance with other building tenants and visitors.

The DAEP has a program coordinator who manages both the DAEP and the non-disciplinary alternative education program known as the Learning Center (LC). The two programs share a part-time security officer and a secretary. The DAEP has three full-time teachers and two full-time aides, who serve the students in three classrooms: junior high boys, high school boys, and junior high and high school girls. The teaching staff holds certifications in math, history, vocational education, elementary, and learning disabilities; staff has not received specific training on managing the behavioral needs of this particular student population.

The district has no limitation on the number of students that can be assigned or the number of students a single school can send to the DAEP. While start of year assignments are few, as the year progresses the number of students assigned to the DAEP increase. According to the DAEP coordinator, it is not uncommon to have as many as 85 to 90 students in attendance on a daily basis. When student numbers increase, or when an elementary school assigns a student to the DAEP, the program coordinator hires long-term substitutes to staff additional classrooms.

According to the district's website, the Waxahachie Alternative Educational Placement Campus "provides an opportunity for students to gain the academic skills necessary to meet the expectations of the regular classroom. Counseling and parental involvement will be available in helping the student become successful in the transition back to the home campus where self-control is expected." The parent/student handbook for the WDAEP states, "Students will continue to work on the same assignments as if they had not left their regular classrooms. Therefore, students will need to have all textbooks and materials brought with them to the DAEP."

The TEC §37.008 outlines minimum standards for DAEPs. The review team scored WISD's compliance with those requirements in **Exhibit 1-16**. A "+" in the status column indicates that the district meets or exceeds the requirement, while a "-" indicates that it is not meeting the minimum requirement.

As **Exhibit 1-16** shows, WISD's DAEP lacks adequate facilities, behavior intervention, and educational services for

EXHIBIT 1-16
COMPARISON OF WISD DAEP TO TEC REQUIREMENTS FOR DAEP PROGRAMS

| TEC REQUIREMENT | STATUS* | RATIONALE FOR STATUS |
|--|---------|--|
| DAEP must be provided in a setting other than a student's regular classroom, located on or off a regular school campus, but separates assigned students from unassigned students. | - | The district DAEP is at a separate location from regular schools, but the program is co-located with the LC program and there are no barriers to prevent co-mingling between inappropriate groups of students such as elementary and secondary students. The DAEP and LC share common areas and hallways. The disciplinary elementary students are located in a separate room, which is adjacent to the junior high and high school students. |
| DAEP must focus on English/language arts, mathematics, science, history, and self-discipline. | + | The DAEP meets minimum requirements by providing classes in the core subjects. Students wear uniforms and there are standards for behavior. |
| DAEP provides for students' educational and behavioral needs. | - | The program has had difficulty providing textbooks and a timely exchange of assignments from the home school to meet educational needs. The DAEP's behavioral intervention program is limited to a single anti-bullying video to meet the requirements of TEC §37.083. |
| DAEP provides supervision and counseling. | - | Supervision is provided for the program. The program does not have a counselor assigned specifically to the program; however, a teacher at the LC has been assigned to provide services to the DAEP students. WISD does not assign home campus counselors to work with their assigned students; specifically during transition back to the home campus. |
| To teach in an off-campus DAEP, each teacher must meet certification requirements established by law. | - | Each full-time teacher at the DAEP is certified. However, not all certifications apply to core subjects, and the program uses long-term substitutes who may or may not be certified. Personnel classifies one teacher who works full-time at the DAEP at "not officially assigned"; this position was originally brought to the DAEP to implement the PLATO program, and has also served as the DAEP's interim administrator. |
| Each teacher assigned to a DAEP prior to 2003-04 meet certification requirements by 2005-06. | N/A | Turnover and staff reassignment has resulted in no teachers in program with longevity dating from 2003-04. |
| A school district shall cooperate with government agencies and community organizations that provide services in the district to students placed in a DAEP. | + | WISD maintains an effective working relationship with area juvenile homes, the juvenile court, and local government agencies. |
| A program of educational and support services may be provided to a student and the student's parents when an off-campus activity involves drugs or alcohol. The DAEP program must be licensed to provide chemical dependency services under this subsection. | N/A | WISD does not provide drug counseling and therefore is not required to have a licensed chemical dependency counselor. |
| The academic mission of a DAEP is to enable students to perform at grade level, and the Commissioner of Education will monitor to identify programs at risk of inaccurate data of failing to meet educational program requirements. | - | The district does not test students to determine if they are on grade level. The district does not centrally monitor its DAEP assignments or data. TEA recently identified WISD as being at risk for inaccurate PEIMS data, causing the district to reevaluate assignments to ensure correct reporting. The district has changed certain oversight requirements at the campus level accordingly. |

*A plus sign ("+") indicates the program meets or exceeds minimum requirements; a minus sign ("-") indicates it did not meet minimum requirements.

SOURCE: Texas Education Code (TEC) §37.008; Staff Interviews, November 2006; WISD Staffing Rosters 2003-04 to 2006-07.

its students to provide an environment conducive to student learning. The building temperature is not well regulated, requiring the use of fans and space heaters in some classrooms. During the onsite review in November 2006, the bathrooms did not have paper towels, working towel or soap dispensers or hand dryers, and there were missing ceiling tiles. All 26 junior high school students were receiving instruction by a single teacher in one classroom; boys and girls were not separated as the program setup intends. The district has plans to move the DAEP to another temporary location in spring 2007 while it renovates an older middle school for it and other programs.

In its handbook of expectations, WISD describes its DAEP as a program of core subjects and self-discipline. However, there are few behavior programs to foster self-discipline. WISD's DAEP does not provide social services, drug counseling, anger management, or character development programs typically found in disciplinary education programs. The only behavior modification program that teaches self-discipline, good choices, manners, or other desired conduct available at the DAEP is a recently purchased set of 10 videos on character education. There is no plan or program for reintegrating students into home campus and classes when they return from the DAEP. Students are assumed to be current with their school work when they return to their home campus. Without a strong behavioral intervention component, students return to the DAEP over multiple years.

Since 2004–05, the delivery of educational services to DAEP students has been inconsistent. During 2004–05, the primary curricular delivery systems used by the WDAEP were *Plato*, an online instructional program, and *Study Island*, a web-based program designed to help students prepare for the TAKS. Due to some displeasure with and concerns about the consistency of the program on the part of the staff and the administration, the decision was made to replace *Plato with Education 2020*, a virtual classroom providing one-on-one instruction in all grade 7–12 subjects. However, after the Plato system was discontinued, budgetary constraints prohibited the district from implementing *Education 2020*. As a result, students assigned to the DAEP have been required to use state-adopted textbooks and assignments provided by the sending teachers to complete their coursework. No decision has been made regarding including the *Education 2020* system in the 2007–08 budget.

When a student is assigned to the DAEP, there is a three-day period between the date of the assignment and the first day

at the DAEP during which the student is suspended from school. Teachers have this period to submit assignments the student is to work on at the DAEP. To ensure that students receive their assignments without undue delay, the DAEP began the 2006–07 school year by assigning a DAEP staff member to make trips between the high school, junior high school, and DAEP several times a week to pick up and return assigned work. On many occasions, however, the assignments were not been ready for pick-up at the sending school resulting in delays in the completion of assignments. The failure by students to bring the required texts contributed to the non-completion of the required assignments. As of December 2006, the district mailman is transporting assignments in mail tubs to and from campuses and the DAEP on a daily basis. In addition, an assignment check-in/check-out form has been created for each teacher to fill out on each of their DAEP students.

WISD's DAEP program also lacks the continuity in leadership and staff that typically provides stability in programming and teaching at-risk students. Without this continuity, staff lacks the program knowledge necessary to identify problems or the incentive to assure correction. A review of the district staff assignments to the DAEP for 2003–04 through 2006–07 showed four program administrators assigned for periods of as little as a few months, with no administrator remaining for an entire school year. Teacher turnover during the same period was also high, with six teachers covering two positions until May 2006, when WISD added another teacher position. One assignment to the DAEP lasted only one month before the teacher retired.

The federal Office of Juvenile Justice and Delinquency Prevention identified the following components as part of a successful alternative education program:

- strong leadership;
- early identification of student risk factors and problem behaviors;
- intensive counseling/mentoring;
- pro-social skills training;
- strict behavior requirements; and
- districtwide support.

WISD should analyze the design and performance of the DAEP, modifying it to meet or exceed statutory requirements, and ensuring program components meet the educational and behavioral needs of the students. The district should begin

with clear program objectives and provide appropriate resources to support the new design. The program should include the components needed to meet the student's educational and behavioral needs such as behavioral modification programs, adequate staff, textbooks, and facilities. Part of program design must include a determination of optimum program size, as the number of students should not exceed the program's capacity to provide quality education services.

As part of the design analysis, WISD should consider the following questions:

- What type of behavioral services will be needed?
- Are the majority of students on grade or below grade?
- Will they need a recovery based curriculum or individual attention to progress?
- What should be the optimal class size?
- Will there be a minimum length of assignment?
- Can students earn early release, and if so, how much?

The program's objectives should include both educational and behavioral strategies that are integrated with WISD's behavior management. The district should ensure the program administrator or coordinator and staff have the commitment and leadership to meet or exceed program objectives. The coordinator should work with central administration to ensure temporary or permanent facilities meet basic safety and hygiene standards, and provide an optimal educational environment.

The home campus counselors should remain committed to the academic needs of their assigned students, and assist with development of the DAEP program to ensure the structure reinforces self-discipline through a system of rewards and consequences, and entails a transition plan for integrating students back into their home campuses. The new DAEP design should include performance measures with a plan for collecting and analyzing the application of discipline and the success of related strategies.

The final design of the DAEP program should also include regular monitoring by the assistant superintendent with periodic reports to the board.

LIBRARY SERVICES (REC. 10)

WISD does not have standards for professional staffing or collection size for its libraries that meet Texas State Library and Archives Commission (TSLAC) recommended levels.

WISD employs four certified librarians and 10 library aides. Northside and Shackelford Elementary schools share a

librarian as do Dunaway and Wedgeworth. Waxahachie Junior High and Waxahachie High School each have a full-time librarian. The WHS librarian also serves as district coordinator for the library program. Eight of the district's nine campuses have full-time aides; the ninth campus has two aides. The district has not used established guidelines in making these assignments, and provided no evidence of any long-range needs assessment with respect to improving the staffing levels or collection sizes of its library/media centers. **Exhibit 1-17** provides information on the enrollment, staffing levels, and size of collections for the district's nine campuses.

TEC §33.021 directs the TSLAC to develop voluntary standards for school libraries and states, "(A) school district shall consider the standards in developing, implementing, or expanding library services." Standards are a tool for the objective assessment of library programs based on recognized measures of performance. The TSLAC standards are based on research that shows a positive correlation between school library resources and student achievement.

TSLAC uses four standards for categorizing libraries—*Exemplary*, *Recognized*, *Acceptable*, and *Below Standard*. **Exhibit 1-18** shows the TSLAC standards for staffing and collection size.

Applying the TSLAC standards, seven of the nine WISD libraries—Marvin, Dunaway, Northside, Shackelford, Wedgeworth, Turner, and WGNA—are below standard with respect to professional staffing, and the Marvin and WJHS libraries are below standard with respect to size of collection (**Exhibit 1-19**).

Exhibit 1-20 shows the district's deficiencies as compared to the TSLAC *Acceptable* standard. The district's failure to maintain appropriate staffing levels and adequate collections has resulted in a dilution of services for students. While volunteers and paraprofessionals can provide assistance in some areas important to ensure a properly functioning library, a full-time certified librarian is necessary if students are to realize the maximum benefits of a library/media center. To meet the TSLAC standard, the district would need to create five new librarian positions, one each at Marvin, Turner, and WJHS, and convert the current half-time positions at Dunaway, Northside, Shackelford, and Wedgeworth to full-time positions. In addition, the district would need to purchase 2,351 collection items, 1,843 for Marvin and 508 for WJHS, in addition to any additional items needed due to increased enrollment.

**EXHIBIT 1-17
WISD CAMPUS ENROLLMENTS, LIBRARY STAFFING, COLLECTION SIZES, AND BUDGETS
2006–07**

| CAMPUS | 2006-07 ENROLLMENT | STAFFING | | COLLECTION SIZE | |
|--------------|-----------------------|------------|-----------|-----------------|---------------------|
| | | LIBRARIANS | AIDES | TOTAL VOLUMES | VOLUMES PER STUDENT |
| Marvin | 635 | 0 | 1 | 8,317 | 13.1 |
| Dunaway | 501 | 0.5 | 1 | 11,891 | 23.7 |
| Northside | 595 | 0.5 | 1 | 11,525 | 19.4 |
| Shackelford | 638 | 0.5 | 1 | 11,222 | 17.6 |
| Wedgeworth | 679 | 0.5 | 1 | 11,764 | 17.3 |
| Turner | 402 | 0 | 1 | 9,157 | 22.8 |
| WJHS | 935 | 1 | 1 | 12,582 | 13.5 |
| WNGA | 500 | 0 | 1 | 7,212 | 14.4 |
| WHS | 1,409 | 1 | 2 | 24,050 | 17.1 |
| Total | 6,294 | 4 | 10 | 107,720 | 17.1 |

SOURCE: WISD, WHS Librarian.

**EXHIBIT 1-18
TSLAC STANDARDS: STAFFING AND SIZE OF COLLECTIONS**

| AREA | STANDARD | | |
|-------------------------------|---|---|--------------------------------------|
| | EXEMPLARY | RECOGNIZED | ACCEPTABLE |
| Professional Staff | At a minimum: | At a minimum: | At a minimum: |
| 0 to 500 students | 1.5 Certified Librarians | 1.0 Certified Librarians | 1.0 Certified Librarians |
| 501 to 1,000 students | 2.0 Certified Librarians | 1.5 Certified Librarians | 1.0 Certified Librarians |
| 1,001 to 2,000 students | 3.0 Certified Librarians | 2.0 Certified Librarians | 1.0 Certified Librarians |
| 2,001+ students | 3.0 Certified Librarians + 1.0 Paraprofessional for each 700 students | 2.0 Certified Librarians + 1.0 Paraprofessional for each 1,000 students | 2.0 Certified Librarians |
| Paraprofessional Staff | At a minimum: | At a minimum: | At a minimum: |
| 0 to 500 students | 1.5 Paraprofessionals | 1.0 Paraprofessionals | 0.5 Paraprofessionals |
| 501 to 1,000 students | 2.0 Paraprofessionals | 1.5 Paraprofessionals | 1.0 Paraprofessionals |
| 1,001 to 2,000 students | 3.0 Paraprofessionals | 2.0 Paraprofessionals | 1.5 Paraprofessionals |
| 2,001 + students | 3.0 Paraprofessionals + 1.0 Paraprofessionals for each 700 students | 2.0 Paraprofessionals + 1.0 Paraprofessionals for each 1,000 students | 2.0 Paraprofessionals |
| Size of Collection | 12,000 items at a minimum, or: | 10,800 items at a minimum, or: | 9,000 items at a minimum, or: |
| High School | 16 items per student | 14 items per student | 12 items per student |
| Middle School | 18 items per student | 16 items per student | 14 items per student |
| Elementary School | 20 items per student | 18 items per student | 16 items per student |

SOURCE: Texas State Library and Archives Commission (TSLAC) Standards.

The district should conduct a needs assessment regarding the services offered by the district’s library program and develop staffing and collections guidelines accordingly. The needs assessment should be conducted during the 2007–08 school year; the district should solicit information on the adequacy of space, staffing, and services, as well as services that should

be given priority in any program redesign and budget consideration from students, district personnel, and the community. The district could use the TSLAC library standards and other information such as the 2001 report, *Texas School Libraries: Standards, Resources, Services, and Students’ Performance*, in developing the needs assessment.

**EXHIBIT 1-19
COMPARISON OF WISD LIBRARIES TO TSLAC STANDARDS
STAFFING, COLLECTION SIZE, AND EXPENDITURE ALLOCATION**

| LIBRARY | STAFFING | | COLLECTION SIZE |
|-------------|----------------|------------------|-----------------|
| | PROFESSIONAL | PARAPROFESSIONAL | |
| Marvin | Below Standard | Acceptable | Below Standard |
| Dunaway | Below Standard | Acceptable | Exemplary |
| Northside | Below Standard | Acceptable | Recognized |
| Shackelford | Below Standard | Acceptable | Acceptable |
| Wedgeworth | Below Standard | Acceptable | Acceptable |
| Turner | Below Standard | Recognized | Exemplary |
| WJHS | Acceptable | Acceptable | Below Standard |
| WGNA | Below Standard | Recognized | Recognized |
| WHS | Acceptable | Recognized | Exemplary |

SOURCE: TSLAC Standards.

**EXHIBIT 1-20
DEFICIENCIES AS COMPARED TO TSLAC ACCEPTABLE STANDARDS
WISD LIBRARIES**

| LIBRARY | STAFFING | | COLLECTION SIZE |
|--------------|--------------|------------------|-----------------|
| | PROFESSIONAL | PARAPROFESSIONAL | |
| Marvin | 1.0 | 0.0 | 1,843 |
| Dunaway | 0.5 | 0.0 | 0 |
| Northside | 0.5 | 0.0 | 0 |
| Shackelford | 0.5 | 0.0 | 0 |
| Wedgeworth | 0.5 | 0.0 | 0 |
| Turner | 1.0 | 0.0 | 0 |
| WJHS | 0.0 | 0.0 | 508 |
| WNGA | 1.0 | 0.0 | 0 |
| WHS | 0.0 | 0.0 | 0 |
| Total | 5.0 | 0.0 | 2,351 |

SOURCE: TSLAC Standards.

Based on current findings and using the TSLAC staffing guidelines, it would require an additional five librarian positions for WISD to align with the standards. If WISD decides to take this option, the fiscal impact of the additional five positions would be an annual cost of \$275,290 beginning in 2008–09. This is based on the \$50,475 average annual salary of the four current librarians. Benefits would be \$4,583 (\$50,475 X 9.08 percent), for a total salary of \$55,058. The fiscal impact of implementing the portion of the recommendation related to bringing the district's collection size up to the *Acceptable* standard is based on the average cost to replace a book established by the *School Library Journal* multiplied by the number of books needing to be purchased;

a one-time cost of \$48,242 (2,351 items X \$20.52 per book).

GUIDANCE AND COUNSELING STAFFING (REC. 11)

The district lacks a staffing standard for its guidance and counseling program, and is not currently staffed in accordance with the recommendations of state professional associations.

The effectiveness of a district's guidance and counseling program is directly related to the counselor-to-student ratio within the program. Counselor-to-student ratios are determined, in part, by the characteristics of the students being served and should be sufficiently low to meet the identified needs of students and the school community. The

number of students who have intensified needs for responsive services, such as the educationally/economically disadvantaged, highly mobile, or dropout prone, dictates lower ratios. The Texas School Counselor Association (TSCA), Texas Association of Secondary School Principals (TASSP), and Texas Elementary Principals and Supervisors Association (TEPSA) all recommend a counselor-to-student ratio of 1:350.

In 2005–06, compared to peer districts regarding the number of counselors and counselor-to-student ratios, WISD had the second smallest number of counselors and the highest number of students per counselor. The WISD counselor to student ratio was approximately 14 percent higher than the ratio in Region 10 and 13 percent higher than the ratio statewide. The WISD counselor-to-student ratio in 2005–06 of 1:498 was over 40 percent higher than as that recommended by TSCA, TASSP, and TEPSA (**Exhibit 1-21**).

EXHIBIT 1-21
STUDENT ENROLLMENT, NUMBER OF COUNSELORS, AND STUDENTS PER COUNSELOR
WISD, PEER DISTRICTS, REGION 10, AND STATE
2005–06

| DISTRICT | STUDENT ENROLLMENT | NUMBER OF COUNSELORS | STUDENTS PER COUNSELOR |
|-------------------|--------------------|----------------------|------------------------|
| Brenham | 5,309 | 11.00 | 482.6 |
| Waxahachie | 6,207 | 12.45 | 498.5 |
| Sherman | 6,348 | 14.93 | 425.2 |
| Corsicana | 5,590 | 15.50 | 360.6 |
| Ennis | 5,687 | 16.00 | 355.4 |
| Region 10 | 683,721 | 1,565.96 | 436.61 |
| State | 4,521,043 | 10,251.33 | 441.02 |

SOURCE: Texas Education Agency, PEIMS Student Enrollment Report and Staff Salaries and FTE Count Report, 2005–06.

TEC §33.006 establishes the roles and responsibilities of public school counselors and defines the scope of guidance and counseling programs. It requires all school counselors to work with school faculty and staff, students, parents, and the community to plan, implement, and evaluate a developmental guidance and counseling program. In response to the legislation, TEA developed, and most recently revised in 2004, *A Model Developmental Guidance and Counseling Program for Texas Public Schools: A Guide for Program Development Pre-K-12th Grade*. The guide recommends that counselors divide their time among four program components including:

- **Guidance Curriculum:** Planned lessons covering self-confidence, development, motivation to achieve, decision-making and problem-solving skills and responsive behavior;
- **Responsive Services:** Interventions on behalf of students whose immediate personal concerns or problems put their continued personal-social career and/or education development at risk;
- **Individual Planning:** Guidance for students as they plan, monitor, and manage their own educational, career, and personal-social development; and
- **System Support:** Services and management activities that indirectly benefit students.

The high student to counselor ratio at four elementary schools limits the services that can be provided to students. TEA recommends that elementary counselors spend 65 to 85 percent of their time helping students develop basic life skills such as self-confidence, motivation to achieve, problem-solving skills, and responsible behavior and intervening on behalf of those students whose immediate personal concerns or problems place their continued development at risk. The large student to counselor ratio at Marvin, Northside, Shackelford, and Wedgeworth Elementary Schools makes it difficult to provide students with an appropriate level of services.

The amount of time allocated to each program component is dependent the developmental and special needs of the students. However, TEA does recommend a range of times that should be allocated to each component. Interviews with counselors provided some insight into how WISD counselors were spending their time. **Exhibit 1-22** indicates the percentage of time recommended for each of the four components at the elementary, middle/junior high school, and high school and an estimate of time spent in each of the four by WISD counselors. The allocation of time at the pre-K to kindergarten level is more closely aligned to the time allocations recommended by TEA than those at the other elementary grades and the high school. No information was provided for counselors at the middle/junior high school grades. The most significant variation from the TEA recommendations was at the high school level in the Responsive Services and Individual Planning and System Support areas. WISD counselors spent more time in Responsive Services and less time in Individual Planning and System Support than recommended by TEA.

EXHIBIT 1-22
PROGRAM BALANCE TIME DISTRIBUTION
DEVELOPMENTAL GUIDANCE CURRICULUM
2005–06

| SERVE TYPE | ELEMENTARY SCHOOL | | MIDDLE/JUNIOR HIGH SCHOOL | | HIGH SCHOOL | |
|---------------------|-------------------|-------------------------------|---------------------------|------|-------------|------|
| | TEA | WISD | TEA | WISD | TEA | WISD |
| Guidance Curriculum | 35 to 45% | Pre-K–K 50% Grades 1–5 25% | 35 to 40% | * | 15 to 25% | 30% |
| Responsive Services | 30 to 40% | Pre-K–K 30% Grades 1–5 45% | 30 to 40% | * | 25 to 35% | 50% |
| Individual Planning | 5 to 10% | Pre-K–K 5% Grades 1–5 10% | 15 to 25% | * | 25 to 35% | 15% |
| System Support | 10 to 15% | Pre-K–K 15% Grades 1–5 20% | 10 to 15% | * | 15 to 20% | 5% |

*No information was provided for counselors at the middle/junior high school grades.

SOURCE: Texas Education Agency, A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools (Revised 2004); WISD Counselors, 2006.

Exhibit 1-23 shows the counselor staffing for WISD as of October 2006. At the time, the district employed 14 counselors to serve 6,322 students. Seven of the district's 10 facilities housing students were assigned one counselor each, one campus (WHS) was assigned four counselors, and one campus (WJHS) was assigned two counselors. Until February 2007, the counselor assigned to Global High School to assist with tasks associated with the opening of that facility provided services to the DAEP at the Wilemon Center on an "on call" basis; after this time a Learning Center teacher/certified

counselor provided counseling services to DAEP students. The district has not used staffing formulas or an assessment of staffing needs to make assignments. Based on professional standards WISD has six fewer counselors than needed.

The district should conduct a needs assessment regarding district counseling services and develop staffing guidelines accordingly. The needs assessment should be conducted during the 2007–08 school year; the district should solicit information on the adequacy of guidance and counseling

EXHIBIT 1-23
STUDENT ENROLLMENT, NUMBER OF COUNSELORS, AND STUDENTS PER COUNSELOR
WISD CAMPUSES
2006–07

| CAMPUS | STUDENT ENROLLMENT | NUMBER OF COUNSELORS | STUDENTS PER COUNSELOR | ADDITIONAL COUNSELORS NEEDED BASED ON STANDARDS |
|--------------------|--------------------|----------------------|------------------------|---|
| Marvin | 635 | 1 | 635.0 | 1.0 |
| Dunaway | 501 | 1 | 501.0 | 0.5 |
| Northside | 595 | 1 | 595.0 | 1.0 |
| Shackelford | 638 | 1 | 638.0 | 1.0 |
| Wedgeworth | 679 | 1 | 679.0 | 1.0 |
| Turner | 402 | 1 | 402.0 | 0.0 |
| WJHS | 935 | 2 | 467.5 | 1.0 |
| WNGA | 500 | 1 | 500.0 | 0.5 |
| WHS | 1,409 | 4 | 352.3 | 0.0 |
| Wilemon | 28 | 0 | NA | 0.0 |
| Global High School | 0 | 1 | 0.0 | 0.0 |
| District | 6,322 | 14 | 451.6 | 6.0 |

NOTE: Positions were rounded to the nearest half position.

SOURCE: WISD, PEIMS 2006–07 Fall collection, Resubmission.

staffing, services, and programs, as well as services that should be given priority in any program redesign and budget consideration from students, district personnel, and the community. Counselor schedules and job responsibilities should be developed based on the needs of the campuses and how to most effectively implement the developmental guidance curriculum most effectively. The district should use TEA's *A Model Developmental Guidance and Counseling Program for Texas Public Schools: A Guide for Program Development PreK-12th Grades* as the basis for development of the needs assessment and any necessary revisions to job schedules or responsibilities.

Based on current findings and using industry-staffing recommendations, it would require an additional six counseling positions for WISD to align with the standards. If WISD decides to take this option, the fiscal impact of the additional six positions would be an annual cost of \$334,782 beginning in 2008–09. This is based on the \$51,152 average annual salary of the district's 14 counselors. Benefits would be \$4,645 ($\$51,152 \times 9.08$ percent), for a total salary of \$55,797.

ENGLISH LANGUAGE LEARNER STUDENTS (REC. 12)

The district is not meeting the instructional needs of its secondary ELL students.

The district provides services to elementary ELL students by clustering students in sheltered classrooms taught by English as a second language (ESL) certified teachers. Instruction in grades pre-K–1 is in students' native language exclusively with a transition to predominately-English instruction by grades 4 and 5. The goal is to improve students' English proficiency so they can exit the program by grade 3. In grades 6–9, ESL students are served in an ESL classroom by an ESL-certified teacher. The program includes use of an ESL textbook and strategies for language acquisition using the ELL TEKS. The teacher uses Content Mastery to provide additional assistance to students having academic difficulties in the regular classroom. In grades 10–12, the ESL teacher serves as an inclusion teacher providing assistance to students in the regular classroom as well as through Content Mastery.

In 2005–06, the academic performance of district ELL students in grades 3–5 as measured by TAKS compared favorably with that of ELL students statewide. The passing rates of WISD students in those grades equaled or surpassed students statewide on all sections of TAKS and on all tests combined. The passing rates for students in grades 7 and 8

were higher than those of students statewide in reading and on all tests combined in grades 7 and 8 and in math in grade 8. The percentage of WISD students passing TAKS was lower in math and writing in grade 7 and on science and social studies in grade 8. No results are available for grade 6 due to the small number of students taking the tests at that grade (**Exhibit 1-21**).

At the high school level, the percentage of WISD students in grade 9 who passed TAKS was higher than the state percentage on all portions of the test—reading, math, and both tests combined. However, the passing rates of students in grades 10 and 11 were lower on the reading, math, and science sub-tests and on all tests combined. Grades 10 and 11 had passing rates higher than students statewide on the social studies portion of the test (**Exhibit 1-24**).

The performance of the district's ELL secondary students on TAKS indicates the district is not meeting the instructional needs of those students. While above those statewide, the passing rates at grades 7 and 8 are low, and, in some instances, lower than those in Grades 10-11. In interviews, WISD staff told the review team that a number of secondary ELL students arrive in the district from non-English speaking countries or districts that do not have a bilingual/ESL program. Even so, school districts are legally required to provide appropriate instruction to these students to assist them in gaining English-language proficiency as well as content knowledge in reading/language arts and mathematics.

Providing appropriate instruction to "late-entrant" ELL students is a concern that is particularly acute at the secondary level where students may be three or more years below their age-appropriate grade level in school-related knowledge and skills. For these students, success in school is dependent not only on learning to communicate in English but also to transition into the economic, cultural, academic, and personal issues faced by adolescents in general. In WISD, the district bilingual/ESL coordinator meets on a regular basis with secondary ESL teachers to discuss strategies that can be implemented in the classroom and provide resources for use with ESL students. Students with skill deficiencies are identified and provided assistance through additional tutoring. Home visits are conducted for ninth grade students at risk of failing TAKS. Credit recovery classes with on-line curriculum programs have been used with students who fall behind in their classes.

EXHIBIT 1-24
PERCENTAGE WISD ELL STUDENTS TAKS PASSING RATES
2005–06

| GRADE | READING/ELA | | MATH | | WRITING | | SCIENCE | | SOCIAL STUDIES | | ALL TESTS | |
|-------|-------------|------|-------|------|---------|------|---------|------|----------------|------|-----------|------|
| | STATE | WISD | STATE | WISD | STATE | WISD | STATE | WISD | STATE | WISD | STATE | WISD |
| 3 | 82% | 92% | 75% | 87% | -- | -- | -- | -- | -- | -- | 65% | 82% |
| 4 | 63% | 63% | 72% | 81% | 83% | 83% | -- | -- | -- | -- | 55% | 56% |
| 5 | 48% | 86% | 63% | 88% | -- | -- | 46% | 86% | -- | -- | 28% | 88% |
| 6 | 64% | * | 55% | * | -- | -- | -- | -- | -- | -- | 45% | * |
| 7 | 29% | 40% | 33% | 25% | 56% | 44% | -- | -- | -- | -- | 18% | 25% |
| 8 | 32% | 38% | 29% | 38% | -- | -- | 23% | 13% | 46% | 38% | 12% | 13% |
| 9 | 41% | 57% | 19% | 21% | -- | -- | -- | -- | -- | -- | 16% | 21% |
| 10 | 32% | 22% | 23% | <1% | -- | -- | 13% | <1% | 41% | 67% | 8% | <1% |
| 11 | 36% | <1% | 43% | 13% | -- | -- | 30% | 25% | 65% | 88% | 16% | <1% |

*Fewer than five students were in this classification, including zero students.

SOURCE: Texas Education Agency, AEIS, 2005–06.

Thirty percent of WISD teachers responding to the January 2007 Staff Development Needs Survey indicated that staff development was “very much needed” for ELL population while 52 percent indicated that staff development was “somewhat needed.” However, as **Exhibit 1-10** shows, teachers at the secondary level attend less staff development than those at the elementary level. The average number of workshops attended per teacher in 2005–06 was 0.6 at both WJHS and WNGA, and 0.4 at WHS.

In the 2000 report *Strategies for Success: Engaging Immigrant Students in Secondary Schools* from the Education Resources Information Center (ERIC Digest), ten principles are provided as the basis for developing effective teaching and learning environments for secondary ELL students:

- The culture of the classroom fosters the development of a community of learners, and all students are part of that community;
- Good language teaching involved conceptual and academic development;
- Students’ experiential backgrounds provide a point of departure and an anchor in the exploration of new ideas;
- Teaching and learning focus on substantive ideas that are organized cyclically;
- New ideas and tasks are contextualized;
- Academic strategies, socio-cultural expectations, and academic norms are taught explicitly;

- Tasks are relevant, meaningful, engaging, and varied;
- Complex and flexible forms of collaboration maximize learners’ opportunities to interact while making sense of language and content;
- Students are given multiple opportunities to extend their understandings and apply their knowledge; and
- Authentic assessment is an integral part of teaching and learning.

In addition to maintaining academic standards and having high expectations of students, educators who work with ELL students should be knowledgeable about the students’ cultural backgrounds as well as their language, literacy, and academic needs. ESL teachers, content teachers, counselors, and administrators should be familiar with the basic concepts and theories underlying ESL instruction. One study of six high schools that promote success among students whose first language is Spanish found that high priority was placed on professional development for all school staff and that there was a concentration of training designed to help staff serve ELL students more effectively.

Region 10 offers a bilingual/ESL Cooperative that includes staff development for bilingual/ESL teachers that address subject content, teaching strategies and parent and student involvement.

The district should provide intensive staff development training for all secondary teachers, counselors, and administrators in the nature and needs, assessment, and

instruction of ELL students. The district should work with Region 10 and other appropriate agencies to provide opportunities for staff to participate in training on teaching and intervention strategies, sheltering techniques, and methods for accommodating the academic, cultural, and personal differences exhibited by ELL students.

For background information on Educational Service Delivery, see page 187 in the General Information section of the appendices. For examples of school districts that have used the best practices recommended in this chapter, see page 239 in the Best Practices section of the appendices.

FISCAL IMPACT

| RECOMMENDATION | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | TOTAL 5-YEAR (COSTS) SAVINGS | ONE TIME (COSTS) SAVINGS |
|--|------------|------------|------------|------------|------------|---------------------------------------|--------------------------------|
| 1. Determine the staffing and skills needed for both curriculum and student services functions. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2. Adopt a board policy that provides a system for the development and management of the curriculum. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3. Evaluate the cost effectiveness of the A/B block schedule at the high school and WNGA and consider implementation of a traditional seven-period schedule. | \$0 | \$411,434 | \$411,434 | \$411,434 | \$411,434 | \$1,645,736 | \$0 |
| 4. Implement a process for program evaluation that ensures that all programs are evaluated on a regular basis to determine their effectiveness. | (\$40,421) | (\$80,842) | (\$80,842) | (\$80,842) | (\$80,842) | (\$363,789) | \$0 |
| 5. Develop strategies targeted at improving the academic performance of underperforming subgroups. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 6. Develop a long-range plan for staff development that addresses the design, delivery, and evaluation of the district's staff development program that is sharply focused, job-embedded, responsive to teacher-identified needs, integrated with district student performance goals, and ongoing. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 7. Review the processes used for nomination, screening, and selection of students for the gifted and talented program to ensure that minorities are actively recruited and represented proportional to their percentage of district enrollment. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

FISCAL IMPACT (CONTINUED)

| RECOMMENDATION | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | TOTAL 5-YEAR (COSTS) SAVINGS | ONE TIME (COSTS) SAVINGS |
|--|-------------------|--------------------|--------------------|--------------------|--------------------|---|---|
| 8. Develop and implement strategies to improve student participation in and performance on AP exams. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 9. Analyze the DAEP's design and performance, modifying the program to meet or exceed statutory requirements, and ensuring program components meet the educational and behavioral needs of the students. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 10. Conducts a needs assessment regarding the services offered by the district's library program and develop staffing and collections guidelines accordingly. | \$0 | (\$275,290) | (\$275,290) | (\$275,290) | (\$275,290) | (\$1,101,160) | (\$48,242) |
| 11. Conduct a needs assessment regarding district counseling services and develop staffing guidelines accordingly. | \$0 | (\$334,782) | (\$334,782) | (\$334,782) | (\$334,782) | (\$1,339,128) | \$0 |
| 12. Provide intensive staff development training for all secondary teachers, counselors, and administrators in the nature and needs, assessment, and instruction of ELL students. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL-CHAPTER 1 | (\$40,421) | (\$279,480) | (\$279,480) | (\$279,480) | (\$279,480) | (\$1,158,341) | (\$48,242) |

CHAPTER 2

DISTRICT MANAGEMENT AND COMMUNITY RELATIONS

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

CHAPTER 2. DISTRICT MANAGEMENT AND COMMUNITY RELATIONS

The goal of effective governance and management of school districts is to perform appropriate planning for the district, to provide adequate resources for district operations, and to ensure that the district complies with all applicable laws and regulations. Members of the Board of Trustees serve as policy makers; approving goals and policies that guide program initiatives, establish performance expectations, and allocate limited resources. The board also hires the chief executive officer of the district, the superintendent. The superintendent and staff use these goals and policies to operate the district and develop detailed planning to accomplish these goals in a cost effective framework and staffing.

Waxahachie Independent School District (WISD) is governed by a seven-member Board of Trustees elected at large. The members serve three-year staggered terms. In December 2006, a new board member was appointed to complete the unexpired term of a resigned board member.

WISD's senior administrative organization includes the superintendent, three assistant superintendents, two executive directors, and the director of Public Relations. The three assistant superintendents, the executive director of Construction and Support Services, and the director of Public Relations report directly to the superintendent. School principals and the executive director of Curriculum and Instruction report to the assistant superintendent who is responsible for instruction and school operations. District staff that have districtwide curriculum and instructional responsibilities report to the executive director of Curriculum and Instruction. The assistant superintendent /Chief Financial Officer (CFO) is responsible for the financial operations of the district. The assistant superintendent of Human Resources is responsible for personnel, athletics, security, and parent and community involvement. The executive director of Construction and Support Services is responsible for technology, maintenance, transportation, child nutrition, construction, and warehouse functions.

In April 2007, Mr. Thomas J. Collins became superintendent replacing Dr. James Wilcox who left to become superintendent in another district. Mr. Collins previously served WISD as the assistant superintendent of Human Resources.

Exhibit 2-1 shows the district organization structure as of December 2006.

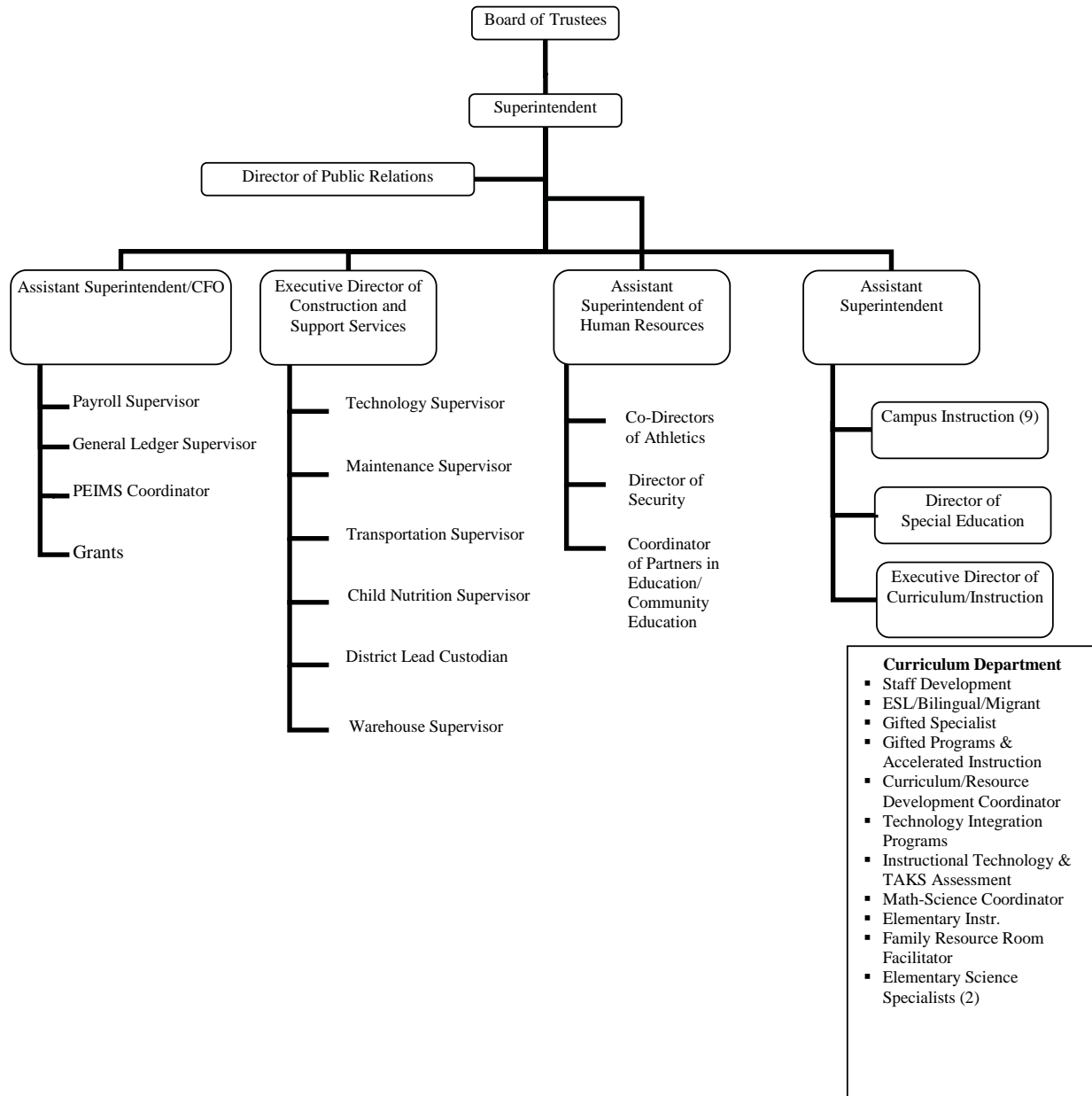
To promote community relations, districts actively encourage parent and community participation in the activities of the district. Parents are an essential part of the educational process and their active involvement is an important ingredient in student success. Districts need the support of local organizations and businesses to provide additional resources to strengthen the educational process and to obtain local approval to finance new and improved facilities. Effective communications including print, media, and Internet help ensure the timely delivery of information and encourage participation and support.

WISD's community involvement function is a districtwide activity that is supported by both central office and campus administrators. The superintendent has assigned primary responsibility to two administrators who direct and coordinate multiple programs.

ACCOMPLISHMENTS

- The district's bond planning process built strong community support that helped ensure passage of a \$59 million bond program in November 2006.
- The district's new leadership program expands community support as participants learn about district in a year long program.
- WISD uses a variety of parent and community programs and committees to obtain public input on district programs and to add additional resources to the district.
- WISD developed a strong volunteer program by combining effective volunteer management techniques with programs that encourage community and parental participation and increase the number of volunteers.
- WISD extensively collaborates with outside organizations to enhance ongoing community learning.
- WISD posts board packet information on the district website related to forthcoming Board of Trustees' agenda, providing extensive information to the community that helps to build community trust.

**EXHIBIT 2-1
WISD ORGANIZATION
2006-07**



SOURCE: WISD Superintendent, December 2006.

FINDINGS

- The district’s planning process does not specify clear strategic goals to improve the academic performance of students.
- The WISD website contains many elements of an interactive school district website but is difficult to

navigate and is not consistent across departments and schools.

- WISD does not use the district’s local access cable station (CATV) to communicate with students, parents, and community members.

RECOMMENDATIONS

- Recommendation 13: Develop and implement a long term planning process that includes adequate analysis of alternative strategies, informed decision-making, rigorous monitoring of strategy implementation, and comprehensive evaluation of results.** The planning process should also ensure that required documents such as the district improvement plan are prepared on an annual basis.
- Recommendation 14: Improve the communication effectiveness of the district website and individual campus websites by developing minimum standards for website information, adding navigation tools based on specific users such as parents or volunteers, and adhering to all state mandated posting requirements.** The webmaster should also ensure that all posting requirements are addressed on a timely basis. The district could establish minimum content guidelines for each department and school in the district by expanding on the policies already included in the Acceptable Use Policy for Technology, the district's policies related to materials and software stored on district computers and staff and student access to the internet. The additional guidelines would be aimed at encouraging all departments and schools to post helpful information on their website and to update that information on a timely basis. The district could add navigation tools that allow key user groups such as parents to quickly find information related to students regardless of the department that is posting the information. This could be accomplished by having a separate parent pull down menu. For example, a parent would be able to locate school routing information either by going to the Transportation Department web page or by clicking on bus routes under the parent menu. This will also ensure that content is not duplicated on the website.
- Recommendation 15: Expand the use of the local access channel using strategies developed by interested WISD and community participants.** These participants should form an initial development committee under the oversight of the director of Public Relations. Members could include district staff, student representatives, student athletes, members of the Community Education Council and interested community members with media or television experience. There is a substantial cost to providing

programming so the district may want to first consider use of existing materials such as taped football games as planned by the director of Public Relations. Other materials such as taped staff development sessions could also be used. Even still photographs of student activities could be shown to provide interest.

DETAILED ACCOMPLISHMENTS

2006 BOND REFERENDUM

The district's bond planning process built strong community support that helped ensure passage of a \$59 million bond program in November 2006.

In August 2006, the WISD Board of Trustees called a \$59.25 million bond election for November 7, 2006. The call for the bond election came after the district spent more than six months reviewing enrollment projections and assessing the condition of the district's school facilities. A demographic study developed by an outside consultant estimated that the district enrollment will exceed the capacity of the district schools by 2007–08. The district had added more than 300 students during 2005–06.

To increase the chances for voter approval of the bond election, the district analyzed the reasons for the failure of the 2003 bond referendum. The 2003 referendum failed by a margin of two to one, with 66 percent voting against the bonds. The district used the analysis or "lessons learned" approach to develop strategies to address past concerns. In addition, community members indicated in interviews that the previous bond referendum failed in part because it did not provide enough detail regarding proposed projects and costs. The board, superintendent, and district staff felt that it was important that the details of the 2006 bond referendum be fully disclosed to the community and developed materials to communicate the details. **Exhibit 2-2** shows the proposed 2006 bond projects and costs.

The district also sent out informational brochures to more than 16,000 individuals. The brochures included information such as frequently asked questions, an analysis of the tax impact, voting information, and a breakdown of costs. The superintendent and district staff gave numerous presentations including: one to each campus, three community presentations, and several presentations to community service organizations such as the Rotary Club. The district and board worked closely with the local newspaper and radio station to ensure that all questions were addressed.

**EXHIBIT 2-2
2006 BOND REFERENDUM PROJECTS AND COSTS**

| PROPOSED PROJECT | PROPOSED COST |
|--|---------------------|
| New Elementary School | \$13,112,998 |
| New Sixth Grade Center | 16,639,891 |
| New Junior High School | 20,900,311 |
| Complete Wilemon Building Renovation (Global High) | 4,720,612 |
| Turner Middle School Renovation | 1,811,626 |
| High School Capital Improvements | 1,360,652 |
| Elementary Parking Lot Expansions | 506,960 |
| Total | \$59,053,050 |

NOTE: The bond election amount of \$59.25 million was rounded to the nearest quarter million to provide a contingency for variances in the project costs.

SOURCE: WISD Superintendent, November 2006.

As a result of the comprehensive planning and focused marketing and communications, the district was able to garner public support and the WISD bond election passed by 76 percent or 3,783 votes for the proposed bond program compared to 1,170 votes or 23 percent against the program.

CHAMPIONS FOR CHILDREN

The district’s new leadership program expands community support as participants learn about the district in a year long program.

The district developed a program entitled Champions for Children, which is an introductory course for community members to learn more about Waxahachie ISD. The impetus of the program was to improve communications between the district and the Waxahachie community with the premise of educating leadership participants about the district so they will become a positive voice for WISD. “It is designed to help our constituents understand our strengths, weaknesses, processes and goals,” according to the director of Public Relations.

Participants meet once a month over the course of the calendar year with meetings rotating from school to school. Participants hear presentations from school principals regarding their school, and from a department head (i.e., curriculum, public relations, support services, etc.) At the first meeting in January, participants are given an initial test to determine their knowledge of the district and a post-test is given in November to determine if the course increased the participant’s knowledge of the district. The program ends with graduation in December where each participant receives

a certificate/plaque and becomes an “alumni.” Champions for Children alumni are encouraged to return and attend future ceremonies and receptions.

In 2006, the first year of the program, there were 20 members. The 2007 class has 25 members. Participation is by invitation with nomination from either members of the previous leadership class or the administration with a focus on community leaders that would benefit from the experience.

The director of Public Relations is now creating an improved marketing package for the leadership course to attract people to the program. The director, in collaboration with a local company, commissioned a new logo as shown in **Exhibit 2-3**.

**EXHIBIT 2-3
CHAMPIONS FOR CHILDREN LEADERSHIP PROGRAM LOGO**



SOURCE: Director of Public Relations, February 2007.

Now in its second year, the district believes that the community and district staff are realizing the value of the group. According to the director, to be asked to participate in the Champions for Children leadership program is becoming an honor. The city of Waxahachie is now requiring that a member of their staff go through the leadership course. The district has a waiting list for the 2008 class.

WISD benefits as community members become educated about district processes. Participants gain an understanding of the complexity of modern public schools with their increasingly diverse student populations and differing parent expectations. Over time, institutional knowledge becomes positive support from the local community.

PARENT AND COMMUNITY COMMITTEES

WISD uses a variety of parent and community programs and committees to obtain public input on district programs and to add additional resources to the district. The district has two primary parent and community-based programs, the Partners in Education (PIE) advisory board and Parent Council.

The PIE advisory board, established in 1996, encourages businesses and community involvement in schools. It also helps WISD students to prepare for their future by promoting partnerships between WISD, businesses and organizations. The PIE board meets approximately five times a year. PIE board members assist the district in planning community outreach activities, help recruit new education partners and provides additional networking resources through board members' membership in other community based organizations.

Additional responsibilities include greeting and directing volunteers to their assignments during community outreach events, involvement in the Partners in Education end-of-year luncheon through helping to plan and perform activities such as registration, and identifying and recruiting community members to match careers mentioned by ninth graders for the district's job shadowing program.

In 2006–07, there were 28 members including 13 businesses, three professional firms, two churches, a bank, a university, a radio station, the local newspaper, the city of Waxahachie, and the local chamber of commerce. Some entities had more than one member. According to the PIE coordinator, these partnerships demonstrate the extent of community support in the district and the community's belief that its economic well-being and vitality is directly linked to the school system.

The second organization, the Parent Council, is composed of Parent Teacher Organizations (PTO) presidents from all WISD schools except the Wilemon Learning Center. Northside Elementary School, Turner Middle School and Waxahachie Junior High School have co-PTO presidents. The council is a resource for campus PTOs and meets four times per year. The membership of this committee changes each year as new PTO presidents begin serving their terms.

The Parent Council meetings provide a forum for addressing issues that are of concern to the district and sharing information districtwide. Council representatives share positive ideas and concerns. The PIE coordinator uses this forum to communicate with the PTO membership on each

campus. Administrators such as the executive director of Curriculum/Instruction may attend a meeting to provide information about specific programs. The PIE coordinator refers identified issues to the appropriate administrator for resolution. For example, all of WISD kindergarten students attend Marvin Elementary School. Three years ago, the council noted that each of the grade 1–6 elementary schools sent a separate invitation to Marvin kindergarten students inviting them to an orientation for their campus. The schools were able to combine their invitations, noting the date of each school's orientation. This coordination saved time and effort for both the schools and parents.

These groups provide significant support to the district by recruiting additional volunteers; maintaining communications between parents, the community, and WISD; and by performing needed activities in the community outreach events themselves.

VOLUNTEER PROGRAM

WISD developed a strong volunteer program by combining effective volunteer management techniques with programs that encourage community and parental participation and increase the number of volunteers.

WISD's volunteer program had more than 3,000 participants in 2005–06. The district's volunteer program resides in the school campuses with central oversight and support provided by the PIE coordinator, who also serves as the district volunteer coordinator.

The campus volunteer coordinators are appointed by each campus principal and are central figures within the program. These coordinators are school staff members, usually teachers or school secretaries, who receive an annual stipend of \$500. This stipend has been dropped in the 2007–08 proposed budget. They are responsible for volunteers on their campuses and perform the following duties:

- recruiting volunteers;
- training teachers in the use of volunteers;
- providing orientation and training for volunteers in cooperation with the district coordinator;
- assigning volunteers to teachers and designating their tasks or activities;
- monitoring and evaluating the program; and
- planning volunteer appreciation functions.

The district volunteer coordinator who oversees and supports the program is responsible for the following:

- developing and updating program materials such as volunteer applications and invitations that are used by campus volunteer coordinators;
- training campus volunteer coordinators and volunteers;
- compiling and monitoring volunteer hours;
- developing guidelines on criminal background checks for volunteers;
- screening all volunteers who have contact with students; and
- conducting criminal background checks annually on all volunteers working on a consistent basis with students such as mentors, tutors, and chaperones on field trips. Background checks are performed for all other school volunteers biennially, alternating each year between elementary and secondary school volunteers.

The district coordinator developed written guidelines that describe the responsibilities of all persons participating in the program including the district coordinator, principal, volunteer coordinator, teacher, and volunteer. The *Volunteer Guidelines* also establish rules for volunteers such as limiting volunteer tutoring to school hours and school property. The guide includes tips for serving in a variety of different volunteering capacities such as a general volunteer, tutor, class assistant, or reader. The district has also developed written training materials for volunteer coordinators. This manual contains information on recruiting and retaining volunteers, recording volunteer hours, and strategies to recognize and reward volunteers.

The district's volunteer program includes many important characteristics of a successful program such as effective outreach and recruitment, appropriate screening of applicants, training, recognition of volunteer efforts, and regular program monitoring and evaluation. To achieve these, the district has implemented key strategies such as:

- Volunteer applications/background checks are distributed to each parent at the beginning of each school year. This application lists opportunities for district volunteer program opportunities and lists specific volunteer opportunities on their student's campus.

- Each campus holds a volunteer orientation at the beginning of the school year that provides training for volunteers on campus procedures, how to use equipment, where volunteers are needed, and tips for success. Each volunteer receives a copy of the *Volunteer Guidelines* at this training session.
- The district coordinator trains campus staff and volunteer coordinators early in the school year on recruiting, retaining, and rewarding volunteers.
- All volunteers have assigned places to work and track their time on timesheets maintained in each school office.
- Each campus is encouraged to provide a variety of volunteer opportunities during the school day, recognizing that volunteers have many different kinds of talents. Campuses are also encouraged to hold family events in the evening and other types of opportunities for working parents.
- Each campus maintains a bulletin board with volunteer contact information and volunteer news.
- Campus committee chairpersons make phone calls throughout the year to recruit volunteers for specific projects.
- Volunteer opportunities are communicated during the year through campus newsletters, bulletin boards, school marquee, the local newspaper, and radio station.
- Invitations are sent to the appropriate groups and individuals for volunteer events: Grandfriends Week, Big Brother Big Sister Mentoring, Go Van Gogh, Drop Everything and Read, Job Shadowing, tutoring, and guest speaking.
- Volunteers are recognized in a number of ways. Each campus holds an annual volunteer appreciation event. Volunteers contributing more than 100 hours receive token rewards such as pins, tote bags, and mugs. There is also an annual appreciation luncheon honoring business and service contributors. Each business receives a framed certificate with additional awards made to organizations with outstanding contributions. The luncheon is sponsored by a local bank and is held at a local university for free. In 2005–06, the district recognized 92 campus volunteers and more than 260 businesses and organizations at the luncheon. Campus volunteers with 100 hours or more of volunteer time,

schools with the greatest number of volunteer hours, and the school with the greatest improvement in the number of hours during the school year compared to the previous year received special recognition. During 2005–06, 48 volunteers logged 100 hours or more volunteer hours, 23 had 150 or more hours, 14 had 250 hours, six had 500 hours or more and one volunteer had 1,500 hours.

- An annual report is sent to the Board of Trustees with information for each campus and the estimated value of the volunteer hours.

As a result, WISD has achieved significant volunteer contributions districtwide. **Exhibit 2-4** lists the number of volunteer hours at each school in 2005–06.

In addition to its volunteer management techniques, WISD has districtwide programs and events that help recruit volunteers and bring parents and community members into the schools. Drop Everything and Read Day (DEAR Day) is a long-standing WISD annual event that averages more than 500 volunteers from more than 50 businesses and organizations. Its purpose is to build excitement about reading among WISD students. According to the PIE coordinator, many individuals and businesses want to help the schools but cannot make a weekly commitment. DEAR Day requires one day and takes about an hour. On the last Friday in January, volunteers read to children in Pre-K - grade 8 classrooms. The district sends invitations to businesses asking for volunteers. Once volunteers are identified, participants are sent individual invitations with a ribbon to wear at work and at the schools on DEAR Day. Volunteers

**EXHIBIT 2-4
WISD VOLUNTEER HOURS BY SCHOOL
2005–06**

| SCHOOL | HOURS |
|--------------------------------|---------------|
| Marvin Elementary | 8,684 |
| Dunaway Elementary | 5,910 |
| Northside Elementary | 5,179 |
| Shackelford Elementary | 6,327 |
| Wedgeworth Elementary | 4,435 |
| Turner Middle School | 4,503 |
| Waxahachie Jr. High | 3,825 |
| Waxahachie Ninth Grade Academy | 1,115 |
| Waxahachie High School | 1,652 |
| Total Hours | 41,630 |

SOURCE: WISD PIE Coordinator, 2006.

spend 15 to 20 minutes reading to a class at one of three time slots during the day and can donate books or funds. Readers have the opportunity to meet children who serve as greeters and guides.

Special events and activities marked the tenth annual DEAR Day which was held January 26, 2007. Readers who participated during each of the 10 years received a special “diamond” to wear on their DEAR button. Costumed story book characters greeted readers and students on each elementary campus. A local business designed a special DEAR Day bookmark for the students and donated coupons for meals for each student. Ten students from each school won books to take home for their personal libraries.

According to the PIE coordinator, DEAR Day serves as a key tool in recruiting volunteers and provides community members an opportunity to see schools in operation. One board member and DEAR Day reader said: “It is the best day of the year. I think we get more out of it than the kids do sometimes.” In addition, the event also provides donations that the district uses to increase its book collections. With the 2007 event, PIE was able to purchase one new book for each elementary classroom in the district and add several books to secondary school libraries. Since its inception DEAR Day has resulted in donations of more than 1,900 books.

Grandfriends Week is another longstanding WISD event, now in its eighth year. Elementary students invite grandparents, great grandparents, grand friends and grand neighbors to lunch at their school. After lunch, guests return to the classroom with students for a short period of reading and storytelling. Grandfriends Week was held September 11-15, 2006 with 2,435 guests attending. Guests came from Kansas, Louisiana, Wisconsin and 71 cities and towns in Texas.

WISD has a mentoring program offered in cooperation with the Big Brothers Big Sisters. The program is three years old and the schools matched 87 students with mentors in 2005–06. The district also sponsors a job-shadowing day for grade 9 students.

Another long-standing volunteer program is Go Van Gogh, a fine arts program for grades 1 - 6 conducted in coordination with the Dallas Museum of Art. The program is in its tenth year. Fifteen to twenty volunteers develop and present information on art found in the Dallas Museum of Art and/or work with students on an art project appropriate for each grade level. Forty presentations are planned for 2006–07.

These programs work in conjunction with ongoing volunteer support at the schools and demonstrate the district's commitment to parent and community involvement, and reflect the strong support that WISD has in the Waxahachie community.

LIGHTHOUSE FOR LEARNING

WISD extensively collaborates with outside organizations to enhance ongoing community learning.

WISD's Community Education program, Lighthouse for Learning, is a rapidly expanding collaborative program between WISD, Navarro College, the Texas A&M Extension Agency, United Way, and other organizations. Now in its fifth year, the program offers a variety of community and continuing education classes. The PIE coordinator surveyed community members regarding needs as part of the initial planning for the program. Community members and WISD staff are encouraged to develop ideas for classes. Teachers are paid on an hourly basis, usually \$18 to \$25 per hour. Participants complete an evaluation at the end of each class and participants are surveyed annually.

The program has grown from 100 students in five classes to 750 in more than 60 classes. To advertise the program, the district distributes catalogs to any student who previously registered for a class. This catalog also appears as an insert in the local newspaper five weeks before classes start, is sent home with elementary school students, and is delivered to local businesses.

Classes range from basic computer skills to master gardening classes such as rainwater harvesting. General Education Development (GED) and English as a second language (ESL) classes are also provided. This program is the only site for GED testing in the county. Participants can also register for online courses covering computer skills, writing courses and paralegal certification programs. Most classes are held on Monday and Thursday nights at Waxahachie High School. This is the same time that the high school is open for tutoring and free childcare is provided to encourage participation.

The Community Education Advisory Council, which meets approximately three times annually, provides advice, planning expertise, and support for the community education program. The council consists of 26 members including representatives from two universities, a radio station, the local newspaper, Ellis County, North Central Texas Workforce Commission, the city of Waxahachie, the chamber of commerce, WISD administrators, and various non profit organizations involving

senior citizens, children, and WISD administrators. Council members develop ideas for future classes and assist with marketing the program and distributing catalogs.

The Lighthouse for Learning, WISD's community education program, includes a wide variety of adult education programs. The collaborative nature of the program expands the variety of classes offered and makes it simple for community members to learn about the courses and enroll.

WEB-BASED BOARD INFORMATION PACKETS

WISD posts board packet information on the district website related to forthcoming Board of Trustees' agenda, providing extensive information to the community that helps to build community trust.

The WISD superintendent's secretary prepares board information packets for each board member containing materials on matters that the board will discuss and/or take action on during the board meeting. Administrators forward materials for the upcoming board meeting to the superintendent's secretary by noon on the Tuesday before the scheduled regular board meeting on the following Monday.

The superintendent's secretary mails or delivers board packets to each board member by Thursday of the week so that they can review the information before the upcoming Monday meeting. The superintendent's secretary also scans information in the board packet with the agenda which is then posted on the district website by Friday morning. Community members and district staff members can review the detailed information before the board meeting. An example of information posted on the website for the December 11, 2006 regular meeting included the following:

- Agenda;
- Board minutes of prior meetings submitted for approval;
- Information from the 2005–06 financial audit;
- 2007–08 budget guidelines;
- 2007–08 proposed budget calendar;
- 2007–08 budget training schedule;
- Proposed parent involvement policy;
- New Texas Education Agency (TEA) graduation requirements;
- Information on needed math curriculum purchase;

- 2006–07 federal funds budget;
- Monthly personnel and employee benefits report;
- The Ninth Grade Academy Campus Improvement Team Plan;
- Global High School update;
- Dress Review Report;
- Information on proposed facility lease; and
- Maintenance budget amendment.

By posting this extensive information on the district website the district provides significant information for the public that helps to engender and build community trust. It serves as an important source of information for parents and community members about district operations regardless if they come to the actual meeting.

DETAILED FINDINGS

PLANNING, BUDGETING, AND EVALUATION (REC. 13)

The district's planning process does not specify clear strategic goals to improve the academic performance of students.

WISD lacks an effective strategic planning process that: integrates its planning documents into an overall plan; links district plans to the district budget; or ensures the state reporting requirements are met. Until recently, the school board has not been involved in the planning process. The district has not updated a required planning document, the DIP, since 2004–05 which is a requirement of the Texas Education Code (TEC) Section 11.251.

Since the arrival of the superintendent in March 2005, the district developed some, but not all of the key planning tools needed for an effective planning process. These tools include the following: demographic study and site review in February 2006 that served as a primary source of information for the November 2006 bond referendum; the 2006–07 Administrative Professional Development Plan that contained written goals and objectives for each senior administrator; and a districtwide curriculum plan.

The superintendent stated that the administrative professional development plan is the primary planning document in the district. A summary of the goals and evidence of accomplishment in the plan is listed in **Exhibit 2-5**.

The district developed or updated other planning documents on a regular basis, including the following:

- Campus Improvement Plans (CIP) for each school in the district that identify goals, objectives, and strategies for the individual school;
- A district Technology Plan; and
- Campus Improvement Team (CIT) plan, a specific improvement plan developed to address poor student performance issues at the Ninth Grade Academy.

These plans are developed in accordance with established district policies and procedures and include participation by appropriate campus and district committees.

The assistant superintendent/CFO has implemented an effective budgeting process that includes phases for development, presentation, adoption, and monitoring. The process has a budget calendar and written budget guidelines that are approved by the board and include time for planning meetings early in the budget cycle with principals, directors, and administrators. The board is involved early in the process with the approval of the budget calendar in December and monthly study sessions beginning in April of each year.

Even though the district has developed a number of required planning documents, it did not develop a DIP as required by law for 2005–06 and 2006–07. The last DIP developed by WISD was for 2004–05. The purpose of the DIP is to guide district and campus staff in the improvement of the performance of its students, and Texas school districts are required to develop, evaluate, and revise their plans annually.

Sections 11.251 and 11.252 of Chapter 11 of the TEC require boards of trustees to ensure that district and campus improvement plans are prepared and modified annually and charge the superintendent with this responsibility with assistance from a committee of district staff, parents, and community members. At least every two years, the district must evaluate the effectiveness of its policies, procedures, and staff development activities to ensure that they are structured to positively affect student performance.

**EXHIBIT 2-5
2006–07 ADMINISTRATIVE PROFESSIONAL DEVELOPMENT PLAN
SUMMARY OF GOALS**

| ADMINISTRATOR | GOAL/EVIDENCE OF ACCOMPLISHMENT |
|---|--|
| Assistant Superintendent | <p>Goal 1: Review and update WISD Student Code of Conduct. Evidence – <i>Submit to board by June 2007.</i></p> <p>Goal 2: Ensure that Waxahachie Ninth Grade Academy addresses all requirements concerning rating as “academically unacceptable campus”. Evidence – <i>Focused Improvement Plan and documentation of efforts.</i></p> <p>Goal 3: Assist campus principals in developing and attaining three results-based goals. Evidence – <i>documentation of interim efforts and a end of year conference with each principal to review progress and completion of each goal.</i></p> |
| Assistant Superintendent/ CFO | <p>Goal 1: Unqualified opinion on audit report. Evidence – <i>2006 audit report.</i></p> <p>Goal 2: Lead and continue to streamline annual budget process. Evidence – <i>adopted budget for 2007–08.</i></p> <p>Goal 3: Assist WISD in preparing for LBB review. Evidence – <i>Procedural changes approved by the district and board.</i></p> |
| Assistant Superintendent of Human Resources | Goals were not included in plan. |
| Executive Director of Curriculum/ Instruction | <p>Goal 1: Assist principals and instructional staff in increasing student achievement. Evidence – <i>Not quantified.</i></p> <p>Goal 2: Complete a WISD horizontally and vertically aligned curriculum for K-12 core content areas (Language arts, math, science and social studies). Evidence – <i>All curriculum accessible online by May 2007.</i></p> <p>Goal 3: Provide instructional multi-media technology carts to all core content teachers in grades 6-12. Evidence – <i>Complete by May 2007.</i></p> |
| Executive Director of Construction and Support Services | <p>Goal 1: Keep district utility costs within the budget. Evidence – <i>Budget.</i></p> <p>Goal 2: Direct Supports Services Department as economically and efficiently as possible. Evidence – <i>Original adopted budget.</i></p> <p>Goal 3: Address WISD facilities needs and repairs in a timely manner. Evidence – <i>Condition of facilities, reports from work order system and feedback from district administrators (not quantified).</i></p> |
| Director of Special Education | <p>Goal 1: Continue to monitor and provide direct support to ensure academic progress of special needs students. Evidence – <i>Student progress (not quantified).</i></p> <p>Goal 2: Lead the Continuous Improvement Plan Committee through the update of the Continuous Improvement Plan.</p> <p>Goal 3: Provide direct support to campus staff to address behavior issues and DAEP/ISS* placement of students with special needs.</p> |
| Director of Public Relations | <p>Goal 1: Update WISD website. Evidence – <i>Substantive changes by end of 2006–07.</i></p> <p>Goal 2: Improve district communications with students, staff, and the Waxahachie community. Evidence – <i>Implemented communications procedures.</i></p> <p>Goal 3: Revamp Cable Channel 22. Evidence – <i>View progress during various stages.</i></p> |

*DAEP is the Disciplinary Alternative Education Program and ISS is the In School Suspension Program.
SOURCE: 2006–07 Administrative Professional Development Plan.

WISD Board Policy BQ (LEGAL), Planning and Decision-Making Process, states that the district must develop a DIP and that it must include provisions for the following:

- A comprehensive needs assessment addressing student performance;
- Measurable performance objectives based on the results of the needs assessment;
- Strategies for improving student performance for each performance objective;
- Strategies for providing secondary students and their parents with information related to higher education;
- Resources needed to implement the identified strategies;
- Staff responsible for ensuring the accomplishment of each strategy;
- Timelines for monitoring the implementation of each strategy;
- Criteria for formatively evaluating the strategies on a periodic basis; and
- A discipline management program related to the prevention and education of physical or verbal aggression, sexual harassment, and other forms of bullying.

Board Policy BQA (LEGAL), Planning and Decision-Making Process: requires the establishment of a district-level planning and decision-making committee to assist the superintendent with developing, evaluating, and revising the DIP. Board Policy BQA (LOCAL) outlines the purpose of the committee, how often it should meet, and the composition of its membership.

None of the WISD administrators during the school review were in their positions when the 2004–05 DIP was developed and do not have an understanding of the development process for that document. They indicated that a previous administrator and the principals developed the document without the involvement of the Board of Trustees. The 2004–05 DIP did not document that the district completed a comprehensive needs assessment to help identify the gaps between the existing and desired levels of student performance or that disaggregated student performance data have been used to identify and address student weaknesses as required. There is no documentation that the process included district-level participation by professional staff, parents, or community

members as required. There is also no documentation verifying that the district evaluated the effectiveness of its policies, procedures, and staff development activities as required.

During the school review, the district was working on the 2007–08 DIP and organized a District Improvement Team (DIT). The DIT has seven district level members, six community members and professional staff, parent members from each existing school, and a staff member from the Global High School. This committee has met at least four times in 2006–07. According to the assistant superintendent district staff evaluated student performance needs at the Back-to-School Leadership Conference in July 2006 and again at the DIT meeting in January 2007.

The failure of the district in the past to develop and maintain a DIP limits the district's efforts to assess the effectiveness of its instructional programs for improving student performance. An improvement plan delineates the objectives and strategies as well as the means for evaluating the district's success in reaching its instructional student performance goals. Without a plan, the probability is increased that the district's efforts to improve student performance by modifying its instructional programs will become fragmented and unfocused.

In addition, the district lacks a comprehensive strategic multi-year plan linking the different plans together or identifying funding resources or requirements. While the district is assessing student performance as part of the existing planning process for the 2007–08 DIP, there is little documentation to support a rigorous assessment of the current situation or consideration of alternative courses of action. The availability of resources or identification of additional resources does not appear to be a structured part of the planning process. While the demographic study clearly indicates that the district will continue to grow, there is no documentation addressing how that growth will be reflected in district teacher or administrative staffing.

WISD administrators articulated a number of long-term goals for the district and in many cases were able to describe in some detail their individual strategies for reaching those goals. However, the lack of a comprehensible multiyear planning process could mean that these goals are not funded appropriately, resources are unevenly allocated, or staffing needs are not addressed timely.

Many school districts identify a limited number of long-term goals in their planning process that they address incrementally by establishing and achieving annual objectives and strategies.

During the planning process, a district assesses strategies for reasonableness to determine if they have a measurable effect on the achievement of a specific annual goal. Strategies that do not have a measurable effect are not included in the plan. Administrators presents plans to the school board as part of a workshop or retreat devoted to the planning process so that there is sufficient time to thoroughly discuss the research supporting the plan, the plan itself, and the expected results. The administrators’ ability to achieve the objectives set out in the plan is linked to and becomes part of each administrator’s annual evaluation for accountability.

Exhibit 2-6 shows a model planning process that districts use when developing district plans. The first step includes the development of a planning calendar that defines each event, the persons responsible for the activity, and the timing of each step. The planning calendar is aligned with the existing budget calendar so that all aspects of the plan will include related costs.

The evaluation (step 2 in **Exhibit 2-6**) focuses on determining a district’s success in achieving its objectives and how the strategies contribute to that success. After the evaluation is complete, district administration presents the evaluation results and district performance to the school board. Adequate time is allowed for questions and input from board members. Ideally, this presentation takes place before the board and the

district begins the budget process for the next year so that key outcomes of the planning evaluation can become part of the financial planning for the next year.

After the evaluation is completed and the results presented to the board, the district spends the next few months developing the draft plan for the next year. While the plan is being developed, the existing plan is monitored to provide information for the planning process. Responsibility for the development of each goal continues to be assigned to an individual administrator to ensure that necessary coordination takes place.

The completed draft plans are presented to the board for approval. Once adopted, each of the plan’s strategies are measured and reported to the board to make certain that appropriate actions are taken and that activities are funded as planned. The ability of an administrator to achieve the objectives assigned in the plans is part of the administrator’s annual evaluation process.

This model process emphasizes rigorous evaluation, substantive reviews, detailed measurement, and increased monitoring. For this process to be successful, the number of objectives and related strategies undertaken in any given year and the related strategies must be limited.

**EXHIBIT 2-6
MODEL PLANNING CALENDAR**

| PLANNING STEPS – YEAR 1 | TIMING |
|--|-------------------------------------|
| 1. Develop planning calendar for next year in conjunction with budget calendar. | December |
| 2. Review district performance with board, comparing performance to goals and objectives in workshop setting. | January |
| 3. Design draft plan including: <ul style="list-style-type: none"> • Goal changes • Preliminary objectives and strategies • Cost estimates • Alternatives considered • Other resources identified | February – March |
| 4. Evaluate results on current year-to-date progress and consider draft plan or update to an established plan with the proposed budget in monthly budget study session | April – June |
| 5. Develop final draft plan. | July |
| 6. Review plan at annual administrator’s retreat. | July |
| 7. Adopt or update multiyear plan at the same time that the annual budget is adopted. | August |
| 8. Implement the plan. | September - August |
| 9. Monitor as part of the superintendent evaluation process. | Interim and End of Year conference. |

SOURCE: School Review Team.

The district should develop and implement a long term planning process that includes adequate analysis of alternative strategies, informed decision-making, rigorous monitoring of strategy implementation, and comprehensive evaluation of results. The planning process should also ensure that required documents such as the DIP are prepared on an annual basis.

WISD WEBSITE (REC. 14)

The WISD website contains many elements of an interactive school district website but is difficult to navigate and is not consistent across departments and schools. The website includes most, but not all postings required by state law.

The director of Public Relations is the webmaster for the district website and is responsible for maintaining the site content and assisting individual departments in developing and transferring information to this website. The district has an Acceptable Use Policy for Technology, which is the district's policy documenting materials and software stored on district computers and staff and student access to the Internet. This policy addresses technology safety issues and identifies prohibited activities.

The website contains timely information from a variety of district sources including:

- Basic information for students and parents such as lunch menus, school calendar, student handbook, and contact information for schools and district departments;
- General information for each school with links to school-specific websites;
- Current year press releases and archived press releases for the last six years;
- Board meeting information including board agendas, information provided to the Board of Trustees in the board packet, and board policy;
- Summary of the recent demographic study;
- Education foundation information;
- Information about upcoming booster club and education foundation events;
- Information about districtwide departments and their operations; and
- Map of school locations.

Most of the information on the WISD website is timely and useful. Some items such as board member packet information and the ability to search by address for student bus eligibility exceeds web content found on websites of much larger school districts. However, this data is often difficult to access which reduces its usefulness as an information resource. For example, to find the search engine on student bus rider eligibility, a user must go down three tiers from the home page. To access the individual school websites, a user must go to the limited district school website and then key in the name of the school or scroll down to the bottom of the page to find a link for the second school website.

Information posted for parents and community members varies significantly among schools and district departments. Some of the individual department web pages contain extensive information related to that department's operations including: Transportation's bus routes, elementary attendance zones, search engines by address for student eligibility, bus route information, student-bus-rider contracts, and a student safety handbook. Information in other departments such as Child Nutrition was limited to contact information and a list of meal prices. Many areas of the Curriculum Department's web page were under construction and one department, titled Assistant Superintendent, contained no information.

In addition to the district website, each campus has an individual campus-specific website for the students attending that school and their parents. The public can access the individual site on the district website from a link on the general information campus' web page. Each school is responsible for maintaining their individual websites.

Most of the school websites contain extensive information about the particular school, its staff, and special projects. For example, for most WISD schools each teacher has a webpage that provides the teacher's phone number, email address, conference times and personal information. Many of the teachers' web pages reviewed included information on grading policies, a syllabus or description of information covered in the class linked to curriculum (Texas Essential Knowledge and Skills), tutorial times, class schedules and in some cases, examples of student projects. Teachers are responsible for maintaining their web pages. Student handbooks in both English and Spanish are also accessible through these websites.

While most campus websites contain in-depth details, the quality of these campus websites is not consistent across the district. For example, Turner Middle School and the Wilemon

Education Center websites had limited information and did not include individual information about teachers such as phone numbers, conference periods or individual class/course information. The review team noted that several teacher web pages had not been updated since the beginning of the school year despite the web page stated that the page would be updated at least monthly.

School districts are required by law to post certain information. **Exhibit 2-7** shows the TEC 28.004 posting requirements that were implemented beginning in 2005–06 and compares these requirements to content on the WISD website. The district and campus websites address some, but not all of the posting requirements.

The National School Public Relations Association has established a standard for school websites and states that school organizations should have “an Internet website that is well-constructed, user-friendly, and contains timely information of use to staff, parents, and community members, and helps to recruit future employees and parents/students for the district.”

The district should improve the communication effectiveness of the district website and individual campus websites by developing minimum standards for website information,

adding navigation tools based on specific users such as parents or volunteers, and adhering to all state mandated posting requirements. The webmaster should also ensure that all posting requirements are addressed on a timely basis.

The district could establish minimum content guidelines for each district department and school by expanding the policies already included in the district’s Acceptable Use Policy for Technology. The additional guidelines would be aimed at encouraging all departments and schools to post helpful information on their website and to update that information on a timely basis.

The district could add navigation tools that allow key user groups such as parents to quickly find information related to students regardless of the department that is posting the information. This could be accomplished by having a separate parent pull down menu. For example, a parent could locate school routing information either by going to the Transportation Department web page or by clicking on bus routes under the parent menu. This structure will also ensure that content is not duplicated on the website.

**EXHIBIT 2-7
TEXAS EDUCATION CODE POSTING REQUIREMENTS**

| TEC REQUIREMENT | DOES THE WISD WEBSITE ADDRESS THESE POSTING REQUIREMENTS? |
|--|---|
| Statement of the policies adopted to ensure that elementary and middle school students engage in at least 30 minutes of physical activity per day or 135 minutes per week | Yes |
| The number of times during the preceding year that the district’s school health advisory council met | No |
| Whether the district has adopted and enforces policies and procedures to ensure that district campuses comply with Texas Education Agency (TEA) vending machine and food service guidelines for restricting access to vending machines | Yes |
| Whether the district has adopted and enforces policies and procedures that prescribe penalties for the use of tobacco products by students and others on school campuses or at school-sponsored or school-related events | Yes |
| Notice of school board meetings | Yes |
| Most recent campus report card | Yes, but information is hidden in a news release. |
| Most recent performance report of the district | No |
| Most recent performance rating of the district | Yes |
| Financial Integrity Rating System of Texas (FIRST) rating | Yes but the information is hidden in a news release. |
| Completed Conflicts of Interest Questionnaires and conflict disclosure statements | No |

SOURCE: Texas Education Code §28.04 and review of district website, December 2006.

WISD TELEVISION STATION (REC. 15)

WISD does not use the district's local access cable station (CATV) to communicate with students, parents and community members. The district's station provides no video programming. Information on the station is limited to the broadcast of power point slides. There is no formal planning or strategy on how to best use this resource to effectively communicate with students, parents, and community members.

The director of Public Relations, who came to the district in August 2006, has plans to expand the current programming of the station to include re-runs of WISD football games. The director is also developing a three minute information item or "commercial" about the Global High School for broadcast in the spring 2007.

Without a plan or coordinated strategy, vital communication is not effectively or efficiently communicated. For example, the district does not use the channel to provide information during weather events or other emergencies. During the review team's site visit in November 2006, potentially dangerous winter weather was predicted. The review team periodically checked the district CATV station for information on whether the district was open or closed. WISD did not air information about school closings on its station. Staff answered individual telephone inquiries. During the weather event, WISD received several hundred calls from parents needing information about any schedule changes.

The district should expand the use of the local access channel using strategies developed by interested WISD and community participants. These participants should form an initial development committee under oversight of the director of Public Relations or the district could ask an existing committee such as the Partners in Education Advisory Board to help. Members could include district staff, student representatives, student athletes, members of the Community Education Council and interested community members with media or television experience. There is a substantial cost to providing programming so the district should first consider using existing material such as taped football games as planned by the director of Public Relations to be followed by offering other materials such as taped staff development sessions. Even still photographs of student activities could be shown to provide interest.

WISD should also begin to use the CATV channel to inform the community of school closings and other emergency events. Parents and community members may not have

access to the district's website but most people have access to cable television. The district director of Public Relations identified increased use of the CATV channel in communicating with the community as a goal for 2006–07, and this effort should include emergency information as an additional strategy to meet the goal.

OTHER IDEAS FOR CONSIDERATION**BOND OVERSIGHT**

WISD has an opportunity to build additional community trust in the district's use of the bond proceeds.

Board of Trustee members, community members, and district staff indicated that the improved climate of trust regarding district operations was a key factor in the passage of the bond referendum. The 2006 bond referendum passed with a vote of 3,783, or 76 percent voting in favor, while 1,170, or 24 percent voted against the referendum. The 2006 bond referendum included the projects in **Exhibit 2-8**. Work began in the early spring 2007 and all projects are scheduled to be completed by August 2008. The demographic and site review also identified other needs such as the need for additional school sites that will be addressed in future bond programs.

Many districts developed committees of citizens to oversee the expenditure of bond proceeds so that an objective outside group is involved and fully understands the progress of the bond program. The district expects to continue to grow at a rate of 5 percent per year over the next eight years and could be looking at another bond issue in the future, therefore public trust and commitment is important to secure additional bonds.

Round Rock ISD (RRISD) formed a Citizens' Bond Oversight Committee with a purpose to review the status of capital projects, bond expenditures, project schedules, and the timelines of bond projects. The committee chairperson is appointed by the board President from a pool of candidates submitted by board members. Seven members of the committee are nominated by the board. The committee members appointed by the board have expertise in the areas of finance, architecture, construction project management, or are active members of the PTA, RRISD Partners in Education Foundation, or a site based committee. The remaining seven members of the committee are chosen from applications solicited from the RRISD community and are appointed by the superintendent.

**EXHIBIT 2-8
WISD BOND PROJECTS
BOND REFERENDUM COST ESTIMATE, 2006**

| PROJECT DESCRIPTION | STUDENTS | ESTIMATED COMPLETION DATE | COST |
|---|----------|---------------------------|---------------------|
| New Elementary | 650 | August 2008 | \$13,112,998 |
| Elementary Parking Lot Expansions: | | | |
| Marvin and Dunaway Elementary Schools | | May 2007 | 506,960 |
| New Sixth Grade Center (Turner Replacement) | 750 | August 2008 | 16,639,891 |
| Turner Renovation | | August 2008 | 1,811,626 |
| Wilemon Building Renovation (Global High) | | August 2008 | 4,720,612 |
| New Junior High (Grades 7 and 8) | 800 | August 2008 | 20,900,311 |
| Waxahachie Secondary School Capital Improvements: | | | |
| Vocational Classrooms HVAC Upgrade | | August 2007 | 564,829 |
| Resurface Southeast Parking Lot | | May 2007 | 295,823 |
| Faculty Technology Purchase | | | 500,000 |
| Total | | | \$59,053,050 |

SOURCE: WISD executive director of Construction and Support Services, December 2006.

The objective of the Citizens’ Bond Oversight Committee is to ensure that taxpayer dollars are expended as dictated by the bond project list and are managed in the most efficient manner possible. The committee is to evaluate any proposed changes to the scheduled project scope of work to the voter-approved bond program and communicate with the Board of Trustees as necessary.

Austin ISD also appointed a similar committee of 22 local citizens to a Community Bond Oversight Committee to ensure that bond projects remained faithful to the scope of work approved by Austin voters in September 2004. This committee reviews and evaluates information on all projects and expenditures of bond funds; designs, with staff assistance, electronic surveys to assess key campus stakeholders’ levels of satisfaction with the quality of work; reviews and evaluates the survey results; reviews and evaluates any proposed changes to the individual project scope of work to the voter-approved 2004 bond program; conducts public hearings on substantive proposed changes prior to board action on the changes; and reports orally and in writing to the superintendent and board in January, May, and September of each year.

WISD could establish a bond oversight committee to ensure that the community continues to have a role in the bond process and to maintain the community trust that helped achieve bond program approval by the voters. The superintendent and board could develop committee guidelines. The board could determine the number of

committee members, involve all board members in the selection process, and appoint committee members. The board could consider appointing members from varied backgrounds and qualifications to include expertise in areas such as finance, architecture, and construction project management. The district could include community members that are active in the community and who may be members of the PTA, booster clubs, or site based committees.

The Board of Trustees could also establish the committee’s duties and responsibilities. Committee duties may include the review of the status of capital projects, bond expenditures, project schedules, and the timelines of bond projects. The committee could hold meetings at least quarterly to review the progress of bond projects. The committee could elect a chairperson that provides quarterly reports to the board.

For background information on District Management and Community Relations, see page 202 in the General Information section of the appendices. For examples of school districts that have used the best practices recommended in this chapter, see page 240 in the Best Practices section of the appendices.

FISCAL IMPACT

| RECOMMENDATION | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | TOTAL 5-YEAR (COSTS) SAVINGS | ONE TIME (COSTS) SAVINGS |
|---|----------------|----------------|----------------|----------------|----------------|---|---|
| 13. Develop and implement a long term planning process that includes adequate analysis of alternative strategies, informed decision-making, rigorous monitoring of strategy implementation, and comprehensive evaluation of results. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 14. Improve the communication effectiveness of the district website and individual campus websites by developing minimum standards for website information, adding navigation tools based on specific users such as parents or volunteers, and adhering to all state mandated posting requirements. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 15. Expand the use of the local access channel using strategies developed by interested WISD and community participants. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL-CHAPTER 2 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

CHAPTER 3

HUMAN RESOURCES MANAGEMENT

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

CHAPTER 3. HUMAN RESOURCES MANAGEMENT

For school districts, personnel costs are the primary driver of district budgets. With personnel costs comprising more than half of a district's budget, how a district manages its human resources directly affects its financial and operational performance.

Human resources management is a diverse discipline guided by numerous state and federal legal requirements for wage and benefit programs, anti-discrimination activities, certification provisions, and contract standards. An effective human resource department must have the skills to develop compensation and benefit programs that balance the personal needs of the employee and the financial needs of the district. Recruitment activities must attract skilled employees capable of meeting district performance expectations. Ongoing operations must reduce the risk of competent, trained employees leaving for better working conditions with other employers.

Waxahachie Independent School District (WISD) manages personnel functions for its employees through its Human Resources Department. The department has two full-time staff to manage tasks such as hiring, certification, attendance, termination, and legal compliance for all full- and part-time staff. A separate position manages the substitute teachers through a computer application that automatically locates substitutes and compiles attendance information. **Exhibit 3-1**

shows the organization and reporting structure of WISD's Human Resources Department.

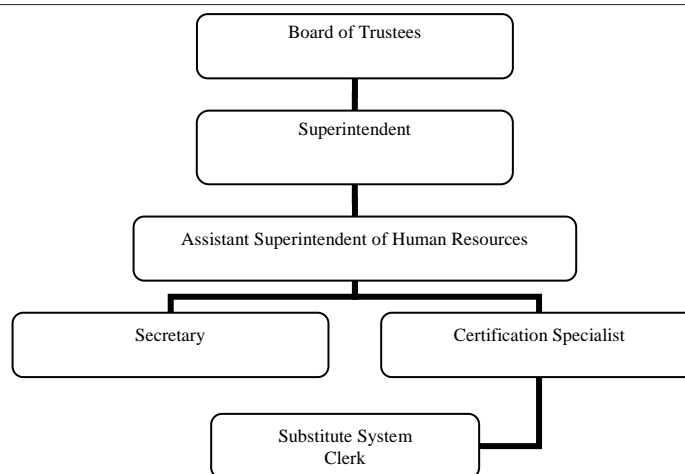
The assistant superintendent of Human Resources heads the department and also serves as the district's athletic director and head of safety and security. While the Human Resources Department performs many functions related to benefits, the benefits administration position is located in the business office and reports to the assistant superintendent/chief financial officer (CFO). Beginning February 2007 this position now reports to the assistant superintendent of Human Resources.

WISD's 2004–05 District Improvement Plan (DIP) identifies effective recruitment, selection, and employment of staff as a district personnel objective. One of the strategies for meeting that objective is to maintain a competitive salary structure with surrounding districts in its region. On average, WISD teacher pay is above the state average.

ACCOMPLISHMENTS

- WISD developed a comprehensive personnel file management process that includes physical security, monitoring for content completeness, and periodic auditing to ensure compliance with federal and state law, and local government retention regulations.

EXHIBIT 3-1
WISD HUMAN RESOURCES ORGANIZATION
2006–07



SOURCE: WISD Organization, Interviews with district staff, December 2006.

FINDINGS

- WISD lacks formula-based staffing standards to assist the district in planning for or adjusting staffing levels when the student population or other circumstances change.
- The districts's recruitment practices do not attract sufficient qualified applicants in a competitive market.
- WISD's salary scales do not have a supporting compensation structure or policy that defines market goals for all positions, guides the application of compensation decisions, and provides a process to keep compensation aligned with district goals over time.
- The district's personnel evaluation process does not include all steps required by state law and is not consistently applied to all positions.
- WISD does not have a process for ensuring all positions have current job descriptions.
- WISD's approach to managing its employee leave does not include policy enforcement, centralized monitoring, or analysis to identify problems with personal leave use.
- WISD does not use human resource applications in its automated administrative system to their full advantage, and continues to maintain many inefficient and duplicative manual processes in district departments.

RECOMMENDATIONS

- **Recommendation 16: Develop and implement formula-based staffing standards for all employee groups that will allow the district to adjust staffing quickly to meet fluctuations in workload and control costs.** The district should base its standards on industry standards, but it should tailor them to consider any unique operational needs of administrators in meeting educational or departmental goals. In developing the standards, the assistant superintendent of Human Resources should first research professional standards, state or national averages, and industry benchmarks for the various categories of personnel. After completing the initial research, the assistant superintendent of Human Resources should meet with department or school administrators to tailor the industry-based standards to address operation specific factors that could affect staffing needs.
- **Recommendation 17: Design a recruiting program that includes early projection of annual personnel needs, targeted strategies for attracting candidates with preferred qualifications for all regular and substitute positions, an aggressive recruitment schedule, and follow up activities to maintain applicant interest and to assess the effectiveness of recruitment activities.** The assistant superintendent of Human Resources should meet with the superintendent to develop criteria for identifying candidates eligible for early offers and authorize administrators attending recruitment fairs to extend early offers based on the criteria. The early offer process should include a letter confirming the intent to contract, and additional follow-up correspondence to keep the candidate interested in the district. As part of the follow-up process, the assistant superintendent of Human Resources should develop additional recruitment contact letters or emails for promising candidates not receiving or committed to an early offer. To assess the effectiveness of recruitment trips against targeted goals and strategies and to ensure district dollars are effectively spent, the assistant superintendent of Human Resources should develop a method for identifying the costs and successes of different activities in attracting candidates.
- **Recommendation 18: Develop a formal compensation policy based on recognized compensation practices, update salary schedules based on market analysis and related materials to reflect that policy, and require a periodic review of all compensation schedules for market competitiveness, internal equity, and continued effectiveness against district goals.** The assistant superintendent of Human Resources should research and present different compensation approaches to compensation for presentation to the Board of Trustees to assist it in articulating its vision. For example, the district may establish a goal of keeping salaries at the median of the market, or for very competitive positions, at a target value over market. Once developed, the assistant superintendent of Human Resources should align salary schedules with district compensation goals and develop procedures for continuing analysis and maintenance of a competitive salary schedule. Once the salary schedule is consistent with board objectives, the district should review each employee pay scale for market competitiveness and internal equity at least once every three years— more often if there are indications that a position may be out of market, out of alignment

with internal positions or if workforce analysis suggests a recruitment or retention problem. This practice will ensure salary schedules remain competitive with the market.

- Recommendation 19: Refine the evaluation process to include an annual schedule for administrator appraisal conferences, coordination of employee identified goals with district priorities, and written expectations that correspond to defined job descriptions.** The assistant superintendent of Human Resources should compare current policy and practice to legal standards and make recommendations to the Board of Trustees where local policy does not address all minimum legal standards. The assistant superintendent of Human Resources should update appraisal forms to include two types of evaluation: those responsibilities commonly shared among all positions and those that are specific to performance requirements identified in the job description. With input from the superintendent, the assistant superintendent of Human Resources should also develop a calendar template that includes the necessary steps, such as a summative conference, for a compliant appraisal process for administrators.
- Recommendation 20: Update job descriptions and annually review these descriptions to ensure continued accuracy.** The assistant superintendent of Human Resources should obtain similar TASB descriptions for district positions without a current job description and work with supervisors to tailor them to reflect district duties and responsibilities. Supervisors should meet with their employees to update and revise job descriptions to ensure they appropriately address all assigned functions, required skills, and work expectations. The assistant superintendent of Human Resources should review and finalize all suggested corrections to ensure the position is functioning consistent with district goals and expectations. Each administrator or department head should review job descriptions annually with employees as part of the evaluation process, providing the Human Resources Department with notice of any changes. When the district adds new positions or position titles change, the board should receive an updated job description to review as part of the decision-making process.
- Recommendation 21: Modify existing district leave policy to include goals based on an analysis of attendance data and leave trends that identifies**

the causes of absenteeism, highlights areas where absences have the greatest effect on service delivery, or identifies other issues that might support a targeted strategy. The assistant superintendent of Human Resources, working with the assistant superintendent/CFO, should first identify the types of data needed for analysis and how this information can be collected and maintained electronically—either in the administrative system, substitute system or both. The Human Resources Department should use the data analysis to identify the underlying causes of absenteeism and subsequent leave use. Once the district has identified the problem(s) and analyzed employee absenteeism for patterns, it should modify existing district absenteeism policy based on this analysis.

- Recommendation 22: Review the payroll and human resources features of the district financial system to identify unused features that could automate manual processes.** The payroll supervisor and the Human Resources Department secretary should meet with Technology Department staff and document the current flow of information on hiring and payroll processes. Once documented, Technology Department staff should identify those areas appropriate for automation. As the district contracts for future human resource applications, the contracts should provide for integration with existing software in use by the district, reducing duplicate data entry.

DETAILED ACCOMPLISHMENTS

PERSONNEL RECORDS MANAGEMENT

WISD developed a comprehensive personnel file management process that includes physical security, monitoring for content completeness, and periodic auditing to ensure compliance with federal and state law, and local government retention regulations. The Human Resources Department keeps critical personnel files in a fireproof, cinderblock vault in locking file cabinets. The district segregates sensitive documents such as immigration forms, medical information, and criminal histories from the central personnel files in a separate locking file cabinet. The Human Resources Department secretary performs a self audit of all files every other year to ensure no inappropriate documents have been inadvertently included in the individual employee files.

The Human Resources Department protects files from tampering and inappropriate viewing. As an example, the Human Resources Department secretary accompanied the

review team to the file room and did not leave it unattended while the team reviewed the files. Staff locks the vault when not in use, and only Human Resources Department support staff has keys. No one can retrieve or view a file without requesting access from a Human Resources Department staff person, who removes the requested file from the vault to another location for viewing.

Human Resources Department staff places documentation in a designated order in each file for ease of locating information, and uses a checklist of documentation provided during new hire processing to ensure documents are properly collected. WISD periodically hires a knowledgeable document management firm to destroy unnecessary documents meeting state retention periods. The district maintains its personnel documents for the minimum retention periods required by the Texas State Library and Archives Commission and disposes of personnel documents according to its schedule. No outdated employee file documents are transferred to WISD's central storage warehouse; instead, Human Resources Department staff destroy the documents.

Employers are required to collect and maintain certain forms that document compliance with federal and state regulations. In addition, employers must keep some of the information collected confidential such as medical information or criminal histories. WISD's personnel file process ensures that the district has collected the documents required by law so that it does not incur any civil or criminal penalties. The internal filing process ensures that the district does not inadvertently disclose confidential information.

DETAILED FINDINGS

STAFFING GUIDELINES (REC. 16)

WISD lacks formula-based staffing standards to assist the district in planning for or adjusting staffing levels when the student population or other circumstances change.

WISD uses state minimum classroom standards as a general staffing guideline for teachers as defined in Texas Education Code (TEC) §25.111 and TEC §25.112. State law limits class enrollment for kindergarten through fourth grade to 22 students. Class sizes for remaining grades are not specifically set but must use an averaged ratio of teachers to students in average daily attendance. The district does not have enrollment-based formulas or staffing standards for other employees. For example, there are no documented standards for supervisory ratios. In addition, auxiliary and support

positions do not have workload or service standards to guide staffing decisions when the district adds building space, additional buses or bus routes.

Instead of documented standards, the district is using informal student projections to forecast and budget the number of staff needed for the upcoming year. Each December, WISD Human Resources staff takes a snapshot of the current year's student enrollment and compares the snapshot number to the previous year's snapshot. The Human Resources staff uses the snapshot's rate of growth from year to year as part of the calculation for the number of contingency positions needed in reserve.

Contingency positions are budgeted generic slots, generally assumed to be teacher positions, added to the district's annual budget to be filled if student enrollment escalates too rapidly. The district budgets contingency positions at a mid-range teacher's salary of approximately \$45,000. The district does not fill contingency slots unless the new school year's enrollment establishes a need for the extra positions. In 2005–06, the district budgeted for five contingency positions which the district filled by the end of the school year. As a result, the district doubled the number of contingency slots to 10 in 2006–07. By the end of November 2006, only three of the 2006–07 contingency slots remained vacant.

Without documented enrollment-based standards, the district cannot accurately project the number and type of additional positions needed or the appropriate budget level to fund the additional positions. In addition, the Human Resources Department does not have a means to evaluate ad hoc requests for additional staff in order to verify that the level and type of staff requested will meet the district's needs.

Staffing formulas are one method for controlling costs associated with a growing personnel budget. Various industries develop staffing standards based on optimal staffing ratios, or average staffing ratios. For example, the Southern Association of College and Schools (SACS) developed a model staffing guide for supervisory and support staff within its accreditation process for public schools. SACS staffing standards are scaled to fit the needs of elementary and secondary schools according to the size of enrollments.

Exhibit 3-2 provides a comparison of district assistant principal staffing in secondary schools to SACS standards. Elementary schools were not included in the comparison since all of the elementary schools in the district have one assistant principal position and meet the standard based on

**EXHIBIT 3-2
COMPARISON OF WISD ASSISTANT PRINCIPAL STAFFING AT SECONDARY SCHOOLS TO SACS STANDARDS
2006–07**

| SCHOOL | 2006–07 ENROLLMENT | WISD STAFFING | SACS STANDARDS* | DIFFERENCE |
|--------------------------------|--------------------|---------------|-----------------|------------|
| Waxahachie High School | 1,409 | 4.0 | 3.0 | 1.0 |
| Waxahachie Ninth Grade Academy | 500 | 1.0 | 1.0 | 0.0 |
| Waxahachie Junior High | 935 | 2.0 | 2.0 | 0.0 |
| Turner Middle School | 402 | 1.0 | 1.0 | 0.0 |
| Wilemon Learning Center | 28 | 0.0 | 0.0 | 0.0 |
| Total | 3,274 | 8.0 | 7.0 | 1.0 |

NOTE: SACS standards are rounded upward to a full position for comparison purposes.

SOURCE: Texas Education Agency, Public Education Information Management System (PEIMS) 2006–07 Fall Collection, Resubmission; WISD 2006–07 Salary Schedule; and SACS Public School Standards 2005.

student enrollment. Librarian and counselor staffing ratios compared to these standards are examined in Chapter 1 of this report. When compared to the SACS standards, Waxahachie High School has one more assistant principal than required, with four assistant principals for a school with an enrollment of 1,409 students.

Exhibit 3-3 shows a comparison of clerical staffing at all secondary schools to SACS standards. Staffing at the elementary schools met the standards with two clerical positions at each school. When compared to the SACS standards, Waxahachie High School has four more clerical positions than required for a high school of this size and Waxahachie Junior High School has one fewer clerical position than needed.

Besides SACS, several organizations also have formula-based standards. Some of these organizations include: the American School and University, which develops industry benchmarks for grounds and maintenance staff; the National Center for Education Statistics (NCES) in collaboration with the National Cooperative Education Statistics System, which

develops custodial staffing guidelines; and the Society for Human Resource Management, which determines the number of human resource staff to number of employees served. WISD's current custodial and maintenance positions are compared to industry standards in Chapter 4 of this report.

The district should develop and implement formula-based staffing standards for all employee groups that will allow the district to adjust staffing quickly to meet fluctuations in workload and control costs. The district should base its standards on industry standards, but should tailor them to consider any unique operational needs of administrators in meeting educational or departmental goals. In developing the standards, the assistant superintendent of Human Resources should first research professional standards, state or national averages, and industry benchmarks for the various categories of personnel.

After completing the initial research, the assistant superintendent of Human Resources should meet with department or school administrators to tailor the industry-

**EXHIBIT 3-3
COMPARISON OF WISD CLERICAL STAFFING AT SECONDARY SCHOOLS TO SACS STANDARDS
2006–07**

| SCHOOL | 2006–07 ENROLLMENT | WISD STAFFING | SACS STANDARDS* | DIFFERENCE |
|--------------------------------|--------------------|---------------|-----------------|------------|
| Waxahachie High School | 1,409 | 10.0 | 6.0 | 4.0 |
| Waxahachie Ninth Grade Academy | 500 | 4.0 | 4.0 | 0.0 |
| Waxahachie Junior High | 935 | 4.0 | 5.0 | -1.0 |
| Turner Middle School | 402 | 3.0 | 3.0 | 0.0 |
| Wilemon Learning Center | 28 | 1.0 | 1.0 | 0.0 |
| Total | 3,274 | 22.0 | 19.0 | 3.0 |

NOTE: SACS standards are rounded upward to a full position for comparison purposes.

SOURCE: Texas Education Agency, PEIMS 2006–07 Fall Collection, Resubmission; WISD 2006–07 Salary Schedule; and SACS Public School Standards 2005.

based standards to address operation specific factors that could affect staffing needs. For example, student population is one factor, but the type of students will also affect staffing ratios. Numerous studies demonstrate class size can affect the learning environment for low achieving or low-income students making staffing a potential strategy for addressing student performance. Special needs students are also a factor as staffing may adjust in accommodation of the disability.

The assistant superintendent of Human Resources should develop the recommended standards and submit them to the superintendent and Board of Trustees for review and adoption. The superintendent's review should ensure that the recommended staffing standards reflect and support WISD's mission and performance standards.

In implementing the standards, the assistant superintendent of Human Resources should develop additional methods for forecasting student enrollment besides a single population-based snapshot. Examples of predictive measures include county or city permit information identifying the number of new subdivisions under development or local chamber of commerce information on industries planning to relocate or increase operations.

Based on current findings and using SACS staffing guidelines, it would require a reduction of one assistant principal and three clerical positions. The fiscal impact for this recommendation is estimated on the basis of beginning salaries for each of these positions. Savings for the reduction of a high school assistant principal includes \$45,000 in salary + \$4,086 (9.08 percent) in benefits = \$49,086 and would begin in 2008–09. Savings for the reduction of three secondary clerical positions includes \$17,320 in salary + \$1,573 (9.08 percent) in benefits = \$18,893 multiplied by three positions or \$56,679 and would begin in 2007–08. The total annual savings for 2007–08 is \$56,679 with future annual savings of \$105,765. This results in a total five-year savings of \$479,739. The district may be able to realize these savings through attrition.

TARGETED RECRUITMENT (REC. 17)

WISD's recruitment practices do not attract sufficient qualified applicants in a competitive market. The district performs numerous recruiting activities but its success is limited by the lateness of the recruiting activities compared to other districts, the timing of its offers, and the lack of timely continuing communication with promising candidates.

The 2004–05 DIP establishes a personnel objective for recruiting qualified and certified staff reflecting the district's diversity. Related strategies include developing a recruitment plan that pays bonuses for critical shortage teaching areas, but the district does not have written recruitment objectives for meeting districtwide staffing needs for other positions.

WISD recently met part of its planning objective with a written plan of action for maintaining certified bilingual teachers for 2007–08. The bilingual recruitment and retention plan includes:

- continual posting of bilingual positions on its website;
- paying an annual monetary stipend of \$1,000 to all certified bilingual teachers;
- employing additional bilingual instructional aides;
- sponsoring foreign teachers who are certified in bilingual education in obtaining an HB-1 visa (United States Immigration and Naturalization visa program for foreign citizens working in shortage areas for identified professions);
- increasing the number of job fairs attended within the state and nationally; and
- partnering in 2006–07 with Regional Education Services Center X (Region 10) in the pilot Un Mundo, Educational Recruiting and Consulting program.

Until WISD implements the new strategy, the bilingual strategy consists of attending recruitment fairs at schools likely to produce bilingual teachers. In 2005–06, the district maintained a minority college correspondence list of 12 identified colleges with historically high African American student enrollment. The district did not provide a similar listing for colleges with high Hispanic enrollment, but a review of recruitment fair attendance lists showed several universities near the border with Mexico. WISD also provides vacancy information to local chapters of organizations such as the National Association for Advancement of Colored People and the League of United Latin American Citizens for distribution to their membership.

Unlike the bilingual teacher plan, there is no long-term targeted recruitment plan for attracting diverse and highly qualified staff to fill vacancies in competitive teaching shortage areas or non-teaching positions. The district's teaching recruitment plan consists primarily of attendance at

recruitment fairs and use of professional association job boards. Recruitment fairs are typically university sponsored events for graduating students. In 2004–05, WISD personnel attended 32 fairs. In 2005–06, the district participated in 27 fairs.

Central administrators and principals attend recruiting fairs, distributing the recruiting responsibility throughout the district. There are no formal pre-trip training procedures or materials for recruiters who attend job fairs. To assist with recruiting activities, the district developed professional recruiting materials in CD-ROM format to provide to interested candidates. Staff has a consistent message to take to recruiting events that ensures the recruiter promotes the district according to approved themes. Feedback from principals attending recruitment on promising candidates is made through notes or check marks on the recruitment fair sign-in sheet.

For non-teaching positions, WISD attends local job fairs that are not specific to teaching positions. Occasionally, the district will place targeted advertisements in print media for support positions such as bus drivers. The district does not have strategies for keeping auxiliary positions filled, but seeks local applicants as vacancies arise.

The district does not have a follow-up process to develop promising candidate commitments to WISD or to identify the factors that caused a candidate to accept or reject an employment offer. In addition, the Human Resources staff does not survey recruited candidates lost to other districts or the applicants hired by WISD to determine what factors most influenced their decision. The Human Resources Department does not maintain continuing contact with promising candidates to preserve interest in WISD, and the department delays contact until the district decides to extend an offer of employment.

Additionally, WISD's recruiting schedule and hiring practices limit its ability to employ quality teachers in a timely manner. The district schedules its primary recruitment activities for the end of the school year. Between 60–70 percent of recruiting fairs selected for district attendance are in April and May, with staff attending only two fall fairs 2004–05 and again in 2005–06. The delay of recruitment activity coincides with district vacancies and college graduations, but may miss top candidates aggressively recruited by other districts that attend fairs and make contingent offers in the November, January, and February.

As another example of delayed practices, district administrators attend recruitment fairs throughout the school year, but do not have authorization to make conditional offers of employment, except during a local area recruiting fair held each May, which is the major recruiting event for WISD. The district can reasonably project end-of-year vacancies, but does not use the turnover projections to accelerate hiring decisions for exceptional candidates. As a result, principals said the district is “outbid” on many highly qualified applicants. The end-of-year hiring emphasis means many candidates in educational shortage areas such as science and math are no longer available for hire when WISD is ready to make an offer.

While existing recruiting practices provide the necessary number of applicants to fill start of year vacancies, principals said that the process does not meet certain needs and identified some concerns. Principals indicated that the substitute pool does not have enough certified teachers. In addition, the number of teacher candidates with alternative certifications is increasing, which means additional training is required when these teachers are hired. WISD also is not successful in attracting applicants with master's degrees or candidates with certifications in competitive shortage areas: bilingual, math, and science.

WISD should design a recruiting program that includes early projection of annual personnel needs, targeted strategies for attracting candidates with preferred qualifications for all regular and substitute positions, an aggressive recruitment schedule, and follow up activities to maintain applicant interest and to assess the effectiveness of recruitment activities. The assistant superintendent of Human Resources should meet with the superintendent to develop criteria for identifying candidates eligible for early offers and authorize administrators attending recruitment fairs to extend early offers based on the criteria. The early offer process should include a letter confirming the intent to contract, and additional follow-up correspondence to keep the candidate interested in the district. As part of the follow-up process, the assistant superintendent of Human Resources should develop additional recruitment contact letters or emails for promising candidates not receiving or committed to an early offer.

To assess the effectiveness of recruitment trips against targeted goals and strategies and to ensure district funds are effectively spent, the assistant superintendent of Human Resources should develop a method for identifying the costs and successes of different activities in attracting candidates. For example, the district may compare the cost of a trip to the

number of candidates attending the fair, the number of candidates met at the fair, or the number of fair attendees submitting an application. The assistant superintendent of Human Resources should also work with Technology Department staff to develop online survey tools for groups who might contribute information useful in the development of effective recruitment strategies. These groups could include newly recruited teachers who could be surveyed on what attracted them to the district, or applicants that rejected the WISD's employment offer who could provide insight on why employment at another district was more attractive.

COMPENSATION PLAN DEVELOPMENT (REC. 18)

WISD's salary scales do not have a supporting compensation structure or policy that defines market goals for all positions, guides the application of compensation decisions, and provides a process to keep compensation aligned with district goals over time. The assistant superintendent of Human Resources has identified that WISD has a problem with the application of its compensation program, and is addressing it in a strategic goal for his department.

The 2004–05 DIP is the most recent expression of district compensation goals. The DIP identified one salary based initiative: WISD will maintain a competitive salary structure with surrounding districts in Region 10. The initiative has three strategies: conduct salary audits to ensure equity, maintain competitive stipends, and develop a salary structure that clearly identifies compensation for all employees. Although these strategies refer to all district positions, the DIP's identified performance measures for the initiative and its related strategies reference teaching positions. The initiative indirectly expresses a market-based compensation philosophy for the district.

WISD relies upon six salary schedules and assorted stipends to compensate employees. Teachers, counselors, certified librarians, registered nurses, speech therapists, and diagnosticians are on a single scale. The remaining five scales are divided among auxiliary positions, support positions, and administrative staff positions.

The state of Texas sets a minimum salary scale for public school teachers, which is a years-of-service based scale. Districts can pay above the minimum state scale, but the scale and its application is defined in state law. WISD teachers are on a salary schedule that identifies an annual rate of pay for each year of service above the state minimum scale. WISD also sets its teacher pay scale slightly above area districts. The clearly defined salary structure and the district's market

competitive strategy has resulted in above average pay and below average employment turnover for teaching staff.

The district does not have similar compensation guidelines or structure for its other positions.

District auxiliary and support positions have compensation scales with increasing salary steps, but WISD does not clearly define the steps on the scales. It is not clear if the steps are years of service, levels of experience, or other factors that might affect employee placement on the scale. For example, Human Resources Department staff said auxiliary employee pay scales are based on years of service. However, the adopted 2006–07 compensation schedules do not confirm the years of service application. One auxiliary scale, manual trades, contradicts the verbally stated years of service guidelines and states the superintendent can vary starting salaries based on employee experience.

In 2003, WISD hired TASB to conduct a salary survey which identified two WISD scales not aligned with market rates for similar positions. In conducting a salary survey, an organization matches its jobs to a similar industry job. Because all jobs have some organization specific tasks, the survey matches to primary tasks of an industry recognized position. TASB found the manual trades and the administrative pay ranges to be low compared to market. To align the manual trade positions to the market, WISD increased beginning salaries and added steps to the manual trades pay ranges.

The suggested 2003 TASB structure continued as the basic structure of the 2006–07 support and auxiliary salary schedules. However, without clear definition or application guidelines, individual compensation decisions can move positions out of alignment with the scale. For example, a review of one position category showed several employees below the entry level of the scale and several employees above the maximum salary for the scale.

The district did not adopt the 2003 TASB recommendations for its administrative positions. As a result, the administrative pay schedule shown in **Exhibit 3-4**, has even less definition than the auxiliary and support scales. The administrative scale applies to both supervisory and technical support employees.

The differences between grade minimums and grade maximums vary from as little as \$4,000 to as much as \$28,000 (**Exhibit 3-4**). The grades are not organized to allow reasonable movement within grade without compression in

EXHIBIT 3-4
WISD ADMINISTRATOR SALARY SCALE COMPARISON
2006-07

| GRADE | MINIMUM SALARY | MAXIMUM SALARY | DIFFERENCE BETWEEN GRADE MINIMUMS | DIFFERENCE BETWEEN GRADE MAXIMUMS |
|-------|----------------|----------------|-----------------------------------|-----------------------------------|
| 1 | \$15,000 | \$25,000 | | |
| 2 | \$20,000 | \$30,000 | \$5,000 | \$5,000 |
| 3 | \$30,000 | \$45,000 | \$10,000 | \$15,000 |
| 4 | \$45,000 | \$73,000 | \$15,000 | \$28,000 |
| 5 | \$58,000 | \$81,000 | \$13,000 | \$8,000 |
| 6 | \$62,000 | \$85,000 | \$4,000 | \$4,000 |
| 7 | \$70,000 | \$93,000 | \$8,000 | \$8,000 |
| 8 | \$80,000 | \$103,000 | \$10,000 | \$10,000 |

SOURCE: WISD Administrator Salary Schedule, 2006-07.

other grades. For example, the 2005-06 chief financial officer position's grade on the WISD administrative scale was level six. In November of 2007, the district increased the salary to bring it closer to its market median salary.

Matching WISD's chief financial officer to the middle of its market placed the position substantially outside the WISD pay grade range. The market increase required the district to reclassify the position two grades higher on the WISD administrative salary schedule to keep the position within an identified range on the WISD scale. To maintain a consistent organization structure, the district also re-titled the chief human resource officer position from executive director of Human Resources to assistant superintendent of Human Resources and increased the position salary, although the position was already above market pay for the duties performed.

The functions of the two positions did not change. The salary range for the chief financial officer position did not match its market. The difference between grades did not provide enough flexibility to accomplish a needed salary adjustment without putting compensation pressure on other positions. The administrative compensation structure did not support the administrative organizational structure, resulting in salary inequities and increasing WISD's risk of losing qualified staff.

When the district adds a new position, there is no formal process for analyzing its proper placement on the scale, nor is there a routine review to determine if pay remains competitive or if the scales need adjustment. For example, the administrative scale has no written guidelines for placement

within a pay grade. The assistant superintendent of Human Resources said that placement on administrative salary scales is subjective, based on an individual's skills and experience. There are no qualification guidelines to distinguish a candidate deserving placement at entry level from one deserving a mid-range salary.

In 2006 TASB performed another survey for WISD's administrative positions. The results of the survey, shown in **Exhibit 3-5**, show the variations in beginning and average salaries as a percentage of the market for district administrative positions. The position titles matched in **Exhibit 3-5** are the industry titles that most closely resembled district positions and are not the district's position titles.

The lack of salary goals for administrative positions is evident in **Exhibit 3-5**. The market comparison shows the WISD chief financial officer position at 78 percent of average market pay while directors of maintenance and transportation are at 122 percent of market. The district's chief Human Resources officer, which at the time of the survey was the executive director of Human Resources, was at 101 percent of market. The assistant superintendent was at 91 percent of market pay.

The surveys in 2003 and again in 2006 show that the district is interested in what the market is paying for similar positions. However, WISD has not adopted a goal for its own positions. As a result, when the assistant superintendent of Human Resources recommends a compensation change he does not have a consistent target as a guide.

The lack of clear definition and guidance is underscored each year when the Board of Trustees considers whether a salary adjustment is appropriate and within the district's financial means. Like many Texas districts, WISD uses its annual budget process to adjust compensation. This process does not include regular market or workforce analysis, although WISD will periodically hire TASB to consult on realigning salary schedules to market.

The board usually adopts salary increases as a cost of living adjustment (COLA). According to the assistant superintendent of Human Resources, the COLA salary increase is usually adopted as a percentage of pay. In 2006-07, WISD adopted a 6 percent cost of living increase. The COLA was not uniformly applied to all positions, but was based on an employee's classification within a pay schedule.

**EXHIBIT 3-5
WISD ADMINSTRATOR SALARY COMPARISON TO MARKET
2006**

| POSITION | WISD SALARY SCHEDULE PAY GRADE | BEGINNING SALARY AS PERCENTAGE OF MARKET | AVERAGE SALARY AS PERCENTAGE OF MARKET |
|----------------------------------|--------------------------------|--|--|
| Assistant Superintendent | 8 | 115% | 91% |
| Chief Human Resources Officer | 7 | 98% | 101% |
| Director, Instruction/Curriculum | 7 | 108% | 108% |
| Director, Maintenance | 7 | 113% | 122% |
| Principal, High School | 7 | 103% | 96% |
| Chief Financial Officer | 6 | 89% | 78% |
| Director, Special Education | 6 | 98% | 102% |
| Director, Career and Technology | 6 | 96% | 93% |
| Principal, Junior High School | 6 | 98% | 100% |
| Director, Athletics | N/A | 95% | 103% |
| Principal, Elementary | 5 | 100% | 102% |
| Communications Officer | 4 | 83% | 96% |
| Network Administrator | 4 | 92% | 108% |
| Director, Transportation | 4 | 100% | 122% |
| Director, Food Service | 3 | 70% | 89% |

SOURCE: WISD Market Survey 2006.

According to the assistant superintendent of Human Resources, the Human Resources staff calculates the cost of living increase by multiplying the board-set COLA percentage by the midpoint salary of a scale to arrive at an amount which they apply to each position. Using the 2006–07 COLA increase as an example, if the midpoint of a range is \$1,000, 6 percent would be \$60. Each employee would then receive \$60 as a COLA. Under this midpoint formula, lower paid employees progress along the scale more quickly but begin to slow as they reach the end of the range.

The COLA to midpoint formula is a common compensation methodology that allows for easy salary adjustments while providing a little more than the adopted percent to the lowest end of the scale and a little less than the adopted percent to the top of the scale. While this is WISD’s verbally identified method, it is not part of a documented district compensation process and is not how the district applied the 2006–07 COLA.

Exhibits 3-6 and 3-7 show the district’s application of the COLA to classifications at the highest (Class 7) and lowest (Class 1) ends of the paraprofessional pay schedule.

Exhibit 3-6 shows how the 6 percent COLA increase affected paraprofessionals at the high end of the pay schedule. The district applied a 6 percent increase to the schedule to create

a difference between steps 3 and 9 that is consistent with the board-adopted annual COLA increase. To create the 6 percent difference between steps, the district increased individual steps in amounts ranging from 4 percent to 13 percent.

As **Exhibit 3-7** shows, the 6 percent increase was applied to paraprofessionals at the low end of the schedule differently.

At this end of the paraprofessional schedule, the district’s 6 percent increase was applied uniformly to each step, and each step maintained its 5 percent difference between the steps. The inconsistent application between support scales resulted in some positions receiving cost of living adjustments of 6 percent, others substantially more. This change was not a market adjustment where increases between types of jobs may vary based on market factors. A COLA is typically adopted as a standard percentage across a class of employees because the cost of living affects all positions similarly.

The lack of clear policy guidelines resulted in a third variation of the 6 percent COLA in 2006–07. The district could not apply the 6 percent COLA as a percentage of salary to the administrative pay schedule, because a percentage increase placed some administrators beyond the maximum salary in the pay grade. Instead, the Board of Trustees decided to

EXHIBIT 3-6
WISD PARAPROFESSIONAL SCHEDULE INCREASES
2005-06 TO 2006-07

| PARAPROFESSIONAL PAY SCHEDULE: CLASS 7 | | | | | |
|---|----------------------------------|----------------------------------|---|---|---|
| STEP | 2005-06 ANNUAL SALARY | 2006-07 ANNUAL SALARY | PERCENTAGE INCREASE 2005-06 TO 2006-07 | DIFFERENCE BETWEEN STEPS 2005-06 | DIFFERENCE BETWEEN STEPS 2006-07 |
| 0 | \$28,806.00 | \$29,898.36 | 4% | | |
| 1 | \$29,616.30 | \$31,393.28 | 6% | 3% | 5% |
| 2 | \$31,097.12 | \$32,962.94 | 6% | 5% | 5% |
| 3 | \$32,651.91 | \$34,940.72 | 7% | 5% | 6% |
| 4 | \$34,284.57 | \$37,037.16 | 8% | 5% | 6% |
| 5 | \$35,998.80 | \$39,259.39 | 9% | 5% | 6% |
| 6 | \$37,798.74 | \$41,614.95 | 10% | 5% | 6% |
| 7 | \$39,688.67 | \$44,111.85 | 11% | 5% | 6% |
| 8 | \$41,637.11 | \$46,758.56 | 12% | 5% | 6% |
| 9 | \$43,756.76 | \$49,564.08 | 13% | 5% | 6% |

SOURCE: WISD Compensation Plan, 2006-07.

EXHIBIT 3-7
WISD PARAPROFESSIONAL SCHEDULE INCREASES
2005-06 TO 2006-07

| PARAPROFESSIONAL PAY SCHEDULE: CLASS 1 | | | | | |
|---|----------------------------------|----------------------------------|---|---|---|
| STEP | 2005-06 ANNUAL SALARY | 2006-07 ANNUAL SALARY | PERCENTAGE INCREASE 2005-06 TO 2006-07 | DIFFERENCE BETWEEN STEPS 2005-06 | DIFFERENCE BETWEEN STEPS 2006-07 |
| 0 | \$14,400.00 | \$15,264.00 | 6% | | |
| 1 | \$15,120.00 | \$16,027.20 | 6% | 5% | 5% |
| 2 | \$15,876.00 | \$16,828.56 | 6% | 5% | 5% |
| 3 | \$16,669.80 | \$17,669.99 | 6% | 5% | 5% |
| 4 | \$17,503.29 | \$18,553.49 | 6% | 5% | 5% |
| 5 | \$18,378.45 | \$19,481.16 | 6% | 5% | 5% |
| 6 | \$19,297.38 | \$20,455.22 | 6% | 5% | 5% |
| 7 | \$20,262.25 | \$21,477.98 | 6% | 5% | 5% |
| 8 | \$21,275.36 | \$22,551.88 | 6% | 5% | 5% |
| 9 | \$22,339.13 | \$23,679.47 | 6% | 5% | 5% |

SOURCE: WISD Compensation Plan, 2006-07.

provide a flat sum to administrators, keeping most within their designated grade.

Without established guidelines for adjusting scales or adjusting salaries within a scale, compensation decisions can create a division between actual salaries and scheduled salaries. Moreover, while the district's goal is to remain competitive with area districts, there is no process for regularly reviewing all schedules to ensure they remain aligned to the market and aligned internally to similar positions.

A properly designed compensation plan controls salaries, which are a major cost driver in a district's budget. Without appropriately structured pay schedules, good employees leave for positions that reward their work. When there is little guidance for appropriate placement of employees with like skills and experience, actual placement may create inequities within a pay grade. Without position alignment in pay ranges that reflect the market for the position, making salary changes appropriate for one position may create pressure to change others unnecessarily. The consequences of poor planning

have financial implications, as compensation decisions are compounded with cost of living increases.

The board should develop a formal compensation policy based on recognized compensation practices, update salary schedules based on market analysis and related materials to reflect that policy, and require a periodic review of all compensation schedules for market competitiveness, internal equity, and continued effectiveness against district goals.

The assistant superintendent of Human Resources should research and present different compensation approaches for presentation to the board to assist it in articulating its vision. For example, the district may establish a goal of keeping salaries at the median of the market, or for very competitive positions, at a target value over market. Once developed, the assistant superintendent of Human Resources should align salary schedules with district compensation goals and develop procedures for continuing analysis and maintenance of a competitive salary schedule.

Salary schedules should include written procedures for applying the schedules or other compensation methodologies. Procedures should clarify steps that are actual years of service, define steps based on factors other than years of service, and give guidance for evaluating and applying applicant experience to a scale. Procedures should define any other compensation methods used. For example, if the district adopts an adjustment to midpoint formula for COLA application. All other methods the district adopts should be described, such as applying a standard percentage to all positions or providing a lump sum not added to the base for positions outside of a range.

In order to reach its compensation goals, the board should adjust its pay structure and any affected positions over time. Once aligned, the board should consistently apply adopted compensation standards when making salary-based decisions. Changes to compensation should consider not only budget, but also the position's relationship to the market and to other jobs in the district.

Once the salary schedule is consistent with board objectives, the district should review each employee pay scale for market competitiveness and internal equity at least once every three years—more often if there are indications that a position may be out of market, out of alignment with internal positions or if workforce analysis suggests a recruitment or retention problem. Indicators of misalignment may include high or increasing employee turnover and difficulty recruiting

qualified applicants for vacant positions. This practice will ensure salary schedules remain competitive with the market.

PERSONNEL EVALUATIONS (REC. 19)

The district's personnel evaluation process does not include all steps required by state law and is not consistently applied to all positions. Texas Education Code (TEC) §21.203, TEC §21.354, and TEC §21.356 requires a written evaluation of each superintendent, principal, teacher, supervisor, counselor, nurse, or other full-time certified professional employee. To comply with these standards, WISD's board adopted a policy requiring periodic evaluations of all district employees. The district policy goes beyond the TEC minimum requirements, as it requires an annual conference style evaluation of all employees each year. An evaluative conference is a meeting between a supervisor and employee to discuss employee performance, goals, opportunities for improvement, and plans for addressing deficiencies.

The Curriculum/Instruction Department provides oversight to ensure teaching staff have regularly performed evaluations. The Human Resources secretary provides oversight to ensure auxiliary and support departments evaluate employees at the same time each year. However, WISD central administration does not have the same level of appraisal oversight to ensure compliance.

In practice, WISD does not follow the procedures outlined in state education law or local policy for administrator evaluations. **Exhibit 3-8** compares the district appraisal process for administrators to legal requirements and outlines compliance concerns.

As **Exhibit 3-8** shows, the district has many of the policies required for compliance, but key elements are missing from actual administrator appraisal practices. For example, evaluation forms are not specific to the position held and job descriptions do not accurately reflect assigned responsibilities or job titles.

The Texas Administrative Code (TAC) Title 19 §150.1021 requires the use of job descriptions in developing an administrator evaluation instrument. WISD does not have specific protocols for communicating its expectations to administrators. The district relies on its job descriptions to document this legal requirement. A review of evaluation forms and job descriptions revealed job descriptions were not current, and as a result, would not communicate district performance expectations or meet TEC's job description integration requirement.

EXHIBIT 3-8
WISD ADMINISTRATOR EVALUATION PROCEDURE
2006–07

| LEGAL REQUIREMENT | WISD PROCEDURE | COMPLIANCE CONCERN |
|-----------------------------|---|--|
| Written evaluation | Required by local policy. | Not all administrators have written evaluations. |
| Summative conference | Not mentioned in local policy or documented in procedure. | Formal conference process does not exist. |
| Evaluative conference | Local policy requires at least one conference. | Not routinely applied to all administrator positions. |
| Annual appraisal calendar | Not required in local policy or documented in procedure. | Does not exist for administrators. |
| Job description integration | Current descriptions required in local policy. | Descriptions not current, or do not exist for job titles. |
| Goal setting | Superintendent required goals and strategies for achievement from top administrators. | Not all administrators required to develop a complete Administrative Professional Development Plan. |
| Establishing job priorities | Administrative Professional Development Plan numbers goals. | Unknown if goals are ranked in order of importance, or simply numbered for clarity. |
| Communicating expectations | No expectation communication process specified, but job descriptions could function to meet this requirement. | No descriptions or outdated descriptions. Alternative methods for communicating performance expectations did not appear in documentation or interview. |

SOURCE: WISD Board Policy 2006–07 [LEGAL] and [LOCAL]; Administrative Professional Development Plans 2006–07; Correspondence with Human Resources Department and review of personnel files, December 2006.

For example, the review team could not locate a job description for the district's chief financial officer, either when the position held that title or since its upgrade to the assistant superintendent/CFO in November 2006. The district completed the position upgrade without an associated job description that documented expectations for the position title in advance of any performance evaluation.

TAC §150.1022 requires districts to develop an annual administrator evaluation calendar which includes procedures for goal setting, performance expectations, and priorities for each administrator being appraised. The district does not have an annual administrator evaluation calendar to ensure all administrator appraisals occur consistently.

In its review of six administrator positions, the review team found: two executive director positions received timely evaluations; two administrator positions did not require evaluations because the individuals were on staff fewer than 12 months; and two administrators, the assistant superintendent/CFO and the executive director of Curriculum/Instruction, where evaluations should have been scheduled, did not occur. Although the person for this position was hired in 2003, the superintendent did not evaluate the assistant superintendent/CFO in 2005–06 and did not formally evaluate the position before the district upgraded the position in November 2006. The superintendent also did not evaluate the executive director of Curriculum/

Instruction in the 18 months between her May 2005 hire date and the school onsite review visit in December 2006.

According to the Human Resources secretary, some administrators were required to provide position goals in anticipation of a 2006–07 performance evaluation. A review of the Administrative Professional Development Plans revealed not all positions used the same format. Moreover, not all areas of responsibility had identified goals. For example, the assistant superintendent of Human Resources has oversight of safety and security, but his 2006–07 plan did not include any safety and security goals.

Auxiliary employees receive annual evaluations, but evaluation formats lack consistency. WISD's policy requires periodic evaluations of all district employees, including at least one evaluative conference per year. Auxiliary and support departments must evaluate employees annually on an evaluation date provided by the Human Resources Department. The Human Resources Department works with these departments to ensure supervisors conduct employee evaluations according to board policy and that copies of the evaluations are included in personnel files.

The district's evaluation formats for auxiliary employees do not consistently document performance expectations. The evaluation forms are not consistent districtwide and vary in the levels and types of evaluation factors. The forms were

developed under a prior administration, or in some cases, are provided online through TASB's Human Resource Services. The Human Resources Department provides the forms to departments electronically or in hardcopy format.

A review of evaluation forms and their associated job descriptions identified positions that do not adequately document performance expectations. For example, security positions have a written job description that lists eight major responsibilities including enforcing rules of conduct, resolving conflict between students, and controlling traffic and parking on school grounds. However, safety and security supervisors only appraise employees on four standards: accuracy of duties performed, attendance, attitude toward duties, and courtesy. The evaluation form does not incorporate the job description, but the evaluator must list the position duties in a blank provided on the evaluation form.

In contrast, transportation supervisors evaluate bus drivers on 12 general skills and four position specific skills such as: demonstrates appropriate job knowledge, identifies and responds to problems effectively and communicates effectively. However, there is no reference on the form to the essential responsibilities of the job or the job description, although the district does have a job description for its bus drivers listing 19 major responsibilities.

The evaluation forms also do not measure performance in the same way. The format of the food services form has five evaluation areas that the supervisor quantitatively scores. The security evaluation form uses qualitative descriptions with no points identified. The food services form also includes a section for the employee to sign acknowledging that the evaluation was discussed with the manager. The security evaluation form does not include this type of section.

The appraisal process is an operational tool to increase communication and ultimately, productivity. When properly implemented, employees understand the performance expectations for their position. They know if current efforts meet organizational standards, and the level of skills, education, and effort needed to become an exceptional employee. Supervisors use the process to guide employees toward meeting district goals. Appraisal documentation also supports personnel decisions by identifying unacceptable behaviors and providing opportunity for correction. The operational value is supported by the legal requirements of the Texas Education Code, which provides consequences for non-compliance.

The district should refine the evaluation process to include an annual schedule for administrator appraisal conferences, coordination of employee identified goals with district priorities, and written expectations that correspond to defined job descriptions. The assistant superintendent of Human Resources should compare current policy and practice to legal standards and make recommendations to the board where local policy does not address all minimum legal standards.

The assistant superintendent of Human Resources should update appraisal forms to include two types of evaluation: those responsibilities commonly shared among all positions and those that are specific to performance requirements identified in the job description. Where employees are responsible for dissimilar duties, the evaluation form should identify goals and expectations for all areas of responsibility. The assistant superintendent of Human Resources should work with department supervisors to develop an evaluation format for each position based on identified tasks and expectations outlined in the position's job description that allows them to evaluate employee performance against the documented tasks in the job description.

With input from the superintendent, the assistant superintendent of Human Resources should also develop a calendar template that includes the necessary steps, such as a summative conference, for a compliant appraisal process for administrators. The evaluation process and template should provide an opportunity to discuss and document any job duty changes with administrators to ensure the job description accurately reflects essential tasks and expectations.

JOB DESCRIPTION DEVELOPMENT (REC. 20)

WISD does not have a process for ensuring all positions have current job descriptions. District policy tasks the superintendent with ensuring all positions have current and available job descriptions. WISD has a pool of job descriptions acquired from TASB, but has not customized the general descriptions to reflect specific district jobs. **Exhibit 3-9** compares a random sample of district positions descriptions against current district jobs.

As **Exhibit 3-9** shows, several administrative positions lack job descriptions and others are inappropriately titled or reflect outdated reporting structures. Positions with diverse job duties do not have job descriptions that blend the task categories, or reference descriptions for the related tasks.

**EXHIBIT 3-9
WISD POSITION DESCRIPTION**

2006–07

| POSITION | DISTRICT DESCRIPTION | ISSUES |
|---|--------------------------|---|
| Director of Security | None for this job title. | Closest TASB position description is Chief of Police with a principal purpose of managing a district police department. |
| Security Officer | None for this job title. | Closest TASB position description is security guard. Duties appear to be similar, although the reporting structure shows the position reporting to the high school principal rather than the director of Security. |
| Executive Director of Human Resources | None for this job title. | Although recently upgraded to the assistant superintendent of Human Resources, the position existed for a year with no job specific description. |
| Assistant Superintendent of Human Resources | None for this job title. | Closest position description is assistant superintendent for Personnel/ Administration, a legacy description from a previous organizational structure. While the position has many similar responsibilities to the assistant superintendent of Human Resources, it does not reflect the hybrid responsibilities of the current position in the area of athletics and safety and security. |
| Assistant Superintendent /CFO | None for this job title. | This position is a recent upgrade of the chief financial officer position. No related position description could be located, although a business manager job description appeared to be the closest match. While not documented, the skills and experience needed for the assistant superintendent position should be substantially greater than that of business manager. |

SOURCE: WISD job descriptions, December 2006.

For example, the review team attempted to locate the assistant superintendent of Human Resources’ job description. A review of district job descriptions found two human resources related job descriptions: one is a director position, the other an assistant superintendent of personnel and administration. Neither job description corresponded to the previous or current job title. The closest job description reflects a position from a older organizational structure and does not include the safety and athletic oversight duties currently assigned to the position. As another example, the executive director of Construction and Support Services also serves as a bus driver, a task which has not been included in this position’s job description.

TASB provides a wide variety of model descriptions. Many districts combine diverse duties for operational efficiency, making adoption of some TASB descriptions impractical. WISD recognized the need to update its current job descriptions, and the assistant superintendent of Human Resources has identified this task as one of his performance goals for 2006–07.

While there are no laws that require job descriptions for every position, a well crafted job description can be an effective management tool. Labor law enforcement agencies frequently use position descriptions in determining if a position is covered under federal reporting requirements. The U.S. Department of Labor’s Fair Labor Standards Act

(FLSA) Section 14(c) Advisor states that job descriptions should include specific job duties, responsibilities, and tasks; identify the types of equipment and supplies used to perform the tasks; lists the types of skills, education or experience levels required; indicate the location and the days and times of the week the work will be performed. The Advisor also states that it is essential to define acceptable production or work levels and job performance expectations. The U.S. Equal Employment Opportunity Commission considers written job descriptions as a tool for eradicating unlawful employment discrimination in hiring and other employment practices. Violations of FLSA and civil rights laws carry substantial penalties for employers.

The district should update job descriptions and annually review these descriptions to ensure continued accuracy. The assistant superintendent of Human Resources should obtain a list of all currently authorized positions, and compare the list to the district’s current job descriptions to determine which positions do not have a position description. The assistant superintendent of Human Resources should obtain similar TASB descriptions for district positions without a current job description and work with supervisors to tailor them to reflect district duties and responsibilities. The assistant superintendent of Human Resources should distribute both current district descriptions and TASB model descriptions to district supervisors and administrators for

each position under their supervision, along with instructions for review and correction.

Supervisors should meet with their employees to update and revise job descriptions to ensure they appropriately address all assigned functions, required skills, and work expectations. The assistant superintendent of Human Resources should review and finalize all suggested corrections to ensure the position is functioning consistent with district goals and expectations. Once all descriptions accurately reflect the position's duties, the superintendent should approve the final version of all descriptions. Each administrator or department head should review job descriptions annually with employees as part of the evaluation process, providing the Human Resources Department with notice of any changes. When the district adds new positions or position titles change, the board should receive an updated job description to review as part of the decision-making process.

EMPLOYEE ABSENTEEISM AND LEAVE (REC. 21)

WISD's approach to managing its employee leave does not include policy enforcement, centralized monitoring, or analysis to identify problems with personal leave use. This practice increases the risk of implementing strategies that do not address a problem or that are not cost effective.

WISD has two types of personal leave—state and local. The TEC §22.003 requires districts to provide five days of paid leave per year. This is known as state leave. There are no limitations on the amount of state leave that can be accumulated and unused accruals transfer with the employee upon acceptance of a position in another Texas school district. School districts may also provide additional paid leave benefits, known as local leave. The board determines local leave policies, although TEC §22.003 states that local leave policies “may not restrict the purposes for which the leave may be used.” WISD provides five days of paid local leave and has adopted policies controlling its use that are intended to reduce the costs associated with employee absenteeism.

WISD controls employee leave use through board policy DEC (Local) which states that employees can use either state or local leave for discretionary and non-discretionary purposes, with certain restrictions on each use. Discretionary leave is for reasons determined by the employee with the expectation that employees schedule discretionary leave 10 days in advance of the date taken. According to policy, employees cannot use discretionary leave for more than three consecutive days, before and after school holidays, during final exams, or during state testing. The district's adopted

board policy additionally restricts discretionary leave use when a school has professional or staff development days. However, administrators can waive the policy restrictions and approve use of local leave on a restricted day.

Non-discretionary leave is for illness, emergency, or death in a family—events which generally do not allow for advance scheduling. Prior to 1995, state law provided employees with leave specifically for health events. Long-term employees may have accrued state sick leave before 1995, which they must use according to the provisions of the prior law. Additionally, WISD policy requires an employee absent for more than five consecutive days, due to personal or family illness, to provide a medical certification upon return to work.

In addition to statutory local and state leave, district employees who work 12 months also receive two weeks of vacation time. Vacation time does not accumulate unless approved by the superintendent. The support services employee handbook states that vacation should be taken between September 1 and August 31 of each school year. As an additional operational control, vacation of more than three consecutive days must have prior approval at least two weeks in advance of the requested leave dates. The district does not provide policy guidance on the order or timing of vacation leave use, or prescribe advance notification requirements for vacation leave use for less than three days.

The primary enforcement tool for misuse of leave is docking, or deducting the salary cost of the absence from the employee's pay. Procedures call for docking professional positions when violating a leave use restriction without prior administrator approval, and docking auxiliary positions for failing to make written request for leave. Employees must exhaust any compensatory time balances before using state or local leave. In 2005–06, the district docked 162 employees for absences occurring after all leave balances were exhausted.

WISD collects attendance and leave information in its substitute and financial systems. The substitute system collects leave information for professional and paraprofessional employees along with substitutes used when these employees are absent. The leave use data in the financial system comes from timesheet information that the payroll supervisor and payroll clerk key into the system to process paychecks.

WISD's analysis of attendance at the district level consists of monitoring budget use or compliance with policy. The assistant superintendent/CFO periodically reviews the use of substitutes to develop the annual budget and to make sure

expenditures for substitutes do not exceed the adopted budget. The payroll supervisor reviews leave to ensure that the docking policy is applied to those employees who did not submit an approval form to the Payroll Department.

WISD's districtwide analysis of employee leave use consists of Human Resources staff reviewing attendance and substitute use data from the substitute system for professional and paraprofessional employees. This review does not extend to leave use for auxiliary staff maintained in its financial system. Staff does not use data from either system to determine employee attendance rates, identify use trends by category of employee or individual to determine if there is inappropriate or excessive use, identify possible causes for the use, or to calculate the cost of absenteeism.

In an interview, the assistant superintendent of Human Resources said his 2006–07 goal was to reduce employee absences. In 2005–06, the district also had a goal to reduce absences and commensurate expenditures for substitutes, and developed a districtwide attendance reward program as a mechanism to achieve this goal. However, WISD did not design its reward program based on analytical data of leave use.

The 2005–06 program had several reward levels. The district paid all employees with perfect attendance for the semester a \$50 bonus. In addition, WISD entered employees with perfect attendance for the year into a drawing for prizes provided by local merchants. One merchant donated a vehicle, and WISD contributed an amount equal to the tax, title, and license for the vehicle. The other grand prize was a donated cruise. Teachers were eligible to enter both the vehicle and cruise drawings. All other employees drew for the cruise.

The incentive program had mixed results, as shown in **Exhibit 3-10**. When compared with the previous year, the

program in 2005–06 did not reduce the number of substitutes used. With the reward program in 2005–06, the annual expenditure for substitute salaries decreased \$33,721; however, the cost of the reward program offset the savings, as the district funded the attendance incentives from the substitute budget. When combining the costs of substitutes hired and the cost of rewards, the district spent \$420,062 on absenteeism in 2005–06, a \$10,629 increase from the previous year.

Additionally, in review team interviews, staff indicated that segregating eligibility for the prize drawings for no identified reason created employee morale problems. Further, the district paid unanticipated costs when the winner of the vehicle did not want it, and the positions that were not eligible for the car saw themselves as not able to participate in the reward program, despite their eligibility for a cruise.

Without analysis, the district cannot determine if there is a problem or identify the extent of a problem. For example, WISD does not calculate or compare absenteeism rates to determine if absenteeism is higher than desired, or if within expectations, signaling a potential problem through annual increases. **Exhibit 3-10** calculates the WISD employee attendance rate for the past three school years. To reach the number of available work days, the number of employees is multiplied by 187 (the standard number of contract days used by WISD to calculate annual salaries).

The attendance rates shown in **Exhibit 3-11** are based on annual numbers for staff as reported to the Texas Education Agency, and on a standard number of days worked by most of the professional staff. The actual number of available work days will vary by length of employment contract and whether or not a position was filled for the entire school year.

While it is not a specific rate of attendance for WISD, **Exhibit 3-11** provides a practical estimate of WISD's

EXHIBIT 3-10
EMPLOYEE ATTENDANCE PERFORMANCE MEASURES
2004–05 TO 2005–06

| MEASURES | 2004–05 (NO REWARD PROGRAM) | 2005–06 (USED REWARD PROGRAM) |
|--------------------------------|-----------------------------|-------------------------------|
| Number of Staff | 445.5 | 466.7 |
| Substitutes Required | 4,096 | 4,300 |
| Substitute Expenditures | \$409,433 | \$375,712 |
| Attendance Reward Expenditures | \$0 | \$44,350 |
| Total Expenditures | \$409,433 | \$420,062 |

SOURCE: WISD Absence Report 2003–2006; WISD Budget Report 2003–2006; Texas Education Agency, Academic Excellence Indicator System (AEIS) District Profile, 2003–2006.

**EXHIBIT 3-11
WISD PROFESSIONAL EMPLOYEE ABSENCES
2003–04 TO 2005–06**

| YEAR | PROFESSIONAL STAFF | EMPLOYEE ABSENCES | AVAILABLE WORK DAYS | PERCENTAGE ABSENTEEISM |
|--------------|--------------------|-------------------|---------------------|------------------------|
| 2003–04 | 453.3 | 5,155 | 84,767.1 | 6.08 |
| 2004–05 | 445.5 | 5,397 | 83,308.5 | 6.48 |
| 2005–06 | 466.7 | 5,321 | 87,272.9 | 6.10 |
| Total | 1365.5 | 15,873 | 255,348.5 | 6.22* |

* Percentage absenteeism average for three year period.

SOURCE: WISD Absence Summary Report, 2003–2006; Texas Education Agency, AEIS District Profile, 2003–2006.

attendance rate, which has remained relatively constant since 2003. The three year average for professional staff reported through the district’s substitute locator system is 6.22 percent. The district has not identified a target rate, and has not performed a rate analysis to assist in developing a target.

Due to the lack of a districtwide leave tracking and analysis system, individual supervisors are developing independent systems to collect data and strategies without full analysis of available data without collaboration with the Human Resources Department. For example, a potential factor in absenteeism may be a lack of policy enforcement. These policies are not enforceable through payroll review and since the district does not provide central oversight of enforcing leave policy, the departments have developed individual responses to leave use.

The Transportation Department monitors monthly absences by comparing absences to the number of work days in the month. This produces a ratio for employee workday absences to actual work days. This monthly ratio quickly identifies if absences are increasing or decreasing and allows the supervisor to identify trends. It does not indicate which employees are affecting the trend or highlight potential causes needing additional research or monitoring.

The custodial supervisor monitors leave use for department employees but does not analyze leave use to determine patterns of absences or policy enforcement of accrual and use. Instead, the custodial supervisor controls leave use through additional procedures. For example, the custodial supervisor is developing a procedure to have all vacation and personal leave pre-approved in order to reduce the number of custodians off at the same time. Another policy this supervisor is considering subjects a custodian to termination for two unreported absences.

In Volume 12 No. 11 of its HR Exchange newsletter, TASB identifies the basic steps to a comprehensive attendance program. The first step is analyzing the numbers to see if

there are patterns among specific groups, departments, campuses, or from year to year. Staff should know and communicate the district leave policy to employees, making sure they understand it. TASB also suggests reviewing long-standing practices to make sure they are in agreement with policy and provide tools for administrators to enforce absence policies.

The district should modify existing district leave policy to include goals based on an analysis of attendance data and leave trends that identifies the causes of absenteeism, highlights areas where absences have the greatest effect on service delivery, or identifies other issues that might support a targeted strategy. The assistant superintendent of Human Resources, working with the assistant superintendent/CFO, should first identify the types of data needed for analysis and how this information can be collected and maintained electronically—either in the administrative system, substitute system, or both.

The Human Resources Department should use the data analysis to identify the underlying causes of absenteeism and subsequent leave use. Once the district has identified the problem(s) and analyzed employee absenteeism for patterns, it should modify existing district leave policy based on this analysis. For example, rather than grant exceptions to discretionary leave taken on critical dates, the district could require employees that do so to pay the substitute costs. The district could reduce the number of consecutive absences without medical certification from five to three, or require an employee using the automated call in system to also place a personal call to his or her principal after three consecutive call-in absences that were not pre-approved. Modification of policy should consider the costs and effects that will result from implementation of these changes. Supervisors should then receive instruction on new policies and oversight to ensure implementation and consistent application.

MANUAL PROCESSES (REC. 22)

WISD does not use human resource applications in its automated administrative system to their full advantage, and continues to maintain many inefficient and duplicative manual processes in district departments. The review team identified several manual processes requiring duplicate data entry.

As **Exhibit 3-12** shows, the Human Resources Department uses several computer applications. When purchased, there was no requirement that the stand-alone computer applications integrate with current programs, or have the capability of sharing information through import or export functions. As a result, district staff is re-entering data into multiple systems, which increases employee workload as well as the risk of errors in data entry.

WISD should review the payroll and human resources features of the district financial system to identify unused features that could automate manual processes such as those identified in **Exhibit 3-12**. The payroll supervisor and the

Human Resources Department secretary should meet with Technology Department staff and document the current flow of information on hiring and payroll processes. Once these processes are documented, Technology Department staff should identify those areas appropriate for automation. As the district contracts for future human resource applications, the contracts should provide for integration with existing software in use by the district, reducing duplicate data entry.

For background information on Human Resources Management, see page 209 in the General Information section of the appendices. For examples of school districts that have used the best practices recommended in this chapter, see page 241 in the Best Practices section of the appendices.

**EXHIBIT 3-12
CANDIDATE PROCESSES FOR AUTOMATION**

| PROCESS | INEFFICIENCY | POTENTIAL AUTOMATION SOLUTIONS |
|--|---|---|
| Auxiliary employee time entry. | Duplication of effort at both the department level and in the payroll department as department staff enters timesheet information into a spreadsheet and the payroll supervisor re-keys timesheet information into the financial system (Skyward™). | Allow departments to enter time directly into Skyward with the timesheet data audited by payroll. |
| Data entry of demographic data. | The same information is captured in the online application database, re-entered into SubFinder™ substitute management system and re-entered into Skyward™. | Electronically transfer information from one application to another. |
| Data entry of certification information. | Employee names and other demographic information necessary to track teacher certification information is entered into an Access™ database, but are also entered into other systems. | Electronically transfer information by developing a download from applications and export into the database. |
| Manual notification process for termination and new hires. | Information is not timely provided to human resources and payroll. For example, new employees will appear in Human Resources Department expecting to complete new hire paperwork and the Human Resources Department is not aware of the hire. | Automate a “warning” notice to human resources and payroll when certain events occur, such as completing a termination or new hire form online. |

SOURCE: Review Team Observations, December 2006.

FISCAL IMPACT

| RECOMMENDATION | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | TOTAL 5-YEAR (COSTS) SAVINGS | ONE TIME (COSTS) SAVINGS |
|--|-----------------|------------------|------------------|------------------|------------------|---|---|
| 16. Develop and implement formula-based staffing standards for all employee groups that will allow the district to adjust staffing quickly to meet fluctuations in workload and control costs. | \$56,679 | \$105,765 | \$105,765 | \$105,765 | \$105,765 | \$479,739 | \$0 |
| 17. Design a recruiting program that includes early projection of annual personnel needs, targeted strategies for attracting candidates with preferred qualifications for all regular and substitute positions, an aggressive recruitment schedule, and follow up activities to maintain applicant interest and to assess the effectiveness of recruitment activities. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 18. Develop a formal compensation policy based on recognized compensation practices, update salary schedules based on market analysis and related materials to reflect that policy, and require a periodic review of all compensation schedules for market competitiveness, internal equity, and continued effectiveness against district goals. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 19. Refine the evaluation process to include an annual schedule for administrator appraisal conferences, coordination of employee identified goals with district priorities, and written expectations that correspond to defined job descriptions. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 20. Update job descriptions and annually review these descriptions to ensure continued accuracy. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21. Modify existing district leave policy to include goals based on an analysis of attendance data and leave trends that identifies the causes of absenteeism, highlights areas where absences have the greatest effect on service delivery, or identifies other issues that might support a targeted strategy. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 22. Review the payroll and human resources features of the district financial system to identify unused features that could automate manual processes. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL-CHAPTER 3 | \$56,679 | \$105,765 | \$105,765 | \$105,765 | \$105,765 | \$479,739 | \$0 |

CHAPTER 4

FACILITIES MANAGEMENT

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

CHAPTER 4. FACILITIES MANAGEMENT

An effective facilities program provides a safe and clean environment where students can learn and integrates facility planning with other aspects of district planning and budgeting. Facilities departments include building maintenance, grounds maintenance, custodial services, energy management, and construction. Facilities departments should effectively and efficiently coordinate and monitor all physical resources in a district.

Waxahachie Independent School District's (WISD) facilities are located on approximately 253 acres, with 10 schools, including a high school, a ninth grade academy, a junior high, a middle school, five elementary schools, and an alternative school. The district also maintains an administration building, a football stadium and field house, a transportation facility, and a support services facility that includes a warehouse. The district facilities have 1,057,812 gross square feet of space.

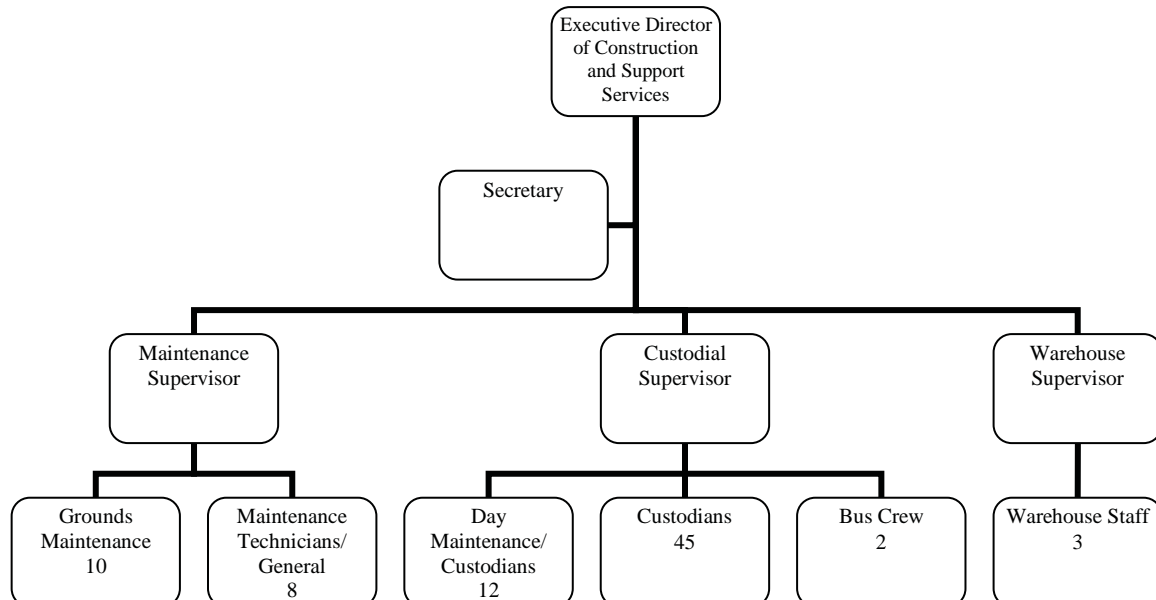
The Maintenance Department is responsible for cleaning and maintaining district facilities and grounds (**Exhibit 4-1**). The executive director of Construction and Support Services is involved in construction management in addition to

overseeing the Maintenance, Child Nutrition, Transportation, and Technology Departments. The Maintenance supervisor, who reports to the executive director of Construction and Support Services, supervises all facility operations and including custodial services, warehouse, and general maintenance including upkeep of the district's grounds.

The oldest facility is the administration building, acquired in 1905. All facilities constructed before 1999 have undergone renovations (**Exhibit 4-2**).

In 2006, WISD's voters approved bond projects for more than \$59 million. These projects include a new elementary, sixth grade center, and junior high; renovations to Turner Middle School and Wilemon Education Center; capital improvements at the secondary level; heating-ventilation-air-conditioning (HVAC) upgrades for vocational classrooms; expansion of parking lots; resurfacing a parking lot; and faculty technology purchases. The projects are estimated to add capacity to WISD for 2,200 additional students. The estimated completion date for all new campuses is August 2008.

EXHIBIT 4-1
WISD MAINTENANCE DEPARTMENT ORGANIZATION
2006-07



SOURCE: WISD Maintenance Supervisor, December 2006.

**EXHIBIT 4-2
WISD FACILITIES
2006-07**

| YEAR ACQUIRED | FACILITY | YEAR(S) OF RENOVATIONS AND ADDITIONS | SQUARE FEET |
|-----------------------------|---|--|------------------|
| 1905 | Administration | 1995 | 13,432 |
| 1917 | Wilemon Education Center | 1939, 1962, 1995 | 65,713 |
| 1930 | Maintenance Storage | 1985 | 6,592 |
| 1951 | Technology | 1990, 2000 | 12,479 |
| 1952 | Turner Middle School | 1962, 1985, 1995 | 64,062 |
| 1952 | Northside Elementary | 1962, 1973, 1986, 1995 | 63,576 |
| 1970 | Waxahachie High School | 1973, 1982, 1985, 1988, 1995, 1999, 2002, 2004, 2005 | 302,774 |
| 1985 | Waxahachie Junior High School | 1995, 1999 | 116,159 |
| 1987 | Dunaway Elementary | 1998 | 59,934 |
| 1988 | Shackelford Elementary | 1998 | 59,934 |
| 1999 | Wedgeworth Elementary | | 80,239 |
| 1999 | Transportation | | 12,600 |
| 2002 | Waxahachie Ninth Grade Academy | 2004 | 109,038 |
| 2002 | Marvin Elementary (Original campus built in 1905 & demolished in 2000; rebuilt in 2002) | | 69,710 |
| 2005 | Support Services | 2006 | 21,570 |
| Total All Facilities | | | 1,057,812 |

SOURCE: WISD Maintenance Supervisor, December 2006.

ACCOMPLISHMENTS

- WISD has comprehensive procedures for the use of school facilities, which ensures equitable treatment of all individuals and groups using district facilities.
- The district has developed a method to facilitate emergency repairs in an expeditious manner.

FINDINGS

- WISD does not effectively use its automated work order system to manage the district’s maintenance operations.
- WISD lacks maintenance or grounds staffing formulas and its staffing levels exceed recommended industry standards, resulting in additional costs to the district.
- WISD lacks staffing formulas for custodial operations, which results in both under and overstaffing of its facilities.
- The district lacks sufficient substitutes for custodial operations.

- WISD lacks formal standards, procedures, and training for Maintenance Department personnel.
- WISD’s Maintenance Department does not effectively utilize the district’s contract purchasing process to meet fluctuating workloads which causes time delays in addressing maintenance needs and increases district costs.
- The district lacks a formal long-term facilities master plan to ensure efficient use of and planning for district facilities.
- WISD lacks a structured monitoring process to ensure that the district’s bond construction program will be accomplished on time and on budget.
- WISD lacks a formal equipment replacement plan for maintenance equipment and vehicles, and cannot ensure that staff has a budget in place for equipment needs and the necessary resources to efficiently complete their job responsibilities.

- The district's integrated pest management policy is not up-to-date and is out of compliance with state law and district policy.
- WISD lacks a local energy policy and formal energy conservation plan for the district and individual campuses to control energy costs.

RECOMMENDATIONS

- **Recommendation 23: Fully implement the district's automated work order system so that management can monitor productivity, track costs, and analyze trends.** The Maintenance supervisor, with the assistance of the Technology supervisor, should meet with the current vendor to analyze the work order system and decide which features are critical for WISD to effectively and efficiently manage maintenance operations. The Maintenance supervisor should provide training for all maintenance employees on recording accurate and complete information on all work tickets. All maintenance technicians should be given system access in order to be able to receive and review work orders. This would allow the maintenance technicians to check new work requests during the workday. The receptionist can continue to input information such as materials and labor into the system from the work orders.
- **Recommendation 24: Develop and implement staffing formulas for maintenance and grounds and adjust staff appropriately.** The executive director of Construction and Support Services and the Maintenance supervisor should review industry reports and develop standards for district use. These standards should be used for organizational purposes as well as for budgeting. The district should also consider anticipated construction projects when projecting staffing needs for future years. The Maintenance supervisor could use data from the work order system and industry guidelines to determine the type and number of maintenance positions needed to maintain proper staffing levels in all areas, such as HVAC, electrical, and plumbing. This determination should also be made for grounds positions. In addition, adjusting staff should include changing the reporting of the welder/small engine repair position to the Maintenance supervisor. Based on current findings and using the American School and University's study, it would require a reduction in Maintenance by one-half

of a position and Grounds by three positions to meet industry standards.

- **Recommendation 25: Develop and implement custodial staffing formulas and staff district facilities appropriately.** The executive director of Construction and Support Services and the Maintenance and Custodial supervisors should review staffing standards, industry reports, and peer survey information in the development of standards appropriate for WISD. The district should determine the level of cleanliness that is appropriate and establish standards to meet this level. The district should use staffing formulas to develop budget projections each year, especially in years that new facilities are opening. The district should assign custodial staff based on the staffing allocation formulas developed so that each facility has the appropriate number of staff.
- **Recommendation 26: Establish a custodian substitute pool and employ substitutes on an as needed basis.** The Maintenance supervisor should work with Human Resources staff to develop a job description and determine a pay scale. The position would include no benefits. The district could advertise and then interview for the positions.
- **Recommendation 27: Establish formal standards, procedures, and training requirements for Maintenance Department personnel.** The district could use Sherman ISD and NCES models as a guide for developing standards and procedures for custodial and maintenance personnel. The executive director of Construction and Support Services should work with the Maintenance and Custodial supervisors to develop training requirements, a budget, and a planning schedule for training for all department personnel. The training program for the supervisors should include courses in management, purchasing, safety, and energy management. Department staff should receive training on work standards and the appropriate implementation of job procedures, such as a custodial checklist for tasks that should be completed daily, weekly, monthly, and annually. The district can cover the costs with their existing annual training budget.
- **Recommendation 28: Develop guidelines for the effective use of maintenance contracts.** The assistant superintendent/CFO and the Maintenance supervisor should develop these guidelines, which should establish

under what circumstances a maintenance contract should be used. Additionally, the Maintenance supervisor should assess the needs for contract work by reviewing work order data and develop specifications that might include use of district materials, costs for helpers, and the markup if materials are not furnished by the district. The assistant superintendent/CFO should prepare a request for proposals updated with the specifications. After review of the proposals, the district could award new annual maintenance support contracts in the areas of plumbing, HVAC, and electrical services. The contracts should include a contracted amount for time and materials in addition to prices for use of tools, equipment, and trucks. These contracts would only be used as needed and the costs could be covered by the existing annual budget.

- **Recommendation 29: Develop a long-range district facility master plan that extends beyond the current bond proposal.** The superintendent and board should establish a master planning committee that includes staff, students, and community members. The committee should focus on prioritizing facility needs by year based on an assessment of the facilities, identifying all facility needs not addressed as part of the bond planning, and identifying possible funding sources. The committee should also review building capacity and set capacity standards for schools, and review the standards as appropriate to reflect the effect of fluctuations in enrollment.
- **Recommendation 30: Develop and implement a procedure for monitoring and acceptance of construction projects, including identification of a complete project team and a formal commissioning process.** Roles and responsibilities for each member of the team including the superintendent, the executive director of Construction and Support Services, the Maintenance supervisor, and the architects should be clearly defined. This team should develop procedures to ensure that projects are monitored. The monitoring procedures should include a work plan for Maintenance staff participation in the construction process. Procedures might include a schedule of meetings, responsibilities of Maintenance staff, and guidelines for reporting issues to the executive director of Construction and Support Services. The executive director of Construction and Support Services, superintendent, and board of trustees should determine the scope of systems and projects to be

commissioned. The executive director of Construction and Support Services and the assistant superintendent/CFO should prepare a Request for Proposal for commissioning services for each project. The district can then evaluate the benefits of the commissioning process against the costs.

- **Recommendation 31: Develop an equipment replacement schedule.** The Maintenance and Custodial supervisors should conduct a comprehensive analysis of the vehicles and equipment that the district currently owns. The age and condition should be included in the assessment. The Maintenance and Custodial supervisors should use the assessment to develop a detailed replacement schedule by year for vehicles and equipment. This schedule should included cost estimates and be used for budgeting purposes.
- **Recommendation 32: Review and update the Integrated Pest Management Policy (IPM) to comply with state law and board policy.** The Maintenance supervisor should review and update the IPM policy to ensure its compliance and present the updated policy to the Board of Trustees for approval. The district should review the policy annually and update when necessary for personnel changes.
- **Recommendation 33: Develop and implement a local energy policy and formal energy conservation plan for the district and its campuses.** The district should continue participation in the SCORE program and, using data from this program, the executive director of Construction and Support Services and the Maintenance supervisor should develop a draft energy policy and energy management plan for review by the superintendent. The superintendent should present the policy and plan to the board for adoption. The plan should set goals that are monitored on a quarterly basis.

DETAILED ACCOMPLISHMENTS

USE OF SCHOOL FACILITIES

WISD has comprehensive procedures for the use of school facilities, which ensures equitable treatment of all individuals and groups using district facilities. The district's local administrative regulation GKD-R includes guidelines and rental schedules for using WISD facilities. School buildings are available at no cost for school-related activities and

projects. School administrators, or professional staff assigned to supervise the event, must be present at each activity.

School facilities are also used for non-school activities that are educational, civic, cultural, or recreational in nature and do not infringe upon, or interfere with, the conduct of the district. These events must also not conflict with local or state laws. According to the policy, there are three categories of use:

1. Complimentary Use: At no charge if:
 - a. The organization or group is community-wide and offers programs of interest and benefit to the general public; or
 - b. The use does not entail custodial, supervising, and utility service beyond that provided during the normal school day.
2. Minimum Charge: Organizations or groups such as civic clubs, recreational programs, and ex-student organizations pay a minimal charge to cover personnel costs if the activity:
 - a. Serves an educational, civic, or charitable purpose;
 - b. Benefits a substantial segment of the community;
 - c. Alternate facilities are not available or are only available at undue cost or inconvenience;
 - d. Use does not entail utility service beyond that provided for the normal school day.
3. Full Charge: All other facility users must pay full charge in accordance with the fee structure approved by the WISD Board of Trustees with the following exceptions:
 - a. No rent to groups that do not have a local sponsoring group;
 - b. No commercial purposes;
 - c. Superintendent or designee determines rental costs and in which category rental belongs.

Regulation GKD-R also includes the rules for usage, such as custodial services, use of kitchens, safety and health hazards, political groups, equipment use requests, supervision, and responsibility for damages to school property.

Administrative Regulation GKD-E1 contains the facility rental rates approved by the WISD Board of Trustees on August 8, 2005, which are specific to campuses and areas rented. For example, the rental rate for the high school

cafeteria and kitchen is \$50 per hour, while rental of an elementary cafeteria and kitchen is \$35 per hour. The rental rates also include rental of athletic fields for use both with and without lights.

In order to use a WISD facility, groups or organizations must initially complete a School Usage Application Form, which can be obtained through the district website or from the Support Services Department and requires approval by a minimum of two administrators. The groups or organizations return the completed forms by fax, mail, or in person to the executive director of Construction and Support Services. If the request includes one of the major athletic facilities such as the stadium or the one of the two high school gyms, the director of Athletics and the executive director of Construction and Support Services must approve the request. A request for other campus facilities requires the approval of the campus administrator/principal and executive director of Construction and Support Services. If approved, the renter must sign a rental agreement agreeing to the district's conditions (Administrative Regulation GDK-E6). The district also requires a Facilities Indemnification and Hold Harmless Agreement (GKD-E7) to protect district interests.

Having comprehensive procedures for community and school use of district facilities ensures that the community members and district staff know the rules and regulations and that the district offers use of its facilities in an equitable manner. Administrators are able to make decisions on the facilities based on set procedures as to who can or cannot use them.

EMERGENCY TOOL BOARD

The district has developed a method to facilitate emergency repairs in an expeditious manner. All WISD campuses have an emergency tool board that contains the three main tools necessary to shut off utilities to the building and two campus maps, one showing the utility shut-off locations on the site plan and one showing the emergency locations on the campus floor plan. The three tools are color coded to match the color coded utility shut-offs marked on the campus maps, thereby allowing district staff to easily match tools to locations on the maps. The emergency tool board includes: a blue water shut-off tool; a yellow gas cut-off tool; and a red adjustable wrench used to cut-off gas valves in the kitchen and other areas.

There are two maps mounted on the tool board that are also color-coded. One map designates the emergency cut-off and key storage area, all gas meter valves, water valves, sprinkler

cut off valve, and fire sprinkler. The second map designates main power feeds, electrical rooms and panels, roof hatches, and switchgears for main power, in addition to the emergency key storage area and gas cut-off valves.

The district paints each board bright yellow; each tool has a specific place to hang. The district traces the outline of the tool on the board so that it is very noticeable if the tool is missing.

With the emergency tool board and maps in set locations, the district has the means and information necessary to shut off utilities in a timely manner in case of an emergency situation. This method saves the district time and money and creates a safer environment for students and staff.

DETAILED FINDINGS

MAINTENANCE WORK ORDER SYSTEM (REC. 23)

WISD does not effectively use its automated work order system to manage the district's maintenance operations. The Maintenance Department uses TeamWorks for its automated work order system. The district uses the system to monitor and log work orders but does not use it for maintaining repair history, calculating costs, or evaluating the use of labor and material resources.

In accordance with district guidelines, which are found on the district website, each campus completes a work order requisition through an online process. The campus principal, assistant principal, secretary, or day maintenance workers can enter work order requisitions. The Maintenance supervisor prints work orders daily and distributes them to the maintenance workers during each morning meeting in priority order. Maintenance workers turn completed work orders in to the Maintenance supervisor each day; often information such as amount of time worked and materials used is not recorded. The Maintenance supervisor gives completed work orders to the receptionist for input into the system and reviews and reprioritizes the incomplete work orders to hand out the next day. Maintenance employees, specifically the HVAC, plumbing, and electrical technicians, are not able to access the system, although they have computer access and office space compatible with system usage.

Maintenance emergencies are called in to either the Maintenance supervisor or the executive director of Construction and Support Services and bypass the online process. Non-emergency work orders are also sometimes called in and may be bypassing the work order system. The

principals' focus group commented that phone calls work better than the work order system; therefore, administrators go around the system to get things done. The Maintenance supervisor said that all calls should be entered in the system after the work is completed.

The Maintenance Department does not fully use the work order system for communication with campuses. As a result, campuses sometimes submit multiple work orders for the same problem. For example, Northside Elementary submitted a work order on one of its hand washbasins outside of the student restrooms on February 15, 2005, then again on both May 24, 2006 and July 28, 2006. The washbasin was not operational at the time of the review, and there was an Out of Order sign posted on the basin. The Maintenance supervisor explained that the district has problems getting parts for these washbasins. However, this information has not been clearly communicated to campus administrators, staff, and parents. The district does not provide complete information so that users can determine the status of the work order.

As seen in **Exhibit 4-3**, a review of work orders from August 2005 to October 2006 indicated that although labor hours are sometimes recorded in the work order system, the labor costs, when calculated, are not always accurate. This inaccuracy is due to the exclusion of information from the system that is necessary to calculate the costs appropriately, such as the hourly rate for certain maintenance positions. For example, the report shows the carpenter working 1,269.75 hours for only \$197.60. The electrician is shown working 666.7 hours for a total of \$185.25 in labor costs, or less than one cent per hour. Therefore, the report is not useful for analyzing department efficiency. Material and travel costs are also excluded. In other positions, such as energy manager, it appears labor hours are not being recorded.

Full usage of an electronic work order system can allow campuses to retrieve reports for status, priority, expected resolution date, and actions taken. A process to retrieve submitted work orders and review the priority, department assigned, and personnel assigned are necessary to account for the request. Because the WISD Maintenance Department is not recording labor and material costs, the district cannot use the system to effectively monitor costs or for trend analysis.

Daily assignments can include a percentage of backlog work and preventive work. Department supervisor roles are to monitor and supervise the assigned work and account for the closing of all work assigned to their subordinates. To use

EXHIBIT 4-3
WISD GENERAL WORK ORDER REPORT SUMMARY BY POSITION
AUGUST 1, 2005 TO OCTOBER 31, 2006

| POSITION | WORK ORDERS | HOURS | MATERIAL | TRAVEL | LABOR COSTS |
|---------------------|--------------|-------------------|---------------|---------------|------------------------|
| Carpenter | 228 | 1,269.75 | \$0.00 | \$0.00 | \$197.60 |
| Custodian | 32 | 49.7 | \$0.00 | \$0.00 | \$7.43 |
| Delivery | 108 | 98.45 | \$0.00 | \$0.00 | \$14.85 |
| Electrician | 284 | 666.7 | \$0.00 | \$0.00 | \$185.25 |
| Energy Manager | 2 | 5.0 | \$0.00 | \$0.00 | \$0.00 |
| Grounds | 189 | 164,621.0 | \$0.00 | \$0.00 | \$1,087,031.58 |
| HVAC | 344 | 965.5 | \$0.00 | \$0.00 | \$0.00 |
| Kitchen Maintenance | 282 | 91,111.0 | \$0.00 | \$0.00 | \$255.20 |
| Locksmith | 184 | 328.5 | \$0.00 | \$0.00 | \$0.00 |
| Painter | 138 | 957.49 | \$0.00 | \$0.00 | \$473.10 |
| Plumber | 540 | 1,667.35 | \$0.00 | \$0.00 | \$14,043.87 |
| Warehouse | 3 | 1.5 | \$0.00 | \$0.00 | \$0.00 |
| Welder | 1 | 0.0 | \$0.00 | \$0.00 | \$0.00 |
| Totals | 2,335 | 261,741.94 | \$0.00 | \$0.00 | \$1,102,208.88* |

*Labor costs represent the total cost since material and travel costs are not entered into the work order system.

SOURCE: WISD General Work Order Report, October 2006 from Maintenance Supervisor.

reports for managing and directing improvement within the department, a district can establish a baseline of existing conditions for data driven decisions. Required fields to complete to accomplish this goal would be:

- request date and time;
- completion date and time;
- assigned department;
- assigned person or employee number;
- priority;
- work description;
- action taken;
- root cause field for routine, preventative, vandalism, or other comment;
- campus name or organization number;
- actual work time;
- any drive time (can be included in the work time);
- warehouse parts used, truck stock used;

- purchased materials with invoicing information (company, ticket number, quantity, cost per, and total); and
- hold or deferred work completion and the expected completion date.

Districts can use reports for assessing department and employee productivity. Comparing the costs to maintain facilities to the department's budget assures that the department is working in a planned and organized manner. Reviewing this information also helps to forecast seasonal work and work plans based on past history.

Rockwall ISD (RISD) schools enter maintenance work orders online, which improves repair turn-around time. The work order software is purchased and supported through Regional Education Service Center X (Region 10) and resides on a network server in Rockwall High School. Once the RISD Maintenance Department receives a work order, a maintenance staff member prints the request, stamps it with a date, and sends the request to the director of Maintenance who assigns the job to a maintenance worker. The Maintenance Department secretary electronically transfers the request to the maintenance technicians' workstation. When the task is complete, the worker enters the time required and any supplies and materials used, and then

returns a copy with their daily timesheet. Maintenance electronically sends a status of the work order to the school for verification. The Maintenance Department keeps a paper copy of the work order as back up documentation.

WISD should fully implement the district's automated work order system so that management can monitor productivity, track costs, and analyze trends. The Maintenance supervisor, with the assistance of the Technology supervisor, should meet with the current vendor to analyze the work order system and decide which features are critical for WISD to effectively and efficiently manage maintenance operations. The Maintenance supervisor should provide training for all maintenance employees on recording accurate and complete information on all work tickets. All Maintenance technicians should be given system access in order to be able to receive and review work orders. This would allow the Maintenance technicians to check new work requests during the workday. The receptionist can continue to input information such as materials and labor into the system from the work orders.

MAINTENANCE AND GROUNDS STAFFING (REC. 24)

WISD lacks maintenance or grounds staffing formulas and its staffing levels exceed recommended industry standards, resulting in additional costs to the district. In addition to staffing formulas, the district welder/small engine repair employee, whose duties are maintenance-related and whose salary is paid from the Maintenance budget, reports to Transportation rather than Maintenance.

The district maintains 1,057,812 square feet of facilities with 14 full-time equivalent maintenance positions and 253 acres of property with ten grounds employees. The Grounds Department staff also provides limited maintenance for an additional 117 acres that includes future school sites. The district did not provide the review team with any written or verbal staffing guidelines for maintenance and grounds that are consistent with any industry standards; rather, staffing decisions in these areas were made by the previous administration and have not been reevaluated in several years. WISD's maintenance staff includes eight full-time employees comprised of six maintenance technicians, one welder/small engine repair worker, and one general maintenance worker who is also responsible for energy management. In addition to these employees, the district has a day maintenance employee on each campus with two employees/positions at the high school for a total of 12 day maintenance employees. The day maintenance employees spend approximately 50 percent of their time on custodial

duties and 50 percent of their time on maintenance duties. Therefore, the equivalent of six day maintenance positions is included in the totals for maintenance staff; the remaining six positions are included as custodial positions.

The welder/small engine repair position is assigned to the Transportation Department. The Maintenance supervisor estimates that the welder/small engine repair worker spends 10 percent of the time on welding and 90 percent on lawn mower maintenance and repair. This employee works at the Transportation facility and reports to the Transportation supervisor even though the Maintenance budget pays the salary for this position. The district just completed a new facility for the Grounds Department. This facility is 4,800 square feet and includes a workroom; covered, paved storage area; and enclosed storage area. Interviews revealed the welder/small engine repair position is technically a Maintenance Department employee working at the Transportation facility.

The welder uses a welding truck or the old Maintenance facility for welding tasks and uses one of the bus bays at the Transportation facility for repair of ground maintenance equipment. During interviews, the Transportation supervisor stated that the bay area that is now used for grounds equipment repair is needed for bus repairs since mechanics sometimes must leave buses in bay areas while waiting for parts, or to allow mechanics to work on more buses at a time.

Work order information for the welder/small engine repair position is relayed to the Transportation supervisor who then relays it to the welder. A review of work orders for the 15-month period from August 1, 2005 to October 31, 2006 only showed one work order for welding services. During the onsite review work, the welder was installing a pipe fence at the Waxahachie Ninth Grade Academy. Since this position is not assigned to the Maintenance supervisor, all work orders might not appear in the work order system.

Exhibit 4-4 compares WISD maintenance staffing with the peer districts. WISD has 443.3 students for every maintenance employee, which is lower than the peer average of 523.6 students for every maintenance employee. WISD is the second lowest in number of square feet per maintenance employee at 75,558, and is significantly lower than the peer average of 88,559.

WISD maintains 25.3 acres per grounds employee and has the second lowest acres maintained per employee among the peers. This rate is also below the peer average of 38 acres per

EXHIBIT 4-4
WISD MAINTENANCE STAFFING COMPARED TO PEER DISTRICTS
2006-07

| | WAXAHACHIE | SHERMAN | BRENHAM | CORSICANA | ENNIS | PEER AVERAGE |
|--|---------------|---------------|---------------|---------------|----------------|---------------|
| Gross Square Feet | 1,057,812 | 1,000,407 | 1,000,000 | 1,000,000 | 920,131 | 980,135 |
| Enrollment (2005-06) | 6,207 | 6,353 | 5,061 | 5,660 | 5,693 | 5,692 |
| CRAFT | | | | | | |
| HVAC Mechanic | 1 | 2 | 2 | 0 | 0 | |
| Plumber | 2 | 1 | 1 | 0 | 0 | |
| Electrician | 1 | 1 | 1 | 0 | 0 | |
| General Maintenance | 7* | 4 | 6 | 7 | 7 | |
| Painter | 1 | 2 | 2 | 0 | 0 | |
| Carpenter | 1 | 1 | 1 | 0 | 0 | |
| Small Engine Repair | 0.9 | 0 | 0 | 2 | 0 | |
| Welder | 0.1 | 0 | 3 | 0 | 0 | |
| Other | | 1 | 0 | 4 | 0 | |
| Total | 14 | 12 | 16 | 13 | 7 | 12.0 |
| Gross Square Feet per Maintenance Staff | 75,558 | 83,367 | 62,500 | 76,923 | 131,447 | 88,559 |
| Students per Maintenance Staff | 443.3 | 529.4 | 316.3 | 435.4 | 813.3 | 523.6 |

*Includes 6 day maintenance positions.

SOURCE: SDSM, Inc. survey of peer districts, January 2007.

employee. Sherman and Ennis ISDs maintain more acreage, 300 acres and 362 acres respectively, with fewer employees (**Exhibit 4-5**).

When determining WISD's Maintenance Department staffing per square foot of facility space, the district is staffed at 1:75,558, while the American School and University standard is 1:80,240. **Exhibit 4-6** compares WISD with the standards published in the April 2006 *American School and*

EXHIBIT 4-5
WISD GROUNDS STAFFING COMPARED TO PEER DISTRICTS
2006-07

| DISTRICT | NUMBER OF STAFF | ACRES | ACRES PER EMPLOYEE |
|---------------------|-----------------|------------|--------------------|
| Brenham | 10 | 200 | 20.0 |
| Waxahachie* | 10 | 253 | 25.3 |
| Corsicana | 7 | 200 | 28.6 |
| Sherman | 7 | 300 | 42.9 |
| Ennis | 6 | 362 | 60.3 |
| Peer Average | | | 38.0 |

*Does not include 117 acres maintained on a limited basis by WISD staff.

SOURCE: SDSM survey of peer districts, January 2007.

University M&O Cost Study. WISD is one-half of a position over the average for school districts over 3,500 students.

Additionally, WISD employs three more grounds employees than the average suggested in the *American Schools and University's 35th Annual M&O Cost Study* in April 2006. The study found the average acres per grounds employee is 37 acres. WISD's staff average is 25.3 acres per grounds employee (**Exhibit 4-7**).

Without staffing standards by position, a district may not be staffed appropriately. Staffing standards enable districts to accurately plan and budget for future years rather than adding positions in reaction to getting behind on work which needs to be performed. In WISD, the position of welder reporting to the Transportation supervisor rather than the Maintenance supervisor can create problems with communication. If the position were in close proximity to the grounds facility, there would be daily communication with grounds employees rather than communication only when problems occur.

WISD should develop and implement staffing formulas for maintenance and grounds and adjust staff appropriately. The

**EXHIBIT 4-6
WISD MAINTENANCE STAFFING COMPARED TO INDUSTRY STANDARDS
2006-07**

| CRAFT | NUMBER OF STAFF | NUMBER OF FACILITIES SQUARE FEET | AS&U STANDARD (SQUARE FEET) | RECOMMENDED STAFFING (ROUNDED UP TO THE NEAREST .5) | VARIANCE ABOVE/(BELOW) STANDARD |
|---------------------|-----------------|----------------------------------|-----------------------------|---|---------------------------------|
| HVAC Mechanic | 1 | | | | |
| Plumber | 2 | | | | |
| Electrician | 1 | | | | |
| General Maintenance | 7* | | | | |
| Painter | 1 | | | | |
| Carpenter | 1 | | | | |
| Small Engine Repair | 0.9 | | | | |
| Welder | 0.1 | | | | |
| Total | 14 | 1,057,812 | 1:80,240 | 13.5 | 0.5 |

*Includes 6 day maintenance positions.

NOTE: Small engine repair and welder are one position that is currently assigned to the Transportation Department.

SOURCE: WISD Maintenance Supervisor, December 2006, and the American Schools and University 35th Annual M&O Cost Study, April 2006.

**EXHIBIT 4-7
WISD GROUNDS STAFFING COMPARED TO INDUSTRY STANDARDS
2006-07**

| | NUMBER OF WISD STAFF | TOTAL ACRES | AS&U STANDARD | RECOMMENDED STAFFING | VARIANCE ABOVE/(BELOW) STANDARD |
|--------------------|----------------------|-------------|---------------|----------------------|---------------------------------|
| Grounds Department | 10 | 253 | 1:37 acres | 7.0 | 3.0 |

SOURCE: WISD Executive Director of Construction and Support Services, December 2006 and the American Schools and University 35th Annual M&O Cost Study, April 2006.

executive director of Construction and Support Services and the Maintenance supervisor should review industry reports and develop standards for district use. These standards should be used for organizational purposes as well as for budgeting. The district should also consider anticipated construction projects when projecting staffing needs for future years. The Maintenance supervisor could use data from the work order system and industry guidelines to determine the type and number of maintenance positions needed to maintain proper staffing levels in all areas, such as HVAC, electrical, and plumbing. This determination should also be made for grounds positions.

In addition, adjusting staff should include changing the reporting of the welder/small engine repair position to the Maintenance supervisor. The Maintenance supervisor should evaluate the duties of the welding/small engine repair position and develop a job description that matches the duties. After the development of a job description, the district should review the position's placement on the district pay scale. The Maintenance and Transportation supervisors should develop a work plan for the use of the Transportation bay area for

short periods of time when necessary due to weather conditions or when there is a need for a larger, covered work area. All other repair work should be completed at the grounds facility.

Based on current findings and using the American School and University's study, it would require a reduction in Maintenance by one-half of a position and Grounds by three positions to meet industry standards. If WISD decides to take this option, the fiscal impact of the reduction in grounds and maintenance positions would be an annual savings of \$86,997, beginning in 2008-09; with an additional half-year implementation savings of \$43,498 (\$86,997/2) for 2007-08. The average annual salary for maintenance workers is \$30,571. Benefits would be \$2,776 (\$30,571 X 9.08 percent) for a total salary of \$33,347 (\$30,571 + \$2,776). For one-half of a maintenance position, the total savings would be \$16,674 (\$33,347 X 0.5). The average annual salary for grounds workers is \$21,490. Benefits would be \$1,951 (\$21,490 X 9.08 percent) for a total salary of \$23,441 (\$21,490 + \$1,951). For three grounds positions, the total savings would be \$70,323 (\$23,441 X 3). The total annual

savings to the district would be \$86,997 (\$16,674 + \$70,323).

CUSTODIAL STAFFING (REC. 25)

WISD lacks staffing formulas for custodial operations, which results in both under and overstaffing of its facilities

The Custodial supervisor has held this position since February 2006. Staffing decisions related to custodial operations were made by the previous administration. With the exception of personnel adjustments due to replacement of staff in open positions from resignations or terminations, custodian placement has remained as it was at the time the current supervisor took over the position. The district cleans 1,023,394 square feet of space out of the total 1,057,812 gross square feet in the district (**Exhibit 4-2**).

The custodial staff includes two employees who are designated as the bus crew and have multiple duties. One bus crew position is a designated night lead custodian; however, this position spends approximately four hours per day substituting where needed and 2.5 hours per day cleaning the Technology offices, Grounds workroom, and Transportation office and work areas, leaving approximately 1.5 hours per day to perform job duties related to the night lead position. The other bus crew position spends four hours per day in a substitute capacity and the remaining four hours cleaning the Technology offices, grounds workroom, and Transportation office and work areas. These two positions, more specifically the night lead, are responsible for training new custodians.

WISD has a day maintenance position at each campus, with two positions at Waxahachie High School. The job description titles this position as campus maintenance/custodial. Position duties include:

- assisting with the repair and maintenance of district facilities;
- ensuring a high standard of safety, cleanliness, and efficiency of building operations;
- initiating cleaning and repairs as needed;
- completing work orders as requested;
- assisting with grounds maintenance;
- coordination of the moving, installation, and delivery of district furniture, books, and inventory;

- directing and assisting in setting up facilities for special events;
- hanging pictures, mirrors, blackboards, bulletin boards, projections screens, towel dispensers, soap dispensers, and other items as requested;
- installing ceiling and flooring materials;
- basic cleaning of cafeteria, office areas, halls, and other areas as assigned by supervisor; and
- keeping the grounds and building clean and safe.

Based on interviews and available data, the review team determined that the day maintenance position spends approximately 50 percent of its time on general maintenance and 50 percent of its time on custodial duties. The day maintenance positions work from 7:00 am to 4:00 pm at all campuses except the high school, where one day maintenance employee works 6:30 am to 3:30 pm. This position has a small assigned area to clean, is responsible for checking restrooms during the day, and helps clean the cafeteria feeding areas. All custodians work from 1:00 pm to 9:30 pm with the exception of the high school and the administration/support services custodians. Their hours are 2:00 pm to 10:30 pm and 2:00 pm to 10:00 pm respectively. The Custodial supervisor works from 10:00 am until 7:00 pm to be available to all custodial staff during part of their shift. Most custodians work later hours to allow cleaning to occur after students and teachers leave the school.

Exhibit 4-8 shows that the number of square feet of facilities cleaned per WISD custodian ranges from a low of 13,413 square feet at the Administration and Support Services buildings to a high of 25,458 square feet at the high school, with a district average of 19,757 square feet cleaned per custodian.

In 2003, The National Center for Education Statistics (NCES) and the National Cooperative Education Statistics System sponsored a facilities planning report, *The Planning Guide for Maintaining Schools*. The report was a joint effort by the School Facilities Maintenance Task Force, the National Forum on Education Statistics, and the Association of School Business Officials International. According to the report, school cleaning at a level considered appropriate for restrooms, classrooms, and food service areas requires one custodian for every 18,000 to 20,000 square feet.

Exhibit 4-9 compares WISD's custodial staffing to the staffing guidelines using 20,000 square feet per custodian.

**EXHIBIT 4-8
WISD CUSTODIAL STAFFING BY FACILITY
2006-07**

| FACILITY | NUMBER OF DAYTIME CUSTODIANS | NUMBER OF EVENING CUSTODIANS | TOTAL NUMBER OF CUSTODIANS | SQUARE FOOTAGE CLEANED | SQUARE FEET PER CUSTODIAN |
|---|------------------------------|------------------------------|----------------------------|------------------------|---------------------------|
| Waxahachie High School | 1.0 | 10.0 | 11.0 | 280,034 | 25,458 |
| Waxahachie Ninth Grade Academy | 0.5 | 5.0 | 5.5 | 109,038 | 19,825 |
| Waxahachie Junior High School | 0.5 | 6.0 | 6.5 | 116,159 | 17,871 |
| Turner Middle School | 0.5 | 3.0 | 3.5 | 64,062 | 18,303 |
| Northside Elementary | 0.5 | 3.0 | 3.5 | 63,576 | 18,165 |
| Dunaway Elementary | 0.5 | 3.0 | 3.5 | 59,934 | 17,124 |
| Shackelford Elementary | 0.5 | 3.0 | 3.5 | 59,934 | 17,124 |
| Wedgeworth Elementary | 0.5 | 4.0 | 4.5 | 80,239 | 17,831 |
| Marvin Elementary (Original campus built in 1905 & demolished in 2000 and rebuilt in 2002) | 0.5 | 3.0 | 3.5 | 69,710 | 19,917 |
| Wilemon Education Center | 0.5 | 2.0 | 2.5 | 53,884 | 21,554 |
| Administration/Support Services Buildings | 0.0 | 2.0 | 2.0 | 26,825 | 13,413 |
| Field House/Multipurpose | 0.5 | 1.0 | 1.5 | 22,740 | 15,160 |
| Grounds, Technology, and Transportation | 0.0 | 0.8* | 0.8 | 17,259 | 21,574 |
| District Total | 6.0 | 45.8 | 51.8 | 1,023,394 | 19,757 |

*This figure reflects a portion of the multiple duties of the bus crew positions.
SOURCE: WISD Maintenance Supervisor, December 2006.

This comparison includes all custodial cleaning positions in the calculations except for the Custodial supervisor and the hours that the bus crew does not have a designated area to clean. The two bus crew positions each spend half of each day as substitute custodians where needed. One of these positions also serves as the night lead. Only one-half of the day maintenance positions at each campus is included in these calculations, since it was determined that approximately half of the duties of this position are general maintenance rather than custodial. Some of WISD’s campuses are below the guidelines from NCES’s *The Planning Guide for Maintaining Schools* report while others are above. Although WISD is not meeting staffing guidelines at each individual campus, as a district they are within one-half of a position of the recommended staffing level.

WISD’s average of 19,757 square feet per custodian is only slightly higher than the peer average of 19,396 square feet per custodian (**Exhibit 4-10**).

Although the district’s overall custodial staffing level is fairly consistent with industry standards and peers, the lack of staffing formulas can result in both under and overstaffing of district facilities. As the district grows and opens new campuses, having staffing formulas in place would allow for proper budgeting and ensure that the proper number of staff is available to maintain various district facilities.

WISD should develop and implement custodial staffing formulas and staff district facilities appropriately. The executive director of Construction and Support Services and the Maintenance and Custodial supervisors should review staffing standards, industry reports, and peer survey information in the development of standards appropriate for WISD. The district should determine the level of cleanliness that is appropriate and establish standards to meet this level. The district should use staffing formulas to develop budget projections each year, especially in years that new facilities are opening. The district should assign custodial staff based on

**EXHIBIT 4-9
WISD CUSTODIAL STAFFING COMPARED TO INDUSTRY STANDARDS
2006–07**

| FACILITY | NUMBER OF CUSTODIANS | NCES STAFFING GUIDELINES | CUSTODIANS ABOVE/ (BELOW) AVERAGE |
|--|----------------------|--------------------------|--------------------------------------|
| Waxahachie High School | 11.0 | 14.0 | (3.0) |
| Waxahachie Ninth Grade Academy | 5.5 | 5.5 | 0.0 |
| Waxahachie Junior High School | 6.5 | 6.0 | 0.5 |
| Turner Middle School | 3.5 | 3.5 | 0.0 |
| Northside Elementary | 3.5 | 3.5 | 0.0 |
| Dunaway Elementary | 3.5 | 3.0 | 0.5 |
| Shackelford Elementary | 3.5 | 3.0 | 0.5 |
| Wedgeworth Elementary | 4.5 | 4.0 | 0.5 |
| Marvin Elementary (Original campus built in 1905 and demolished in 2000) | 3.5 | 3.5 | 0.0 |
| Wilemon Education Center | 2.5 | 2.5 | 0.0 |
| Administration Building/Support Services | 2.0 | 1.5 | 0.5 |
| Field House/Multipurpose | 1.5 | 1.5 | 0.0 |
| Grounds, Technology, Transportation | 0.8* | 0.8 | 0.0 |
| Total | 51.8 | 52.3 | (0.5) |

*This figure reflects a portion of the multiple duties of the bus crew positions.
SOURCE: WISD Custodial Supervisor, January 2007.

**EXHIBIT 4-10
CUSTODIAL STAFFING LEVELS
WISD AND PEERS
2006–07**

| DISTRICT | CUSTODIANS | TOTAL SQUARE FEET | SQUARE FEET PER CUSTODIAN |
|---|-------------|----------------------|---------------------------------|
| Corsicana | 66 | 1,000,000 | 15,152 |
| Sherman | 50 | 835,688 | 16,714 |
| Waxahachie | 51.8 | 1,023,394 | 19,757 |
| Ennis | 42 | 920,131 | 21,908 |
| Brenham* | 42 | 1,000,000 | 23,810 |
| Peer average square feet per custodian | | | 19,396 |

*Brenham ISD uses a private contractor for custodial services.
SOURCE: SDSM, Inc. survey of peer districts, January 2007.

the staffing allocation formulas developed so that each facility has the appropriate number of staff.

Based on current findings and using the NCES staffing guidelines, it would require an additional one-half custodial position to align with the standards. The district is planning to outsource the custodial function. In May 2007, the board approved a three-year contract for custodial services with a vendor; therefore, no fiscal impact is included here.

CUSTODIAL SUBSTITUTES (REC. 26)

The district lacks sufficient substitutes for custodial operations.

WISD has two positions, called the “bus crew”, that fill in for absent custodial employees. However, these employees have other duties including responsibility for cleaning 17,259 square feet of facilities on a daily basis and training new custodians in the proper use of equipment especially the floor machines.

In September 2006, WISD averaged 3.9 custodians absent each workday. October 2006 averaged 6.9 absences per day and November averaged 3.4 absences per day. In October 2006, the district had 11.5 custodians absent on one day. In a three-month period the district only had two days, November 27 and 29, 2006, with all custodians present.

Custodial staff who work 260 days receive five state days, five local days, and 80 hours of vacation time each year. Employees are not eligible for vacation until they have worked in the district one year. WISD implemented a new procedure in December 2006 to enforce the requirement that custodians have vacation and personal leave pre-approved by the Custodial supervisor in an effort to limit the number of custodians absent on any one workday. The Custodial

supervisor stated that the Support Services department is updating the Support Services Procedures Manual to include more stringent requirements on absences. For example, if a custodian does not show up for work twice with no call to the supervisor, the custodian is subject to termination. Employees are docked for all absences after the use of all personal leave days and vacation time.

On days when the department is understaffed, they do only an emergency cleaning, which includes removing trash and cleaning floors where needed. All areas are not cleaned in the same manner as when the full workforce is present. There are times that the Custodial supervisor must also help clean. If either member of the bus crew is absent, the cleaning effort is compromised even more. Administrators in a focus group meeting commented that the custodial system works if there are no absences; however, with no substitutes, absences cause problems. Comments from review team surveys mentioned the custodial shortage and emergency cleaning, especially at the high school, due to absenteeism and lack of personnel.

WISD has no on-call substitutes, which are typically defined as positions that are paid only for the hours worked and have no benefits. Peer districts surveyed had 5 percent to 10 percent of custodial staff as on-call substitutes; WISD and Brenham ISD are the only districts with none (**Exhibit 4-11**). In addition to Corsicana and Sherman having a higher percentage of substitutes, the custodians in these districts are responsible for cleaning fewer square feet per custodian (**Exhibit 4-10**).

Without enough labor resources to clean the buildings, the facilities cannot be kept to a high standard of cleaning. Using supervisors, leads, and other custodians to cover for absent employees takes these employees away from their regular duties.

Using on-call substitutes allows the substitutes to receive training before going to work for a district. On-call substitutes also gain work experience that then allows a district to have a pool of trained custodians if a full-time vacancy occurs.

WISD should establish a custodian substitute pool and employ substitutes on an as needed basis. The Maintenance supervisor should work with Human Resources staff to develop a job description and determine a pay scale. The position would include no benefits. The district could advertise and then interview for the positions.

The fiscal impact of this would be calculated with the consideration that if the district averaged using one substitute per day at \$7 per hour, the cost would be \$56 for 180 instructional days, or \$10,080 annually, beginning in 2007–08.

STANDARDS, PROCEDURES, AND TRAINING (REC. 27)

WISD lacks formal standards, procedures, and training for Maintenance Department personnel. The district has not developed cleaning and maintenance standards and procedures that state the district’s expectations for facilities cleanliness and timeliness of work order completion. Additionally, there is no formal training program or training requirements for either Maintenance Department supervisors or custodial and maintenance personnel.

With the exception of a general checklist used by custodians to guide them in cleaning district facilities and the Support Services Department safety manual, WISD has no written cleaning and maintenance standards or procedures for Maintenance Department employees to follow when completing their daily job duties and responsibilities.

The executive director of Construction and Support Services began in his position in May 2005, the Maintenance supervisor has been in his position for two years, and the

EXHIBIT 4-11
WISD AND PEER SUBSTITUTES FOR CUSTODIAL SERVICES
2006–07

| DISTRICT | CUSTODIANS | UNASSIGNED CUSTODIANS | ON-CALL SUBSTITUTES | TOTAL SUBSTITUTES | SUBSTITUTES AS A PERCENTAGE OF TOTAL CUSTODIANS |
|-------------------|-------------|-----------------------|---------------------|-------------------|---|
| Brenham | 42 | 0 | 0 | 0 | 0% |
| Waxahachie | 51.8 | 1 | 0 | 1 | 2% |
| Ennis | 42 | 0 | 2 | 2 | 5% |
| Corsicana | 66 | 0 | 3 | 3 | 5% |
| Sherman | 50 | 2 | 3 | 5 | 10% |

SOURCE: SDSM, Inc. survey of peer districts, January 2007.

Custodial supervisor began in his position in February 2006. The executive director of Construction and Support Services has superintendent experience in smaller districts, and as such has attended numerous trainings and experience with construction projects resulting from bond referendums. The two supervisors have not attended training other than that specific to maintenance products or software used by the district during their time in these positions.

In addition to the lack of training for the supervisors, there is no formal training program or training requirements for custodial and maintenance personnel. For 2006–07, the supplier of floor cleaning products provided the main training for custodial personnel. However, the Custodial supervisor expressed interest in starting a training program and has begun gathering videos for this purpose. New custodians work with the custodial staff on the campus and receive one-on-one training from the night lead custodian or the Custodial supervisor. Maintenance staff is not trained on expectations of the district, completion of work order requests, or written, established guidelines for preventive maintenance, technology, safety, and emergency systems.

The review team noted the following items that indicated a lack of training:

- The cleanliness of WISD facilities varies from campus to campus. The custodians have a one-page Custodial Inspection Checklist that includes broad instructions for cleaning classrooms, offices, hallways, teacher rooms, restrooms, and maintenance duties. For example, the instructions for floors state: “Floors cleaned regularly. Swept and mopped.” The daily, weekly, and annual duties are not sorted together to give the custodians an easy format to follow. Many of the duties state that they should be performed regularly, but there is no definition of regularly.
- Material Safety Data Sheets were not in all custodial closets and accessible to custodians.
- WISD uses custodial cleaning products that mount on the water faucets and are pre-mixed into the mop buckets. After use, according to the instructions, the hose should be disconnected, the cleaner removed from its holder, the water supply turned off and the rinse lever activated to relieve water supply pressure. In several custodial closets, the water hose was still connected with the dispenser in place and in at least one instance, the water was still in the on-position.

- A ladder was in the hallway at an elementary school with no staff in the vicinity.
- Maintenance staff expressed concern that they have had little training in the last year.
- Although there is a safety manual for the Support Services Department, there was no formal safety training meeting in 2006–07. The manual is 28 pages in length and includes safety instructions for many duties of the Maintenance Department employees such as wearing protective equipment, use of fire extinguishers, what to do if exposed to bloodborne pathogens, first aid for burns, proper lifting procedures, chemical safety, hand tool safety, ladder and scaffolding use, and more.
- There is no quality evaluation form, such as a weekly walk-through, used by the Custodial supervisor to rate each school as to whether it meets standards; the district has established no such standards. The Custodial supervisor does evaluate the custodians annually; however, the evaluation does not include rating the cleanliness of the building. In addition, the building principals do not have the opportunity to formally evaluate the custodial personnel/services or the cleanliness of their facilities.
- Although the original budget for training and travel was \$7,000 for 2005–06, only \$1,090 was spent, with the remainder used to cover other costs such as utilities.

While the district does provide custodial personnel with a general custodial checklist for use in cleaning district facilities, custodians do not have specific timelines for accomplishing work duties. **Exhibit 4-12** shows an example of recommended custodial work standards.

The lack of standards, procedures, and training decreases the efficiency of the district’s staff and may cause inefficient use of district resources, both in supplies and labor. Employees may not have the skills and information necessary to adequately perform their jobs to create a safe environment for students and employees.

Sherman ISD’s procedures manual contains over 30 pages of information for its maintenance and custodial staff. In addition to safety procedures for equipment and chemicals, the procedures also include specific cleaning information for floors, corridors, stairwells, walls, restrooms, carpet, furniture, doors, light fixtures, metal surfaces, glass and mirrors, shelves and storage bins, and concrete floors. Frequency of maintenance requirements is detailed in addition to tasks that are required to occur daily, weekly, monthly,

**EXHIBIT 4-12
EXAMPLES OF RECOMMENDED CUSTODIAL WORK STANDARDS**

| SPACE | SERVICE | UNIT MEASURE | WORK RATE TIME (MINUTES) |
|-------------------------------|--|---------------|--------------------------|
| Classrooms (average size) | Routine clean | 850 sq. ft. | 24 |
| Offices – resilient floor | Routine clean | 1,000 sq. ft. | 24 |
| Offices – carpet | Routine clean | 1,000 sq. ft. | 24 |
| Floors | Dust mop | 1,000 sq. ft. | 12 |
| | Damp mop | 1,000 sq. ft. | 20 |
| | Spray buff – daily | 1,000 sq. ft. | 20 |
| | Spray buff – weekly | 1,000 sq. ft. | 40 |
| | Spray buff – monthly | 1,000 sq. ft. | 120 |
| | Light furniture scrub | 1,000 sq. ft. | 240 |
| | Medium furniture scrub | 1,000 sq. ft. | 300 |
| Bathrooms | 3 or less commodes, urinals, and wash basins | Each | 4.5 |
| | More than 3 | Each | 3.0 |
| Stairs | Damp mop | 1 flight | 12 |
| | Wet mop | 1 flight | 35 |
| | Hand scrub | 1 flight | 48 |
| | Dust handrails | 1 flight | 2 |
| | Dust treads | 1 flight | 6 |
| Walls | Wash | 1,000 sq. ft. | 210 |
| | Wash heavy soil | 1,000 sq. ft. | 290 |
| Blinds | Dust | Each | 15 |
| | Damp dust | Each | 30 |
| | Wash | 200 sq. ft. | 340 |
| Windows – single pane | Wash | 1,000 sq. ft. | 240 |
| Windows - multi-pane | Wash | 1,000 sq. ft. | 320 |
| Light fixtures – fluorescent | Dust | 4 ft. | 5 |
| Light fixtures – egg crate | Wash | 4 ft. | 40 |
| Light fixtures – open | Wash | 4 ft. | 20 |
| Light fixtures – incandescent | Dust | Each | 5 |
| Light fixtures – incandescent | Wash | Each | 15 |

SOURCE: Custodial Methods and Procedures Manual, Association of School Business Officials, International 2000.

semi-annually, and annually. There are also time allotments for specific service jobs. The manual also includes a building/custodial inspection report. Employees are trained on the contents of the manual. In addition, all new employees are required to shadow another employee for 40 hours.

In *The Planning Guide for Maintaining Schools* sponsored by the National Center for Education Statistics (NCES) and the

National Cooperative Education Statistics System, suggested training for new hires includes:

- Orientation of district facilities;
- Orientation of person’s work area;
- Equipment instructions including safety;
- Task-oriented training such as roof repair or carpet cleaning;

- Clear description of district expectations; and
- Evaluation criteria for the workers job performance.

The report also states that the purpose of staff training may be to ensure worker safety, teach staff to deal with changing needs, provide stimulating experiences to people who perform repetitive tasks, and to prepare staff for future promotions. Ongoing training is recommended to ensure that workers retain skills that they do not use every day. Additional staff training recommended in the report includes asbestos awareness, energy systems, building knowledge, first aid, emergency responses, biohazard disposal, and technology use.

WISD should establish formal standards, procedures, and training requirements for Maintenance Department personnel. The district could use Sherman ISD and NCES models as a guide for developing standards and procedures for custodial and maintenance personnel. The executive director of Construction and Support Services should work with the Maintenance and Custodial supervisors to develop training requirements, a budget, and a planning schedule for training for all department personnel. The training program for the supervisors should include courses in management, purchasing, safety, and energy management. Department staff should receive training on work standards and the appropriate implementation of job procedures, such as a custodial checklist for tasks that should be completed daily, weekly, monthly, and annually. The district can cover the costs with their existing annual training budget.

CONTRACT SUPPORT FOR MAINTENANCE (REC. 28)

WISD's Maintenance Department does not effectively utilize the district's contract purchasing process to meet fluctuating workloads which causes time delays in addressing maintenance needs and increases district costs. Since 2005, the WISD Purchasing Department has bid out on request for proposals for two-year maintenance contracts for plumbing, HVAC, and electrical services. The proposals include base fees for services. The district received responses from five vendors; all of which were approved for use by the district.

Based on interviews with staff and campus personnel, district staff has had trouble maintaining the heating and air conditioning units in the schools. In interviews, staff reported that students at Marvin Elementary spent several weeks out of classrooms at the beginning of the school year because there was no air conditioning, with some classes being held in the library. According to the Maintenance supervisor, the

district does a complete shut down of HVAC units during the summer. Two weeks before school starts, the district starts up all of the units. There were units at Marvin Elementary and the Ninth Grade Academy that did not restart after the summer shut down. With just one HVAC technician, the district struggled to get all units working before the beginning of school. The Maintenance supervisor did contract with an outside vendor when it was determined that there were too many inoperable units for district staff to handle in a timely manner.

WISD has 581 HVAC units rated between 2 and 25 tons, and four units that are over 25 tons. The district has determined that this setup best fits the needs of its teachers and students. With the high number of units, using industry standards from the Association of Physical Plant Administrators (APPA), the district would need 13.4 HVAC employees to meet the standards. APPA uses a 1:45 ratio for units between 2 and 25 tons, and a ratio of 1:8 for units above 25 tons.

The lack of guidelines that establish appropriate utilization of maintenance contracts to address unexpected maintenance problems in a timely manner results in facilities that do not support the district's instructional program. This deficiency also increases the district's costs when they must hire someone in an emergency. By using the contracts in place, delays can be avoided as the provider and price are already determined.

Many schools are able to work efficiently with fewer full-time employees if the district has contracts in place to get it through busy times, such as the beginning of the school year.

Eanes ISD uses three facilities service contracts. The contracts are for services with plumbing and electrician firms. By using a time and material bid, the department schedules these services for backlogged work, emergency responses, and additional projects as needed. The bid includes the use of the contractor's truck tools and equipment, a helper if necessary, and a mark up on purchased materials if materials are not readily available from internal sources. In most cases, the district has the materials; it just needs the labor.

WISD should develop guidelines for the effective use of maintenance contracts. The assistant superintendent/CFO and the Maintenance supervisor should develop these guidelines, which should establish under what circumstances a maintenance contract should be used. Additionally, the Maintenance supervisor should assess the needs for contract work by reviewing work order data and develop specifications

that might include use of district materials, costs for helpers, and the markup if materials are not furnished by the district. The assistant superintendent/CFO should prepare a request for proposals updated with the specifications. After review of the proposals, the district could award new annual maintenance support contracts in the areas of plumbing, HVAC, and electrical services. The contracts should include a contracted amount for time and materials in addition to prices for use of tools, equipment, and trucks. These contracts would only be used as needed and the costs could be covered by the existing annual budget.

FACILITIES MASTER PLAN (REC. 29)

The district lacks a formal long-term facilities master plan to ensure efficient use of and planning for district facilities. The district developed many of the components of a facilities master plan when developing and promoting the 2006 bond issue, including a demographic study from February 2006 that includes facility and site reviews, as well as enrollment history and projections.

Exhibit 4-13 shows WISD student enrollment from 2001–02 to 2006–07. WISD’s student enrollment has grown 11.7 percent since 2001–02.

The February 2006 Demographic Study estimated 2006–07 enrollment to be 6,504 students. As **Exhibit 4-13** shows, actual enrollment was 6,322, or 182 students less than estimated. According to the 2006 study, WISD’s enrollment is expected to grow to more than 10,000 students by 2015–16 (**Exhibit 4-14**).

The demographic study projected an average enrollment growth of 5 percent each year from 2006–07 to 2015–16. As a district’s enrollment grows, it must continually plan for future building programs.

Exhibit 4-15 shows WISD enrollment compared to building capacity. For 2006–07, six district facilities exceeded 95 percent student capacity, with three facilities above 100 percent. Overall, WISD’s current facilities are at 95.6 percent capacity. In a district with an anticipated annual student growth rate of 5 percent, the district may exceed capacity at several more schools in the near future. However, the district is planning on opening three campuses in August 2008 which will increase student capacity.

Exhibit 4-16 shows the components of a facilities master plan, WISD’s status on each component, and the actions needed to complete the plan.

**EXHIBIT 4-13
WISD STUDENT ENROLLMENT HISTORY
2001–02 TO 2006–07**

| YEAR | ENROLLMENT | NUMBER INCREASE | PERCENTAGE INCREASE |
|---------|------------|-----------------|---------------------|
| 2001–02 | 5,659 | 14 | 0.2% |
| 2002–03 | 5,798 | 139 | 2.5% |
| 2003–04 | 5,846 | 48 | 0.8% |
| 2004–05 | 5,949 | 103 | 1.8% |
| 2005–06 | 6,207 | 258 | 4.3% |
| 2006–07 | 6,322 | 115 | 1.9% |

SOURCE: Texas Education Agency, Public Education Information Management System (PEIMS) Standard Reports, 2001–02 to 2004–05 Actual Financial Data, 2005–06 Budgeted Financial Data reports, and WISD 2006 Fall PEIMS submission enrollment.

**EXHIBIT 4-14
WISD ENROLLMENT PROJECTIONS
FEBRUARY 2006 DEMOGRAPHIC STUDY**

| YEAR | PROJECTED ENROLLMENT | NUMBER INCREASE (DECREASE) | PERCENTAGE INCREASE (DECREASE) |
|---------|----------------------|----------------------------|--------------------------------|
| 2007–08 | 6,820 | 498 | 7.9% |
| 2008–09 | 7,116 | 296 | 4.3% |
| 2009–10 | 7,471 | 355 | 5.0% |
| 2010–11 | 7,856 | 385 | 5.2% |
| 2011–12 | 8,250 | 394 | 5.0% |
| 2012–13 | 8,668 | 418 | 5.1% |
| 2013–14 | 9,139 | 471 | 5.4% |
| 2014–15 | 9,564 | 425 | 4.7% |
| 2015–16 | 10,012 | 448 | 4.7% |

SOURCE: WISD Demographic Study, Center for Quality Leadership, Inc., February 2006.

Survey comments from WISD’s parents, staff, and community identified needs for suitable facilities for all programs, including athletics, fine arts, and alternative programs. Other comments addressed the desire for the district to include more parents and community members in facility planning. The February 2006 Demographic Study and Site Review also recommended that WISD develop a facilities master plan.

Without a plan to address district facility needs beyond the projects to be funded through the November 2006 bond referendum, WISD does not have a guide to establish future budgets to ensure district facilities are maintained, renovated, or furnished as needed.

According to TEA’s *Financial Accountability System Resource Guide* §8.5.1.11, a district’s facilities master plan should be

EXHIBIT 4-15
WISD SCHOOL ENROLLMENT COMPARED TO CAPACITY
2006–07

| SCHOOL | GRADE | ENROLLMENT | CAPACITY | BUILDING USE PERCENTAGE |
|--------------------------------|---------|--------------|--------------|-------------------------|
| Marvin Elementary | Pre-K–K | 635 | 660 | 96.2% |
| Dunaway Elementary | 1–5 | 501 | 600 | 83.5% |
| Wedgeworth Elementary | 1–5 | 679 | 650 | 104.5% |
| Northside Elementary | 1–5 | 595 | 600 | 99.2% |
| Shackelford Elementary | 1–5 | 638 | 650 | 98.2% |
| Turner Middle School | 6 | 402 | 450 | 89.3% |
| Waxahachie Junior High | 7–8 | 935 | 800 | 116.9% |
| Waxahachie Ninth Grade Academy | 9 | 500 | 800 | 62.5% |
| Waxahachie High School | 10–12 | 1,409 | 1,400 | 100.6% |
| Wilemon Alternative Education | 1–12 | 28 | N/A | N/A |
| Total | | 6,322 | 6,610 | 95.6% |

SOURCE: Texas Education Agency Texas Public Schools Directory and WISD February 2006 Demographic Study and Site Review.

EXHIBIT 4-16
FACILITIES MASTER PLAN
RECOMMENDED COMPONENTS, WISD STATUS, AND ACTION NEEDED

| COMPONENT | BEST PRACTICE OR CRITERIA | WISD STATUS | ACTION NEEDED |
|------------------------|--|--|--|
| Facility Capacity | Districts establish the capacity of each school facility by setting standards that govern student-to-teacher ratios and the amount of square feet required per student in a regular classroom and in a special use classroom. These standards deal with the minimum size of core facilities – gyms, cafeterias, and libraries – so that schools do not overload these facilities or overuse portable classrooms. | Completed as needed for each bond issue, not established for long-term planning. | Establish a committee to determine optimum facility capacity for each grade level. |
| Facility Inventory | Each school inventory should identify the use and size of each room. This enables planners to set the capacity of each school accurately. | Information available but not updated to current usage. | Update each facility plan annually to identify room usage and latest capacity information. |
| Enrollment Projections | The district should make these projections for at least five years into the future. Accurate projections require planners to examine neighborhood demographics and track new construction activity in the district. | Included in February 2006 Demographic Study | Update in 3 to 5 years due to growth |
| Attendance Zones | While using portable classrooms can temporarily alleviate overcrowding due to fluctuations in enrollment, they can become a deficit to the education program if overused. Therefore, effective enrollment management plans call for adjustments in attendance zones whenever they prove necessary. Districts adjust attendance zones based on geographic areas or zones to balance student populations. This sometimes results in children changing schools, especially in fast-growing districts. While such adjustments often prove unpopular with parents and students due to possible school reassignments determined by the rezoning, they are necessary if all students are to have appropriate access to school facilities and to keep district schools balanced. | WISD has not determined attendance zones for new campuses opening in Fall 2008. | Begin attendance zone boundary changes. Involve the community in the process. |

**EXHIBIT 4-16 (CONTINUED)
FACILITIES MASTER PLAN
RECOMMENDED COMPONENTS, WISD STATUS, AND ACTION NEEDED**

| COMPONENT | BEST PRACTICE OR CRITERIA | WISD STATUS | ACTION NEEDED |
|--|---|---|---|
| Facilities Deferred Maintenance Assessment | Districts identify items that are functionally obsolete or those that will be soon to support budgeting efforts. | Not available | Prepare list of maintenance items that need replacing over the next five years. Prioritize with cost estimates. |
| Building Systems Lifecycles | Effective long-term budget planning requires an estimate of the remaining life of all major building systems such as roofs, HVAC, and security systems to identify systems that are functionally obsolete, or will be soon. | Performed for roofs on an annual basis, but no analysis on other systems. | Update condition of building systems and project remaining useful life and budget impact. |
| Educational Adequacy and Functional Equity Among Schools | Educational standards change over time as districts implement new research and tools. | 2006 Demographic Study included a site review, but no indication that the facilities were evaluated based on TEA School Facilities Standards. | Evaluate district facilities against the current TEA School Facilities Standards. |
| Capital improvement master plan | Effective planning requires the district to anticipate its future needs and balances these needs against resources. A capital master plan charts future improvements to school facilities and identifies funding sources for them. The planning process, which should involve the community, should identify district goals and objectives and prioritize projects based on those goals and objectives. | Not completed past the 2006 bond issue | Develop Capital Improvement Master Plan and use in the budget process. |
| School CAD Drawings (Optional) | Districts keep a comprehensive facilities inventory by space, type, and use and put all of their facilities into a CAD (Computer-Aided Drafting) system, at least in line drawing format. | Not in place | Consider creating a comprehensive facilities inventory using a CAD system. High school Career and Technology Education (CTE) students could perform much of the actual work under professional supervision. |

SOURCE: SDSM, Inc., January 2007.

reviewed, evaluated, and revised annually. A district should include staff and community in the review and evaluation of a district facility master plan.

Bastrop ISD developed a Long-Range Facilities Plan using a committee of citizens. The district administration acted as resources to the committee, but were not active, voting committee members. The committee recommended maximum capacities for elementary schools, middle schools, and high schools. The committee reported its recommendation to the Board of Trustees. The committee reviewed demographic information, including meeting with the district demographer, and provided the district with a timeline of future building projects.

Galena Park ISD has a comprehensive facilities master planning process that includes enrollment projections, educational and space requirements and building condition assessments. Senior district staff review and evaluate the district's progress in implementing the facility master plan and the board receives a monthly construction progress report.

WISD should develop a long-range district facility master plan that extends beyond the current bond proposal. The superintendent and board should establish a master planning committee that includes staff, students, and community members. The committee should focus on prioritizing facility needs by year based on an assessment of the facilities, identifying all facility needs not addressed as part of the bond

planning, and identifying possible funding sources. The committee should also review building capacity and set capacity standards for schools, and review the standards as appropriate to reflect the effect of fluctuations in enrollment.

MONITORING BUILDING PROJECTS (REC. 30)

WISD lacks a structured monitoring process to ensure that the district's bond construction program will be accomplished on time and on budget.

The district has begun a \$59 million construction program for projects approved by voters in November 2006. These projects include construction of three new schools, the renovation of two schools, and other improvements, including HVAC upgrades, parking lot expansions, and technology purchases. The estimated completion date for construction on all projects is August 2008.

Since 1999, WISD has completed 10 major building projects. The projects total 337,937 square feet with an insured building value of more than \$34 million. **Exhibit 4-17** shows WISD building projects from 1999 to 2005.

Although the executive director of Construction and Support Services is responsible for the planning and completion of the 2006 approved bond construction projects for the district

EXHIBIT 4-17 WISD BUILDING PROJECTS 1999 TO 2005

| PROJECT | YEAR | SQUARE FOOTAGE | INSURED BUILDING VALUE |
|--------------------------------------|-------------|-----------------------|-------------------------------|
| Fine Arts Center | 1999 | 29,340 | \$3,251,418 |
| Wedgeworth Elementary | 1999 | 80,239 | \$9,885,269 |
| Transportation Center | 2000 | 12,600 | \$664,656 |
| Marvin Elementary | 2002 | 69,710 | \$6,344,322 |
| Ninth Grade Academy | 2002 | 104,500 | \$11,588,964 |
| High School Multipurpose | 2003 | 6,400 | \$455,071 |
| 9th Grade Vocational Building | 2003 | 4,538 | \$478,926 |
| New Field House | 2005 | 9,040 | \$858,168 |
| New Support Services | 2005 | 16,770 | \$1,134,454 |
| Grounds Addition to Support Services | 2005 | 4,800 | \$219,840 |
| Total | | 337,937 | \$34,881,088 |

SOURCE: WISD Building Value Schedule, December 2006.

based on his position and previous experience, the position has not been formally assigned as the district manager overseeing these projects. During construction phases, approximately 60 percent of this position's time will be spent on job sites meeting with architects, monitoring construction, working with WISD staff on construction projects, and gathering information for projects. He currently meets at least weekly with the district's architects to discuss building project issues. However, with regard to monitoring the upcoming building projects, the roles of this position, as well as the roles of the superintendent and the district's architect, have not been formally defined.

The district does not have a formal process for monitoring construction or for the acceptance of projects. The executive director of Construction and Support Services and the architects completed building walk-throughs with the contractors and punch lists, lists of work that the contractor still needs to complete before the project is considered complete, for past projects. These projects were completed by prior administrators for the most part and relied on an informal monitoring process that did not include maintenance participation. The district has not developed a process for monitoring the 2006 construction projects.

The district's informal process does not include participation by the Maintenance staff or daily or weekly monitoring of projects during or after the construction phase. The Maintenance supervisor was included in one meeting with the architects on the Global High School renovations in 2006. The Maintenance staff is not involved in the development of the punch list at the end of the project. The Maintenance supervisor and staff do see the punch list after it is completed. The executive director of Construction and Support Services and the architect complete building walk-throughs and punch lists and recommend acceptance of projects to the board. The district does not use a commissioning process, the hiring of an independent third party, to review building systems before district acceptance of construction projects.

In interviews with Maintenance staff, the employees said that they have no input in current construction projects. The staff was involved in the past, including performing project walk-throughs during construction. However, this practice stopped in 2000 and they now are not involved until after the project has been accepted by the district. According to maintenance staff, they must then fix what the contractor did not complete properly.

The district has relied on the contractor and architect to ensure that the district receives high quality buildings and systems. The district has not relied on an owner's agent (contracted services to represent the district in construction management) or an independent third party who has extensive knowledge and expertise to provide this quality assurance.

A formal acceptance process or building commissioning is one way for school districts to reduce the risk of incomplete buildings or lingering building problems. The Planning Guide for Maintaining Schools defines commissioning as a specific type of facilities audit intended to verify and document that a facility will operate as designed and meet the demands of its intended use. Commissioning focuses not on individual elements in a building, but rather on system performance within a facility. An independent third party generally carries out commissioning before site responsibility transfers from the contractor to the school district. The report recommends that commissioning is included in all construction and renovation contracts as a standard requirement prior to the transfer of liability from the contractor to the school district. When determining the commissioning procedure for a district to use, district representatives should identify all systems to be studied or controlled, the design logic that supports the approach, applicable industry standards, and the acceptable range of system output.

The use of a commissioning process during construction and before a district accepts the building from the contractor can help ensure that districts are receiving the best value for the voter-approved bond funds. The Collaborative for High Performance Schools *Best Practices Manual, Volume V, Commissioning (2006)* lists the following benefits of commissioning:

- Proper and efficient equipment operation;
- Better coordination between design, construction, and occupancy;
- Improved indoor air quality, occupant comfort, and productivity;
- Decreased potential for liability related to indoor air quality, or other HVAC problems;
- Fewer occupant complaints and warranty callbacks; and
- Reduced operation and maintenance costs.

Commissioning verifies that equipment is installed and operating properly ensuring that the equipment lasts longer, works more reliably, and needs fewer repairs during its lifetime. This process can reduce service, energy, and maintenance costs. Equipment that operates properly tends to use less energy; require fewer service calls and replacement parts; and demand less "crisis maintenance" from on-site staff, allowing them to concentrate on their normal duties. Commissioning can also result in greater cooperation among the professionals involved in the project and provides a platform for cross-checking the performance of a building's equipment and systems. The *Best Practices Manual Volume V, Commissioning* also reports that many districts mistakenly believe that adding commissioning quality assurance procedures to the design process will lead to scheduling delays and increased costs. However, many who have incorporated commissioning into their design phase have discovered a reduction in change orders, which in turn avoids project delays and decreases the use of contingency funds. There is no standard method of reporting the costs and saving associated with commissioning. Commissioning the whole building from design through warranty is estimated to cost between 0.5 to 3 percent of the total construction cost. Some districts only commission certain systems such as HVAC or electrical rather than the whole building.

Savings depends on the scope of the commissioning and the performance of the construction team. Because commissioning can identify potential problems earlier in the design or construction process, the result can be a lower overall construction budget, fewer contractor callbacks, and lower operating costs during the first year of operation. The *Best Practices Manual Volume V, Commissioning* reports that by transferring the potential savings to the design and commissioning team budgets, the total project costs can be roughly equivalent to a project that is not commissioned.

According to *The Planning Guide for Maintaining Schools*, the key to successful renovation and construction projects is the assembly of a diverse project team that includes maintenance and operations staff. The report recommends that maintenance staff review all plans and construction documents throughout the project in addition to the review of construction documents prior to the release of procurement guidelines. During construction, it is also suggested that members of the Maintenance and Operations Department visit the construction site regularly to observe the quality of work, monitor the placement of valves and switches, and verify overall project progress.

Galena Park ISD (GPISD) uses formal standards set by the district to ensure that each project is completed on time. The district has on-site monitoring and inspections of facilities under construction by inspectors, project managers, and maintenance staff. Weekly progress meetings are conducted, with minutes recorded and reviewed by administrative staff prior to reporting monthly project updates to the board.

Bastrop ISD includes maintenance employees in the overview of district construction projects beginning with the planning of the facilities. The district involves the plumber, HVAC technicians, and electrician in addition to the director of Support Services and the Maintenance director in meetings with both architects and contractors. Maintenance employees have a responsibility to review and monitor their area and report to the district. These employees are also involved in building walk-throughs with architects and contractors and in the development and monitoring of construction punch lists.

WISD should develop and implement a procedure for monitoring and acceptance of construction projects, including identification of a complete project team and a formal commissioning process. Roles and responsibilities for each member of the team including the superintendent, the executive director of Construction and Support Services, the Maintenance supervisor, and the architects should be clearly defined. This team should develop procedures to ensure that projects are monitored. The monitoring procedures should include a work plan for Maintenance staff participation in the construction process. Procedures might include a schedule of meetings, responsibilities of Maintenance staff, and guidelines for reporting issues to the executive director of Construction and Support Services. The executive director of Construction and Support Services, superintendent, and board of trustees should determine the scope of systems and projects to be commissioned. The executive director of Construction and Support Services and the assistant superintendent/CFO should prepare a Request for Proposal for commissioning services for each project. The district can then evaluate the benefits of the commissioning process against the costs.

EQUIPMENT REPLACEMENT PLAN (REC. 31)

WISD lacks a formal equipment replacement plan for maintenance equipment and vehicles, and cannot ensure that staff has a budget in place for equipment needs and the necessary resources to efficiently complete their job responsibilities.

The district does not have a central inventory list of equipment, such as campus vacuums and floor scrubbers, for the Maintenance and Custodial Departments. Each custodian did provide the review team with a list of equipment at each campus. The lists had no specific format and did not include dates of purchase or condition of the equipment. Equipment is replaced as it breaks. According to the custodian equipment list submitted to the review team, several items were marked as broken or in poor condition. For example, at the high school only 11 out of 18 pieces of equipment were marked as being in fair or good condition. The remaining pieces were not functional. On the inventory listing from Wedgeworth Elementary, there was a note that the campus needed its extractor back on campus. Equipment is only replaced when broken, provided budget funds are available.

WISD's expenditures for capital equipment (equipment with a unit cost of more than \$5,000) have ranged from a low of \$0 in 2003–04 to a high of \$130,319 budgeted for 2006–07 (**Exhibit 4-18**).

The Maintenance Department uses vans and trucks for working in the district. In addition to vehicles, the district also has mowers, tractors, tillers, trailers, and golf carts that are critical for maintaining district facilities and grounds.

Without an equipment replacement plan, the district may not have sufficient equipment necessary to maintain facilities and grounds. The lack of planning for equipment replacement can also create budgeting problems.

WISD should develop an equipment replacement schedule. The Maintenance and Custodial supervisors should conduct a comprehensive analysis of the vehicles and equipment that the district currently owns. The age and condition should be included in the assessment. The Maintenance and Custodial

EXHIBIT 4-18
WISD MAINTENANCE DEPARTMENT
CAPITAL EQUIPMENT EXPENDITURES AND BUDGET
2001–02 TO 2006–07

| FUNCTION | 2001–02 | 2002–03 | 2003–04 | 2004–05 | 2005–06 | 2006–07 (BUDGETED) |
|-------------------|----------|----------|---------|----------|----------|--------------------|
| Capital Equipment | \$35,353 | \$63,260 | \$0 | \$59,375 | \$75,514 | \$130,319 |

SOURCE: WISD Assistant Superintendent/CFO, December 2006.

supervisors should use the assessment to develop a detailed replacement schedule by year for vehicles and equipment. This schedule should include cost estimates and be used for budgeting purposes.

INTEGRATED PEST MANAGEMENT POLICY (REC. 32)

The district’s integrated pest management policy is not up-to-date and is out of compliance with state law and district policy.

WISD adopted its Integrated Pest Management (IPM) Policy in August 1995, and it has not updated it since then. The listed contact persons are no longer with the district. The Maintenance supervisor is the district IPM coordinator and has attended all training necessary for this position but is not listed in the district’s local IPM policy. Policy CLB (LOCAL) establishes standards for the district’s integrated pest management program, application time frames, and that approval from the district’s IPM coordinator is necessary before an employee or person is permitted to apply a pesticide or herbicide. However, no title or name is given.

The district contracts with a pest management company for treatment of facilities. The Maintenance supervisor is the contact for the treatment and is responsible for contacting the pest management company when needed.

Without an updated policy with a designated position or name responsible for IPM implementation, it is difficult for employees or other persons to contact the appropriate district employee to coordinate the application of pesticides or herbicides or to discuss issues related to pest management.

According to Texas Administration Code Rule 595.11, “each school district must designate an IPM Coordinator(s). The IPM Coordinator(s) must implement the school district’s IPM policy. The district is responsible for the IPM Coordinator(s) compliance with Texas Structural Pest Control Board regulations and school district policy. The person(s) so designated must attend a Texas Structural Pest

Control Board approved IPM Coordinator(s) training course within twelve (12) months of designation as IPM Coordinator.”

WISD should review and update its IPM policy to comply with state law and board policy. The Maintenance supervisor should review and update the IPM policy to ensure its compliance and present the updated policy to the Board of Trustees for approval. The district should review the policy annually and update when necessary for personnel changes.

ENERGY MANAGEMENT POLICY (REC. 33)

WISD lacks a local energy policy and formal energy conservation plan for the district and individual campuses to control energy costs.

Exhibit 4-19 displays WISD’s utility expenditures, exclusive of water costs, from 2001–02 to 2005–06. The district experienced an 81 percent increase in utility costs during this 5-year period. In 2005–06, WISD spent more than 31 percent of its general operating budget on electricity and gas costs. Water accounted for an additional 4.5 percent, or \$222,844, of the district’s operating budget.

In fall 2006, WISD began participating in a pilot program to conserve energy. TXU Electric Delivery sponsors the pilot program known as Texas Schools Conserving Resources (SCORE). The program’s objective is to improve energy efficiency and reduce schools’ energy operating costs.

Under the program, WISD will identify its least energy-efficient facilities and develop an energy master plan. This plan allows the district to take the best approach toward reducing its energy bills. The program also includes the district taking extensive energy management steps in planning its new facilities which could result in substantial savings to the district. Administrators at all levels will be involved in the program and will be participating in the decision-making process.

**EXHIBIT 4-19
WISD UTILITY EXPENDITURES
2001–02 TO 2005–06**

| CATEGORY | 2001–02 | 2002–03 | 2003–04 | 2004–05 | 2005–06 | 5-YEAR INCREASE |
|--|-------------|-------------|-------------|-------------|-------------|-----------------|
| Utility Costs* | \$871,969 | \$1,109,937 | \$1,096,580 | \$1,221,558 | \$1,578,383 | \$706,414 |
| Total Operating Costs | \$3,645,971 | \$4,232,293 | \$4,092,437 | \$4,453,472 | \$5,004,067 | \$1,358,096 |
| Percentage of total operating expenditures | 24.0% | 26.2% | 26.8% | 27.4% | 31.5% | 7.5% |

*Includes electricity and gas only.
SOURCE: WISD Assistant Superintendent/CFO, December 2006 Budget Reports.

The program includes incentive checks to the school district based on documented energy savings. Checks are awarded when projects are finished and inspected.

WISD installed new energy management control systems at Waxahachie High School, Northside Elementary, and Wilemon Education Center in fall 2006. Bond proceeds from the 1999 bond referendum funded the project at Northside Elementary and 62 percent of the high school project cost, with the remaining high school cost funded from general maintenance funds. Proceeds from the 2006 bond referendum funded the Wilemon Education Center project. Energy management systems have previously been installed at all other WISD campuses. After the installation of these three remaining projects, all schools have the same energy management control system. This installation included expanding the existing control system to include space temperature with set point adjust and override sensors, fan status, supply air temperature, compressor staging, and cooler and freezer monitoring. The project also included the creation of a project manual showing cabling, controller, and router locations.

WISD uses a broker to receive quotes for electricity. There is no cost to the district unless the broker provides the best quote. With the broker contract, the district retains the right to negotiate with TXU, the utility company the district used before the contract with the broker. The broker negotiates with other companies and receives a commission if the other energy contractors have the best rate including the broker's commission. For 2005–06, the broker had the best rate, including commission, and the district purchased its energy from Mpower Retail Energy LP. However, for 2006–07, WISD received quotes in March 2006 and the TXU rate was the best rate for the district, so the district chose this company. The broker continues to work as a consultant at no charge, assisting the district each year with requests for electricity supply needs.

Since 2001–02, WISD's energy costs have ranged from a low of \$1.04 per square foot to a high in 2005–06 of \$1.49 per square foot (**Exhibit 4-20**). The U.S. Department of Energy released a report in 2004 that set the benchmark at \$1.00 per square foot.

Although energy costs have fluctuated in the past several years, two peer districts maintained a cost per square foot of below \$1.00 based on electricity and gas costs per square foot for 2005–06. WISD's costs during the same period at \$1.49 per square foot is the highest rate when compared to its peers (**Exhibit 4-21**).

WISD and all of its peer districts have a legal board adopted policy on energy management. However, Brenham ISD also has a local board policy, which includes an energy conservation management statement, responsibility for energy management, staff development, energy conservation steps, and evaluation and recordkeeping requirements.

While WISD has taken steps to improve the energy-efficiency of the district and its campuses by installing energy management control systems and participating in the SCORE program, this effort has occurred in an informal manner, without local board policy or a formal plan to guide the effort.

Tyler ISD has been a participant in the SCORE program since February 2006. The district credits the SCORE program with helping them focus on what can be done to use energy most efficiently. Tyler ISD earned an incentive of \$39,135 from TXU Electric Delivery for energy efficient building upgrades implemented in 2006 through the SCORE Program. Incentives are paid by TXU Electric Delivery at the rate of \$150 per peak kilowatt of energy demand saved. The Public Utility Commission of Texas provides the mechanism for calculating energy savings achieved.

EXHIBIT 4-20
WISD ENERGY EXPENDITURES
2001–02 TO 2005–06

| BUDGET CATEGORY | 2001–02 | 2002–03 | 2003–04 | 2004–05 | 2005–06 |
|-------------------------------------|------------------|--------------------|--------------------|--------------------|--------------------|
| Electricity | \$795,646 | \$986,506 | \$970,168 | \$1,087,790 | \$1,400,432 |
| Natural Gas | \$76,323 | \$123,431 | \$126,412 | \$133,768 | \$177,950 |
| Total | \$871,969 | \$1,109,937 | \$1,096,580 | \$1,221,558 | \$1,578,382 |
| Square Feet of District Facilities | 842,054 | 1,016,264 | 1,027,202 | 1,027,202 | 1,057,812 |
| Energy Costs Per Square Foot | \$1.04 | \$1.09 | \$1.07 | \$1.19 | \$1.49 |

SOURCE: WISD Executive Director of Construction and Support Services and Assistant Superintendent/CFO, December 2006.

EXHIBIT 4-21
ENERGY COSTS PER SQUARE FOOT
WISD AND PEER DISTRICTS
2005–06

| DISTRICT | ENERGY COSTS | SQUARE FEET | COST PER SQUARE FOOT |
|---------------------|--------------------|------------------|----------------------|
| Sherman | \$921,555 | 1,000,407 | \$0.92 |
| Brenham | \$915,118 | 1,000,000 | \$0.92 |
| Corsicana | \$1,250,000 | 1,000,000 | \$1.25 |
| Ennis | \$1,269,879 | 920,131 | \$1.38 |
| Waxahachie | \$1,578,311 | 1,057,812 | \$1.49 |
| Peer Average | \$1,089,138 | 980,135 | \$1.11 |

SOURCE: SDSM, Inc. survey of peer districts, January 2007.

Galena Park ISD has written formal energy conservation guidelines for all district staff that outlines district goals on energy conservation and set specific temperature ranges and energy use. District guidelines assign responsibility for energy conservation to specific positions. These written guidelines help the district effectively control its utility costs.

Energy-Efficient Education, a 2001 State Energy Conservation Office (SECO) publication, identifies the following important points for districts to use to establish an energy policy:

- Acknowledge rising utility costs of the district and the necessity for energy cost controls;
- Set realistic and attainable goals and timelines for the accomplishment of these goals;
- Apply goals and timelines to the entire district and require a commitment from all staff and students;
- Designate an energy manager that answers directly to the superintendent and board;
- Require the preparation of an energy management plan for board approval that keeps the program visible, relevant, and responsive; and
- Allot an energy management budget that is directly linked to expected savings.

Additionally, *The Planning Guide for Maintaining Schools* recommends that schools establish an energy policy with specific goals and objectives.

WISD should develop and implement a local energy policy and formal energy conservation plan for the district and its campuses. The district should continue participation in the

SCORE program and, using data from this program, the executive director of Construction and Support Services and the Maintenance supervisor should develop a draft energy policy and energy management plan for review by the superintendent. The superintendent should present the policy and plan to the board for adoption. The plan should set goals that are monitored on a quarterly basis.

For background information on Facilities Management, see page 215 in the General Information section of the appendices. For examples of school districts that have used the best practices recommended in this chapter, see page 242 in the Best Practices section of the appendices.

FISCAL IMPACT

| RECOMMENDATION | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | TOTAL 5-YEAR (COSTS) SAVINGS | ONE TIME (COSTS) SAVINGS |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|---|---|
| 23. Fully implement the district's automated work order system so that management can monitor productivity, track costs, and analyze trends. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 24. Develop and implement staffing formulas for maintenance and grounds and adjust staff appropriately. | \$43,498 | \$86,997 | \$86,997 | \$86,997 | \$86,997 | \$391,486 | \$0 |
| 25. Develop and implement custodial staffing formulas and staff district facilities appropriately. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 26. Establish a custodian substitute pool and employ substitutes on an as needed basis. | (\$10,080) | (\$10,080) | (\$10,080) | (\$10,080) | (\$10,080) | (\$50,400) | \$0 |
| 27. Establish formal standards, procedures, and training requirements for Maintenance Department personnel. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 28. Develop guidelines for the effective use of maintenance contracts. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 29. Develop a long-range district facility master plan that extends beyond the current bond proposal. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 30. Develop and implement a procedure for monitoring and acceptance of construction projects, including identification of a complete project team and a formal commissioning process. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 31. Develop an equipment replacement schedule. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 32. Review and update the Integrated Pest Management Policy (IPM) to comply with state law and board policy. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 33. Develop and implement a local energy policy and formal energy conservation plan for the district and its campuses. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL-CHAPTER 4 | \$33,418 | \$76,917 | \$76,917 | \$76,917 | \$76,917 | \$341,086 | \$0 |

CHAPTER 5

TRANSPORTATION

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

CHAPTER 5. TRANSPORTATION

The Waxahachie Independent School District (WISD) is responsible for transporting students across the 193 square miles of the district to and from school and approved extracurricular functions in a timely, safe, and efficient manner.

Both state and federal statutes govern K–12 public school transportation. Chapter 34 of the Texas Education Code (TEC) authorizes, but does not require districts to provide transportation between home and school, career and technology programs, co-curricular activities, and extracurricular activities. The federal Individuals with Disabilities Education Act (IDEA) requires school districts to provide transportation for students with disabilities if transportation is provided for the general student population or if disabled students require transportation to receive special education services.

In 2005–06, WISD’s transportation costs were \$1,221,265 with buses traveling a total of 666,381 miles. The buses traveled 613,165 miles for state allowable transportation and received \$513,615, or 42 percent of the total transportation

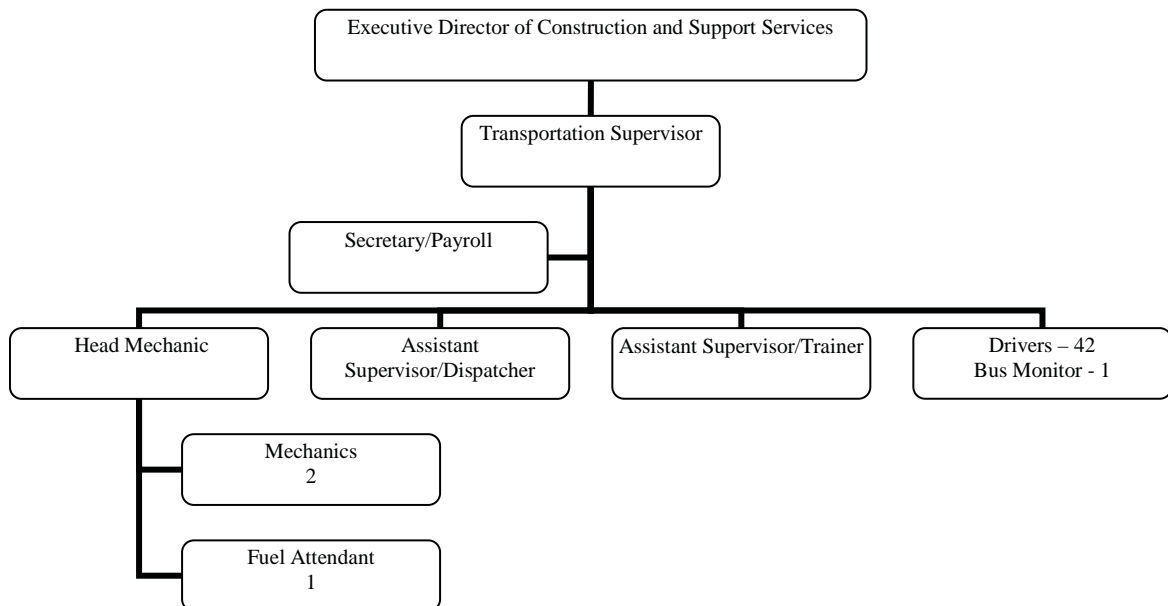
costs, from state funds. WISD transported an average of 1,699 regular program riders, 77 hazardous route riders, and 65 special program riders on a daily basis. These students represent 30 percent of the district’s total enrollment.

WISD operates 37 bus routes daily. The routes include 29 regular transportation routes (transporting students more than two miles), six special needs routes, and two career and technology routes.

The Transportation department is supervised by the executive director of Construction and Support Services with direct management of Transportation staff provided by the Transportation supervisor. The district employs 42 drivers and one bus monitor. In addition to the drivers, the department has three mechanics including one head mechanic, a secretary, a trainer, dispatcher, and fuel attendant. The secretary, dispatcher, trainer, and supervisor are also certified bus drivers.

A staffing chart for the WISD Transportation Department is shown in **Exhibit 5-1**.

EXHIBIT 5-1
WISD TRANSPORTATION
DEPARTMENT ORGANIZATION
2006–07



SOURCE: WISD Transportation Supervisor, December 2006.

ACCOMPLISHMENTS

- WISD designed and implemented the Reading Riders R Rewarded Program for students on one of its buses.
- WISD has an extensive transportation website that provides parents with district bus routes, scheduling, and other reference material.

FINDINGS

- The district lacks procedures to document the actual work time of its bus drivers and bus monitor.
- WISD does not have a written bus replacement plan that includes guidelines such as replacement criteria to identify when to replace buses or the numbers and sizes of buses needed to meet estimated growth in riders.
- The district does not analyze regular bus routes for efficient service maximization.
- WISD lacks sufficient relief bus drivers to meet the student transportation needs of the district.
- The district does not consistently enforce bus discipline procedures.
- WISD lacks a bus driver training program that provides comprehensive training for its bus drivers.
- WISD does not provide student evacuation and bus safety training to all students.

RECOMMENDATIONS

- **Recommendation 34: Require bus drivers and monitors to document employee arrival and departure times daily.** The Transportation supervisor and the assistant superintendent/chief financial officer (CFO) should determine the best method to document employee time accurately. The Transportation supervisor should meet with staff and train them in the procedures. The district could use the district's timekeeping system to document the actual hours worked per employee. By using this system, the Transportation department could accurately track actual hours worked per bus driver and remain consistent with timekeeping procedures used for other positions within the department.
- **Recommendation 35: Revise the bus replacement plan to consider additional factors that can affect the plan and provides for budget planning and ensuring fleet capacity meets student growth.** To aid

in the development of this plan, the Transportation supervisor should review the district's fleet unit report with district mechanics. The Transportation supervisor should project useful life and estimated salvage values. In addition, the Transportation supervisor should use projections from the district's 2006 Demographic Study to anticipate the additional routes that will need to be added to meet the district's estimated student growth over the next ten years. In the plan, the Transportation supervisor should also recommend the number of spare buses the district should maintain in addition to the buses needed for routes and extracurricular trips. The Transportation supervisor should collaborate with the assistant superintendent/CFO to develop purchasing guidelines.

- **Recommendation 36: Purchase software for bus routing and contract for a review of bus routes to determine if the routes are operating at maximum efficiency and to plan for additional routes as the district grows with the goal of increasing state funding.** The district could use a private vendor or contact districts that use routing software and consider entering into an interlocal agreement with them. The evaluation of the routes should include increasing the percentage of capacity, increasing riders per mile, and lowering operating costs. After the initial evaluation, the district should implement bus route changes in preparation for the 2008–09 school year and should then monitor routes annually and adjust routes as needed. Entering into an interlocal agreement with another school district would save WISD from hiring a routing position.
- **Recommendation 37: Establish new relief bus driver positions.** The district should add at least two relief bus driver positions. This increase will allow the district to maintain coverage for absent drivers and increase the number of drivers available for field trips. These relief driver positions should not have a set schedule, but work a flexible schedule based on need. Rather than employing the new relief driver positions for 5.5 hours per day, relief drivers' base pay should be 20 hours per week at \$10.50 per hour with additional duty pay for actual hours worked at \$10.50 per hour.
- **Recommendation 38: Develop and implement district procedures to ensure consistent enforcement of discipline management for school buses.** The Transportation supervisor should develop a monthly

report including the number of infractions by route number, the student's campus of origin, the type of infraction, and the punishment given. This report should be shared with the driver, campus administrator, and superintendent.

- **Recommendation 39: Develop a comprehensive training program for bus drivers that should include an additional day of training.** The district should pay drivers for the additional day of training. The Transportation supervisor should conduct a needs assessment to identify those topics which require more in-depth training. This assessment should include input from campus staff, parents, students, and drivers. The additional day could be used for training areas such as discipline management and issues related to management of students, including special needs students along with other topics identified from the needs assessment. Although WISD's training includes a minimum amount of training in some of these areas, expanded training or additional training, especially in discipline management, should be included in their program.
- **Recommendation 40: Develop a bus safety program that includes bus evacuation procedures for students in all grade levels.** The program could include an on-site demonstration and evacuation drill for grades Pre-K to 5 and a written manual that could be covered in classes before a taking a bus trip for grades 6 to 12.

DETAILED ACCOMPLISHMENTS

BUS READING PROGRAM

WISD designed and implemented the Reading Riders R Rewarded Program for students on one of its buses. A WISD bus driver developed the program to encourage students in grades 1 to 5 to read books for reading class on the bus. The driver began this program with the hope that it would allow school bus drivers to focus more attention on driving issues.

Each student shows the driver their book as they board the bus. Students accumulate points for reading on the bus. The driver rewards students in the following three phases:

1. For every three books read, the student draws from a grab bag of small prizes;
2. For the most books read by winter break, the driver awards the top boy and girl readers with a new book to take home; and

3. For the most books read by the last week of school, the driver awards the top boy and girl readers a grand prize of one ticket to Six Flags Amusement Park.

The rewards are purchased by the driver or from donations from the community. The driver began this program in December 2005. Nineteen students on this bus read 295 books as of December 11, 2006. The Transportation supervisor plans for this driver to share the program with all drivers.

Reading programs like this one not only enhances student learning but also reduces student boredom while riding. These programs also decrease the need for drivers to concentrate on student discipline management issues, allowing them to focus on driving the bus.

TRANSPORTATION WEBSITE

WISD has an extensive transportation website that provides parents with district bus routes, scheduling, and other reference material. The Transportation supervisor and dispatcher developed the website by using a combination of the district's software used to maintain information for state routing reports, and street address information from Ellis County Appraisal District's appraisal system.

Although most districts have route descriptions giving basic bus stop information available to parents, WISD's website contains a street search program to assist parents in identifying the bus route their students ride. Parents type in the first three letters of their street and learn if WISD provides transportation for their children to their school and the applicable route number. **Exhibit 5-2** shows an example of the information that would be provided for an elementary student living on Houston Drive. The student living at this address would ride route 47 if they attend Marvin Elementary, Wedgeworth Elementary, or Turner Middle School.

Other information provided through this website includes:

- apartment/mobile home park guides (includes bus route numbers by campus if service available);
- bus area quick reference (summary information on each route including campuses served and special instructions shuttles);
- bus schedules for three apartment complexes (includes times and location of pickups and drop offs and instructions to parents of kindergarten students that an adult must be present when students are dropped off or students will be returned to Marvin Elementary);

**EXHIBIT 5-2
WISD TRANSPORTATION WEBSITE STREET SEARCH FEATURE**

Waxahachie ISD Transportation Services

School Bus Eligibility

Search results found for street starts with = **HO** and campus = **All**

| Street_Name | Marvin | Dunaway | Northside | Shackelford | Wedgeworth | Turner | Junior_High | Ninth_Grade | High_School |
|-------------|--------|---------|-----------|-------------|------------|--------|-------------|-------------|-------------|
| HOUSTON DR. | 47 | | | | 47 | 47 | No | No | No |

---- End ----

If there is nothing (a blank) in the resulting cross-reference box, the address does not belong to that campus and is not eligible for regular bus service.

If the response is 'No' then the address is not eligible for regular bus service from that campus but it is in that attendance zone.

The best search includes 'Whole District' as the search criteria so that all bus information is displayed.

[New Search](#)

[WISD Home](#)

SOURCE: WISD Transportation website, January 2007.

- elementary attendance zones (includes street to campus cross reference and school maps);
- bus safety instructions;
- bus route service parameters;
- street to campus index in MS Excel spreadsheet;
- regular bus rider contract for 2006–07;
- regular bus rider safety handbook;
- links to state agencies, school transportation associations, school transportation news organizations, and national transportation agencies; and
- link to WISD’s Policy On-Line.

Having such detailed information and useful utilities on the district’s website provides an easier way to communicate transportation department information to parents. Parents can access the information at their convenience, thereby reducing the need to call the department directly.

DETAILED FINDINGS

DOCUMENTATION OF DRIVERS' WORK TIME (REC. 34)

The district lacks procedures to document the actual work time of its bus drivers and bus monitor.

Bus drivers do not use a time clock, although there is one in the Transportation facility that shop and office personnel use. Instead, drivers initial a daily log sheet each day before their morning and afternoon routes. This log sheet verifies that

drivers were present to drive each route; although there is no notation of the time they arrived for the route or the time that they leave the facility.

WISD pays 35 of the 42 route drivers for 5.5 hours. Most routes are between 3.5 and 4.5 hours (morning and afternoon) if the speed limit is driven and there are no problems. Bus driver and monitor pay is determined by the estimated route time multiplied by the driver’s hourly rate. The Transportation supervisor said that in addition to the estimated driving time, he adds additional time to the route time for each driver to compensate for the pre-trip inspection. The Transportation supervisor does this driving time estimation at the beginning of the school year by driving or riding each route that has changed. In addition to reviewing the routes at the beginning of the school year, the Transportation supervisor or the trainer ride each route at least once per year to verify time. This practice rests on the assumption that employees never vary from their work schedule throughout the entire year. The Transportation supervisor does not consider factors such as daily arrival and departure times, which can modify time on the job, when calculating an employee’s pay.

Drivers complete an Extra Duty Time Ticket to receive overtime pay. The district calculates overtime based on the driver’s set work schedule rather than on actual time, since it does not maintain the actual time. The Transportation supervisor instructs drivers at in-service training that if the route takes less time than the scheduled pay, they may be asked to do a task for the additional time, which is not considered extra duty because it is within their pay period.

Although WISD drivers are paid on a fixed schedule, bus routes seldom take the exact amount of time each day to complete. Several factors can affect route times, such as traffic, weather conditions, and student behavior which can result in routes being shorter or longer than the fixed time. The lack of actual time records could result in WISD over or under-compensating drivers for their time worked.

The U.S. Department of Labor (DOL) Fact Sheet #21 discusses recordkeeping requirements under the Fair Labor Standards Act (FLSA). Every covered employer is required to maintain certain records for each non-exempt worker. The FLSA requires no particular form for the records, but does require that the records include certain identifying information about the employee and data about the hours worked and the wages earned. The law requires this information to be accurate. The following is a listing of the basic records that an employer must maintain:

- employee's full name and social security number;
- address, including zip code;
- birth date, if younger than 19;
- sex and occupation;
- time and day of week when employee's workweek begins;
- hours worked each day;
- total hours worked each workweek;
- basis on which employee's wages are paid (e.g., "\$6 an hour", "\$220 a week", "piecework");
- regular hourly pay rate;
- total daily or weekly straight-time earnings;
- total overtime earnings for the workweek;
- all additions to or deductions from the employee's wages;
- total wages paid each pay period; and
- date of payment and the pay period covered by the payment.

According to the DOL, employers may use any timekeeping method they choose, provided it is complete and accurate. If employees are on a fixed schedule from which they seldom vary, the employer may keep a record showing the exact schedule of daily and weekly hours and merely indicate that

the worker did follow the schedule. When a worker is on a job for a longer or shorter time than the schedule shows, the employer must record the hours the worker actually worked, on an exception basis.

WISD should establish a procedure that requires bus drivers and monitors to document employee arrival and departure times daily. The Transportation supervisor and the assistant superintendent/CFO should determine the best method to document employee time accurately. The Transportation supervisor should meet with staff and train them in the procedures. The district could use the district's timekeeping system to document the actual hours worked per employee. By using this system, the Transportation department could accurately track actual hours worked per bus driver and remain consistent with timekeeping procedures used for other positions within the department.

BUS REPLACEMENT PLAN AND GUIDELINES (REC. 35)

WISD does not have a written bus replacement plan that includes guidelines such as replacement criteria to identify when to replace buses or the numbers and sizes of buses needed to meet estimated growth in riders.

Decisions regarding the replacement of district buses are made with no formal, written plan to address the possibility of future addition of routes due to projected enrollment growth, the age or total mileage of the bus(es) to be replaced, the salvage of buses being replaced, or the future budget implications of these large expenditures. Although there is no formal plan, the executive director of Construction and Support Services and the Transportation supervisor request two regular buses and one special education bus each year in the budget process. This decision is not based on any formal method for determining the district's need for additional or replacement buses, but rather has been a district budget practice.

Although the district's practice has been to budget two regular buses and one special education bus each year, the district did not purchase buses for the regular routes in 2001. Over the past seven years, the district averaged 1.7 regular route buses purchased per year and 0.7 special needs route bus purchased per year, which is just under their practice. (**Exhibit 5-3**) Funding from special education sources determine the number of special needs buses purchased each year.

Exhibit 5-4 shows the WISD bus fleet history including model year, number of models purchased per year, bus

**EXHIBIT 5-3
WISD BUS FLEET PURCHASE HISTORY
2001 TO 2007**

| BUS MODEL YEAR | REGULAR ROUTE BUSES | SPECIAL NEEDS ROUTE BUSES | TOTAL BUSES PURCHASED |
|----------------|---------------------|---------------------------|-----------------------|
| 2001 | 0 | 1 | 1 |
| 2002 | 2 | 0 | 2 |
| 2003 | 2 | 1 | 3 |
| 2004 | 2 | 0 | 2 |
| 2005 | 2 | 1 | 3 |
| 2006 | 2 | 2 | 4 |
| 2007 | 2 | 0 | 2 |
| Total | 12 | 5 | 17 |

SOURCE: WISD Transportation Supervisor, December 2006.

number, type of route, and mileage. The average mileage for regular route buses is 128,272 miles. All but two of WISD’s buses are diesel. Although the goal is to purchase three buses each year, the district purchased as many as six buses and as few as zero since 1981.

Exhibit 5-5 compares WISD with peer districts and shows that 42.8 percent of WISD’s bus fleet is more than 10 years old, placing the district in the middle when compared to peers regarding bus age. The district with the fewest buses over 10 years old is Corsicana with 36.4 percent while Brenham has the highest with 51.7 percent.

WISD purchases buses through the State of Texas procurement process. However, in 2006 the district used the Texas Association of School Board’s BuyBoard cooperative to

**EXHIBIT 5-4
WISD BUS FLEET HISTORY
2006–07**

| BUS MODEL YEAR | BUSES PURCHASED BY MODEL YEAR | BUS NUMBER | ROUTE TYPE | MILEAGE |
|----------------|-------------------------------|------------|---------------------|---------|
| 1981 | 1 | 2036 | Regular Spare | 300,000 |
| 1985 | 1 | 2043 | Regular | 127,030 |
| 1986 | 1 | 1015 | Special Needs Spare | 122,106 |
| 1989 | 2 | 2052 | Regular Spare | 230,020 |
| | | 2054 | Regular Spare | 215,758 |
| 1990 | 3 | 2053 | Regular Spare | 209,618 |
| | | 2055 | Regular Spare | 259,888 |
| | | 2056 | Regular Spare | 240,090 |
| 1991 | 6 | 1019 | Special Needs Spare | 128,993 |
| | | 2057 | Regular Spare | 213,767 |
| | | 2058 | Regular Spare | 229,850 |
| | | 2059 | Regular | 308,709 |
| | | 2060 | Regular | 243,594 |
| | | 2061 | Teen parenting | 99,038 |
| 1993 | 4 | 2062 | Regular | 193,487 |
| | | 2063 | Regular | 222,670 |
| | | 2064 | Regular | 241,000 |
| | | 2065 | Regular | 202,039 |
| 1994 | 1 | 1020 | Special Needs Spare | 161,234 |
| 1995 | 2 | 2066 | Regular | 145,137 |
| | | 2067 | Regular | 207,213 |
| 1996 | 3 | 1021 | Special Needs Spare | 190,067 |
| | | 2068 | Regular | 132,627 |
| | | 2069 | Regular | 174,144 |

EXHIBIT 5-4 (CONTINUED)
WISD BUS FLEET HISTORY
2006–07

| BUS MODEL YEAR | BUSES PURCHASED BY MODEL YEAR | BUS NUMBER | ROUTE TYPE | MILEAGE |
|--------------------|-------------------------------|------------|--------------------------|----------------|
| 1997 | 4 | 2070 | Regular | 175,237 |
| | | 2071 | Regular | 153,669 |
| | | 2072 | Regular | 199,392 |
| | | 2073 | Regular | 199,154 |
| 1999 | 2 | 2074 | Regular | 93,417 |
| | | 2075 | Regular | 79,698 |
| 2000 | 5 | 1022 | Special Needs | 79,249 |
| | | 2076 | Regular | 97,440 |
| | | 2077 | Regular | 129,478 |
| | | 2078 | Regular | 114,886 |
| | | 2079 | Regular | 67,741 |
| 2001 | 1 | 1023 | Special Needs | 72,431 |
| 2002 | 2 | 2080 | Regular | 54,453 |
| | | 2081 | Regular | 70,181 |
| 2003 | 3 | 1024 | Special Needs | 53,428 |
| | | 2082 | Regular | 51,420 |
| | | 2083 | Regular | 49,806 |
| 2004 | 2 | 2084 | Regular | 35,154 |
| | | 2085 | Regular | 30,000 |
| 2005 | 3 | 1025 | Special Needs | 28,451 |
| | | 2086 | Regular | 17,543 |
| | | 2087 | Regular | 13,357 |
| 2006 | 4 | 1026 | Special Needs | 1,190 |
| | | 1027 | Special Needs Unassigned | 367 |
| | | 2088 | Regular Unassigned | 1,305 |
| | | 2089 | Regular Unassigned | 3,617 |
| 2007 | 2 | | Regular Unassigned | 300 |
| | | | Regular Unassigned | 300 |
| Total Buses | 52 | | Average Mileage | 128,284 |

SOURCE: WISD Transportation Supervisor, Bus Unit Report from October 2006.

purchase three buses because the district needed to receive them within a short time period. The district uses Federal Funds to purchase special education buses and its General Fund to purchase regular buses. In 2005, WISD paid \$71,062 each for two 71-passenger buses. In 2006, the district paid \$74,207 each for two 71-passenger buses. The district practice is to purchase buses with air conditioning for both regular and special needs routes. The district has 10 regular education buses and 10 special needs buses with air conditioning.

The district sells one bus for every bus purchased by using an online auction service. The Transportation supervisor reviews the age, mileage, and the mechanic's opinion on the feasibility of repairing the bus in determining which buses to sell. The district plans to sell two special needs buses and two regular education buses in 2006–07. The district sold two buses in 2005–06 with more than 300,000 miles, with one bus selling for \$550 and one for \$700. Two years ago, the district sold four buses for \$500 each.

**EXHIBIT 5-5
WISD AND PEER DISTRICT COMPARISON OF AGE OF BUSES
2005–06**

| DISTRICT | BUS AGE | | | TOTAL | BUSES |
|-------------------|--------------|---------------|---------------------|-----------|--|
| | 1 TO 5 YEARS | 6 TO 10 YEARS | 10 YEARS OR GREATER | | PERCENTAGE OF BUSES 10 YEARS OR GREATER |
| Corsicana | 12 | 16 | 16 | 44 | 36.4% |
| Sherman | 11 | 16 | 19 | 46 | 41.3% |
| Waxahachie | 14 | 14 | 21 | 49 | 42.8% |
| Ennis | 12 | 15 | 26 | 54 | 48.2% |
| Brenham | 13 | 15 | 30 | 58 | 51.7% |

SOURCE: Texas Education Agency, School Transportation Operations Reports, 2005–06.

Although the district does not have any immediate needs concerning the age and mileage of the bus fleet, by not having a comprehensive bus replacement plan that considers these factors, WISD is risking large budget expenditures if several buses need replacing within a short period or if the district needs to meet the demands of an increase in student population. The Board of Trustees and district administrators cannot anticipate future budget impacts without a bus replacement plan, as large purchases such as buses affect long-range budgeting. Additionally, buses can have an uncertain delivery time, and the time between placing the order and receiving the buses can vary from a few months to a year, based on market conditions. Without a plan in place, the district may not receive the buses in the year it needs them.

The National Association of State Directors for Pupil Transportation Services believes timely replacement of school buses must be a planned process. The January 2002 report, School Bus Replacement Considerations, states that several factors (safety, efficiency, environmental, maintenance, and operating conditions) are involved in determining a bus replacement plan. Other factors that districts must consider are funding, federal standards, and cost/benefit analysis. This report suggests 12 to 15 years, or a 250,000 mile cycle, as an adequate timeline for a bus' useful life.

Based on a 15-year replacement cycle, WISD has 14 buses that would need replacement. Of these, only two buses have more than 250,000 miles. All but three of these buses are included in the district's spare bus category and the district has five buses that are unassigned. The district practice is to not assign new buses for the first year allowing them to be used for extracurricular trips. The Transportation supervisor does this so that the engine break-in time is on open roads rather than the stopping and starting of route driving.

The Transportation supervisor should revise the bus replacement plan to consider additional factors that can affect the plan and provides for budget planning and ensuring fleet capacity meets student growth. To aid in the development of this plan, the Transportation supervisor should review the district's fleet unit report with district mechanics.

Included in this bus replacement plan should be considerations for the following:

- Bus useful life and estimated salvage values projections;
- Use of projections from the district's 2006 Demographic Study to anticipate the additional routes that will need to be added to meet the district's estimated student growth over the next 10 years;
- Recommendations for the number of spare buses the district should maintain in addition to the buses needed for routes and extracurricular trips; and

The Transportation supervisor should collaborate with the assistant superintendent/CFO to develop purchasing guidelines.

BUS ROUTE SCHEDULING (REC. 36)

The district does not analyze regular bus routes for efficient service maximization.

WISD uses a software system for route descriptions and for maintaining the information for completion of state reports. The district does not use this software for developing and analyzing routes. The Transportation supervisor has met with two companies that provide this service; however, due to problems with street address databases for emergency services, known as 911 addressing, the district has not purchased the software and implemented a program.

Waxahachie ISD creates bus stops using the following criteria:

- Eliminate students at elementary levels crossing busy streets where possible and reduce the number of students at secondary levels crossing busy streets at their stops.
- Establish stops where students may have the ability to stand off the roadway while waiting for the bus.
- Locate the stops to maximize visibility for both students and traffic (100 feet minimum visibility).
- Avoid locations that expose students to traffic hazards and reduce hazards for students crossing the street.
- Place the stops in locations away from non-traffic hazards such as railroad tracks, commercial areas, or areas with bad dogs.
- Place the stops at least 100 feet away from intersections with 2, 3, or 4-way stops when practical to better control traffic in the area immediately around the bus.
- Avoid stops in cul-de-sacs and narrow residential streets to minimize accident risks caused by buses backing up to turn around.
- Place stops on streets with as little traffic as possible.
- Create a buffer zone between students and the bus both in the neighborhoods and at school to keep students from being struck by the bus.

The Transportation supervisor reviews route changes in March of each year and makes route changes before the beginning of the next school year. From 2002–03 until 2005–06, WISD had 28 regular routes. For 2006–07, the district added a route east of town, making 29 routes. This route took students from three other routes.

Manufacturers rate school bus capacities based on three riders per seat. WISD adopted maximum ridership per bus at three riders per seat at the kindergarten level, 2.5 riders per seat for grades 1 to 5, and two riders per seat for grades 6 to 12.

WISD operates a two-bell schedule. Elementary schools begin at 7:50 am, with Marvin Elementary beginning ten minutes earlier at 7:40 am. Secondary schools begin at 8:35 am. The elementary schools dismiss at 2:50 pm with the exception of Marvin Elementary, which dismisses at 2:40 pm. Secondary schools dismiss at 3:35 pm. This bell schedule allows the district to double route the buses. Double routing allows the district to run the first route of the morning for

elementary students, then after unloading at the elementary schools, the same route picks up secondary students for later school delivery.

Exhibit 5-6 shows all of the regular bus routes in WISD and the number of students transported each day compared to the capacity of the bus. The riders per route include both runs for each route. School districts have ridership goals of approximately 75 percent to 80 percent of capacity for efficiency. As of 2005–06, WISD has 7 routes out of 28 which are operating below this standard capacity goal representing 25 percent of all WISD routes. Five of the regular routes are also designated as hazardous routes. These routes transport elementary students that live within two miles of the schools, but which the school board has declared contain hazardous walking conditions. The district defines hazardous routes as those between one-half mile and two miles from an elementary school. Bus route numbers 47, 49, 55, 60, and 65 transport students within one-half mile of their elementary campuses.

Linear density is the ratio of the average number of regular program students transported daily to the number of miles driven daily. A district's linear density has a direct relationship to the amount of reimbursement the district receives from the state of Texas. Higher linear density receives higher state reimbursement, and lower linear density receives lower reimbursement. Linear density is adversely affected when buses operate below capacity or have to drive greater distances to pick up a small number of students. This calculation, therefore, acts as an incentive for districts to balance maximizing linear density with travel times for students. Sometimes increased bus travel time for students is the trade off for more efficient capacity. Routes with a large number of riders-per-mile help the district receive more revenue from the state. To increase its state reimbursement rate per mile, school districts must increase the average number of students transported per mile.

The calculation of linear density for the regular home-to-school program is the basis for transportation funding. TEA assigns one of seven unique ratios and reimbursements to each school district based off this number. **Exhibit 5-7** shows the categories of linear density and the related reimbursement, as defined by Texas Education Code (TEC) §42.155.

According to the Transportation supervisor, the district has received \$0.88 per mile for the last 22 years. WISD's linear density varied little in the last five years. Due to the low linear density rate, the district's state reimbursement rate remained

**EXHIBIT 5-6
WISD BUS CAPACITY VERSUS RIDERSHIP
2005–06**

| ROUTE NUMBER | RIDERS PER ROUTE (WITHOUT HAZARDOUS) | RIDERS PER ROUTE (INCLUDES HAZARDOUS) | CAPACITY OF ASSIGNED BUS | PERCENTAGE OF CAPACITY INCLUDING HAZARDOUS ROUTES |
|--------------|--------------------------------------|---------------------------------------|--------------------------|---|
| 16 | 7 | 7 | 60 | 11.7% |
| 44 | 54 | 54 | 71 | 76.1% |
| 46 | 16 | 16 | 60 | 26.7% |
| 47 (H) | 80 | 91 | 60 | 151.7% |
| 48 | 52 | 52 | 71 | 73.2% |
| 49 (H) | 109 | 133 | 60 | 221.7% |
| 50 | 30 | 30 | 60 | 50.0% |
| 51 | 32 | 32 | 60 | 53.3% |
| 52 | 58 | 58 | 71 | 81.7% |
| 53 | 85 | 85 | 71 | 119.7% |
| 54 | 72 | 72 | 71 | 101.4% |
| 55 (H) | 103 | 123 | 71 | 173.2% |
| 56 | 80 | 80 | 71 | 112.7% |
| 57 | 50 | 50 | 71 | 70.4% |
| 58 | 62 | 62 | 71 | 87.3% |
| 59 | 63 | 63 | 71 | 88.7% |
| 60 (H) | 67 | 78 | 71 | 109.9% |
| 61 | 42 | 42 | 71 | 59.2% |
| 62 | 69 | 69 | 71 | 97.2% |
| 63 | 32 | 32 | 71 | 45.1% |
| 64 | 93 | 93 | 71 | 131.0% |
| 65 (H) | 58 | 69 | 71 | 97.2% |
| 66 | 74 | 74 | 71 | 104.2% |
| 67 | 71 | 71 | 71 | 100.0% |
| 68 | 57 | 57 | 71 | 80.3% |
| 69 | 25 | 25 | 71 | 35.2% |
| 70 | 97 | 97 | 71 | 136.6% |
| 71 | 61 | 61 | 71 | 85.9% |
| Total | 1,699 | 1,776 | | |

NOTE: Routes that exceed 100 percent run double routes for elementary and secondary students. Routes with an (H) designate those that transport students living in hazardous routes.

SOURCE: Texas Education Agency Transportation Route Services Report 2005–06.

at \$0.88 cents per mile from 2002–03 to 2005–06 (**Exhibit 5-8**). To remain at the current reimbursement rate of \$0.88 per mile, the district must maintain a linear density of 0.65 to 0.899. The district's rate decreased from 0.68 in 2002–03 to 0.67 in 2005–06. This decrease could jeopardize the district continuing to be funded at the \$0.88 per mile if the linear density drops below 0.65.

WISD's linear density per mile, at 0.67, is the second lowest when compared to its peers. WISD and Brenham are the only two districts in the peer grouping that receive \$0.88 per mile from the state. Sherman receives \$0.97 per mile and Corsicana and Ennis both receive reimbursement rates of \$1.11 per mile (**Exhibit 5-9**).

**EXHIBIT 5-7
STATE LINEAR DENSITY REIMBURSEMENT CATEGORIES
REGULAR BUS ROUTES
2005–06**

| CATEGORY | LINEAR DENSITY RANGE | REIMBURSEMENT PER MILE |
|----------|----------------------|------------------------|
| 1 | 0.000 - 0.399 | \$0.68 |
| 2 | 0.400 - 0.649 | \$0.79 |
| 3 | 0.650 - 0.899 | \$0.88 |
| 4 | 0.900 – 1.149 | \$0.97 |
| 5 | 1.150 – 1.649 | \$1.11 |
| 6 | 1.650 – 2.399 | \$1.25 |
| 7 | 2.400 or above | \$1.43 |

SOURCE: Texas Education Code 42.155.

**EXHIBIT 5-8
WISD LINEAR DENSITY AND STATE REIMBURSEMENT RATE
PER MILE
2001-02 TO 2005–06**

| YEAR | LINEAR DENSITY | REIMBURSEMENT PER MILE |
|---------|----------------|------------------------|
| 2005–06 | 0.67 | \$0.88 |
| 2004–05 | 0.67 | \$0.88 |
| 2003–04 | 0.69 | \$0.88 |
| 2002–03 | 0.68 | \$0.88 |

SOURCE: Texas Education Agency Transportation Route Services Report, 2001–02 to 2005–06.

**EXHIBIT 5-9
WISD AND PEER DISTRICTS, LINEAR DENSITY, AND STATE ALLOTMENT
2005–06**

| SCHOOL DISTRICT | DISTRICT SQUARE MILES | LINEAR DENSITY (RIDERS PER MILE) | ALLOTMENT PER MILE | TOTAL STATE ALLOTMENT | TOTAL TRANSPORTATION COST | PERCENTAGE OF OPERATING COSTS RECEIVED FROM STATE |
|-------------------|-----------------------|----------------------------------|--------------------|-----------------------|---------------------------|---|
| Brenham | 461.60 | 0.51 | \$0.88 | \$472,364 | \$1,642,385 | 28.8% |
| Waxahachie | 192.73 | 0.67 | \$0.88 | \$513,615 | \$1,221,265 | 42.1% |
| Sherman | 77.34 | 1.21 | \$0.97 | \$284,097 | \$1,628,263 | 17.5% |
| Ennis | 265.84 | 1.29 | \$1.11 | \$444,511 | \$1,038,844 | 42.8% |
| Corsicana | 225.62 | 1.48 | \$1.11 | \$342,981 | \$1,182,381 | 29.0% |

SOURCE: Texas Education Agency School Transportation Route Services and Operations Reports and Summary of Finances, 2005–06.

As a result of operating at a low linear density rate, WISD is spending more local funds to provide transportation to its students. This problem could be exacerbated with the district's estimated growth in enrollment. A lack of proper planning for bus routes could also result in inefficient routing, which could require more local resources.

Many school districts hire independent contractors to review their bus routes on a regular basis to determine if inefficiencies exist, and if savings opportunities are available. The Round Rock ISD (RRISD) Transportation Department performs routing analysis and scheduling for 25 districts in Texas, charging \$100 per bus for the service, provided the district has the same routing software. The RRISD Transportation director said that this analysis can usually find 5 percent savings in any district for which RRISD provides routing and scheduling services. In one recent study of a school district, the routing analysis identified routes that would reduce the number of regular buses from 24 to 16, a 33 percent reduction.

WISD should purchase software for bus routing and contract for a review of bus routes to determine if the routes are operating at maximum efficiency and to plan for additional routes as the district grows with the goal of increasing state funding. The district could use a private vendor or contact districts that use routing software and consider entering into an interlocal agreement with them. The evaluation of the routes should include increasing percentage of capacity, increasing riders per mile, and lowering operating costs. After the initial evaluation, the district should implement bus route changes in preparation for the 2008–09 school year and should then monitor routes annually and adjust routes as needed. Entering into an interlocal agreement with another school district would save WISD from hiring a routing position.

The fiscal impact assumes that WISD could achieve savings in two ways: reduced costs and increased revenue by increasing its linear density. Districts have shown a 5 percent to 15 percent reduction in the number of routes when routes are analyzed for efficiency using routing software. Using a

conservative 5-percent reduction in regular routes in 2008–09 would reduce total bus routes by one (29 X 5% = 1.45 or 1 route). This would provide a reduction in annual costs of approximately \$32,580 (1 route X the daily route cost of \$181 X 180 days) for years after 2008–09. The daily route operational cost is calculated by 2005–06 regular route miles of 521,884 divided by 28 routes = 18,639 average miles per route / by 180 days X \$1.75 per mile = \$181 average daily route cost. This daily route cost includes expenses related to bus driver pay.

The fiscal impact also assumes that WISD will increase its linear density to a minimum of 0.90 by 2009–10 with more efficient routes. This would increase the state’s reimbursement rate by \$0.09 per mile, from \$0.88 to \$0.97 per mile. Based on the 2005–06 regular route miles of 521,884, the additional \$0.09 per mile will provide the district with additional state reimbursement of \$45,292 [503,245 miles (521,884 miles less one route of 18,639 miles) X \$0.09 = \$45,292 additional annual state reimbursement].

The one-time cost to the district for the bus route software would be approximately \$4,995. Annual costs include a \$1,500 site license fee plus \$2,900 (\$100 per bus X 29 regular bus routes) for hiring another district to evaluate and monitor the routes using WISD’s software for a total annual cost of \$4,400. Second year costs would include the \$1,500 site license fee plus \$2,800 (\$100 per bus X 28 regular bus routes) for a total second to fifth year annual cost of \$4,300.

Combined costs and savings for this recommendation will include a cost of \$4,400 for 2007–08, savings of \$28,280 for 2008–09, and subsequent annual savings of \$73,572. Total five-year savings will be \$244,596.

RELIEF DRIVERS (REC. 37)

WISD lacks sufficient relief bus drivers to meet the student transportation needs of the district.

WISD only allows non-UIL school-day field trips to leave the district after 8:45 am and return to the district by 1:45 pm. According to the Transportation supervisor, the district does not have enough drivers to cover absenteeism and to provide for field trips during route times. If a campus or organization provides its own driver, the trip may take place outside of the specified hours. The teacher focus group commented that field trips are sometimes limited by bus driver schedules.

Drivers sign up for field trips that they are interested in driving. If drivers drive field trips during their regularly

scheduled route time, they are paid their route rate until the end of their scheduled hours, and then revert to the scheduled field trip pay of \$7.50 per hour. Beginning pay for driving regular bus routes is \$10.50 per hour.

Exhibit 5-10 shows the number of drivers available to drive field trips for WISD in 2006–07.

**EXHIBIT 5-10
WISD NUMBER OF ROUTE DRIVERS FOR EXTRA-CURRICULAR TRIPS
2006–07**

| CATEGORY | DRIVERS |
|---------------------------------------|---------|
| Football | 20 |
| In-Town (Between 9 am and 2 pm) | 19 |
| School nights (after 5 pm) | 13 |
| Out of Town (9 am to 2 pm) | 18 |
| Weekends (Friday 5 pm – Sunday 12 am) | 9 |
| Overnight | 8 |

SOURCE: Transportation Supervisor, January 2007.

When comparing WISD to its peers, two of the peer districts do not have restrictions on field trips while, Ennis and Corsicana have restrictions similar to WISD. WISD pays less for field trips per hour than all of its peers (**Exhibit 5-11**).

WISD transported students 52,348 extra/co-curricular miles in 2005–06, which is the lowest mileage in comparison to peer districts and 60,055 miles less than peer Brenham ISD (**Exhibit 5-12**).

WISD averaged 1.8 routes missed each day in 2005–06. In December 2005, the district averaged 2.5 routes needing relief drivers daily. With only three relief drivers on staff, the Transportation supervisor must first ensure that regular transportation needs are covered before being able to cover extra trips.

Exhibit 5-13 shows the number of substitute drivers in WISD and peer districts. WISD and Sherman ISD have the fewest number with three substitute drivers, or 8.1 percent of their routes, compared to the peer average of 11.5 percent.

Although pay may be a contributing factor to the lack of drivers committing to field trips, the lack of relief drivers has caused the district to restrict the times of field trips to ensure that daily student transportation is not compromised.

WISD should establish new relief bus driver positions. The district should add at least two relief bus driver positions. This increase will allow the district to maintain coverage for

EXHIBIT 5-11
WISD AND PEER DISTRICT COMPARISON FIELD TRIP PAY AND RESTRICTIONS
2006-07

| DISTRICT | EXTRA-CURRICULAR PAY RATE | RESTRICTIONS ON TIMES OF TRIPS |
|------------|---|---|
| Waxahachie | \$7.50/hour (includes driving and sitting time) | Leave after 8:45 am and return before 1:45 pm |
| Corsicana | \$11/hour driving and \$5.65/hour sitting | Leave after 8:15 am and return by 2:30 pm |
| Sherman | \$8/hour (includes driving and sitting time) | None |
| Ennis | \$8.50/hour (includes driving and sitting time) | Leave after 8 am and return before 2 pm |
| Brenham | \$8.75 driving time and \$6.00 sitting time | None |

SOURCE: SDSM, Inc. survey of peer districts, January 2007.

EXHIBIT 5-12
WISD AND PEER DISTRICT COMPARISON OF MILEAGE DATA,
REGULAR TRANSPORTATION
2005-06

| SCHOOL DISTRICT | EXTRA/CO-CURRICULAR MILEAGE |
|-----------------|-----------------------------|
| Waxahachie | 52,348 |
| Ennis | 75,416 |
| Sherman | 89,910 |
| Corsicana | 90,012 |
| Brenham | 112,403 |

SOURCE: Texas Education Agency, School Transportation Operations Reports, 2005-06.

absent drivers and increase the number of drivers available for field trips. These relief driver positions should not have a set schedule, but work a flexible schedule based on need. Rather than employing the new relief driver positions for 5.5 hours per day, relief drivers' base pay should be 20 hours per week at \$10.50 per hour with additional duty pay for actual hours worked at \$10.50 per hour.

The fiscal impact of this would be salary for two drivers of \$16,676 based on an assumed 20-hour work week, or four hours per day for 182 days. [728 annual hours (4 hours/day X 182 days) X \$10.50 per hour X 2 employees = \$15,288

plus \$1,388 benefits (\$15,288 salary X 9.08 percent benefit rate) = \$16,676].

STUDENT DISCIPLINE MANAGEMENT (REC. 38)

The district does not consistently enforce bus discipline procedures. This results in driver frustration and misunderstandings between campuses and the Transportation Department.

According to the Transportation supervisor, discipline referrals for bus students increased from 700 in 2003-04 to over 800 referrals in 2006-07. Approximately 200 of the referrals received no campus response, and 400 received only a verbal warning. Only 272 of the almost 800 referrals sent to campuses received any significant punishment. The Transportation supervisor does not provide monthly reports of bus discipline to campus or district administrators; however, this information is provided at the beginning of each school year. In addition, when transportation sends a referral to the campus, the number of referrals for that student is on the form in addition to the total referrals for the campus. No detailed report breaking referrals down by bus or incident is given to the campuses.

During the August 2006 in-service day, the Transportation supervisor reviewed referral procedures with the drivers. Also

EXHIBIT 5-13
WISD AND PEER DISTRICT COMPARISON OF SUBSTITUTE DRIVERS
2006-07

| DISTRICT | ROUTES | FULL-TIME SUBSTITUTES/ RELIEF DRIVERS | ON-CALL SUBSTITUTES | TOTAL | PERCENTAGE OF SUBSTITUTES PER NUMBER OF ROUTES |
|------------|--------|--|---------------------|-------|---|
| Waxahachie | 37 | 3 | 0 | 3 | 8.1% |
| Sherman | 37 | 3 | 0 | 3 | 8.1% |
| Brenham | 42 | 4 | 0 | 4 | 9.5% |
| Corsicana | 30 | 0 | 2 | 3 | 10.0% |
| Ennis | 38 | 2 | 5 | 7 | 18.4% |

SOURCE: SDSM, Inc. survey of peer districts, January 2007.

during in-service, the Transportation supervisor reviewed Discipline Management Guidelines and offered drivers additional resources if they were interested in learning how to handle situations which required discipline management.

The district's *WISD Bus Rider Safety Handbook* contains guidelines for student discipline. The steps and consequences included in the handbook for improper conduct on the bus include the following:

- STEP 1: A bus conduct report is written and may be forwarded to the Building Administrator. The report may be sent home for parent signature and returned to the Principal.
- STEP 2: A conduct report is written and forwarded to the Building Administrator. The bus student is denied ALL bus privileges for 3 days. The report is sent home for parent signature and returned to the principal.
- STEP 3: A conduct report is written and forwarded to the Building Administrator. The bus student is denied ALL bus privileges for 10 days. The parent is telephoned and the conduct report is sent home. A conference with the Building Administrator, parent, and student will be held before bus riding privileges may be resumed.
- STEP 4: A conduct report is written and forwarded to the Building Administrator. The student is denied ALL bus privileges for the remainder of the year. The parent is telephoned and the conduct report is sent home. Building Administrator or Transportation Director may call a parent conference at any time if serious misconduct occurs.

The campus administrator or Transportation supervisor has the authority to skip steps for serious violations or to repeat them if the misconduct is not a serious safety violation. Parents of bus riders are sent a copy of these procedures which they must sign acknowledging that they have read and understand this practice.

Bus drivers spoke of concerns that discipline is not handled the same at all campuses while administrators commented in focus group meetings that there is sometimes a lack of consistency in handling discipline problems on buses. The Transportation supervisor estimates that 50 percent to 60 percent of his time is spent handling discipline matters. Beginning in fall 2005, the Transportation supervisor started calling parents on the first referral rather than sending it to the campus. If there is a second referral, the paperwork from

the first referral is sent to the campus in addition to the second referral.

Lack of bus discipline can become a serious safety issue. Drivers who are distracted by unruly students cannot give their full attention to driving which can cause a safety hazard. These student discipline incidents can also be a contributing factor to disciplinary issues occurring at the campuses. Drivers and administrators may not understand the problems each are dealing with, creating a lack of communication between campuses and drivers. Drivers may become discouraged thinking that there are no consequences for misconduct on the bus and may stop reporting incidences. This situation, in turn, may lead to higher bus driver turnover.

The Texas School Performance Review (TSPR) publication *Keeping Texas Children Safe in School* outlines steps that districts may take to ensure the safety of their students and employees. One of the steps in preventing violence is to “establish clear expectations for students, parents, teachers, and administrators.” Another step is to “leave no room for double standards,” while another step is to “ensure that discipline management extends inside and outside the classroom.” As part of establishing expectations, the district must apply the Code of Conduct in a consistent and fair manner.

In some districts, campus administrators meet with bus drivers and other administrators to develop bus discipline procedure that all agree can be consistently enforced. Meetings are held at least once each semester to review issues of bus discipline and bus safety. In addition, drivers participate in special in-service programs focused on handling situations that require discipline. For example, Katy ISD has district procedures for discipline management on buses. The procedures include bus safety rules, conduct rules, and guidelines for disciplinary action.

The WISD Transportation Department should develop and implement district procedures to ensure consistent enforcement of discipline management for school buses. The Transportation supervisor should develop a monthly report including the number of infractions by route number, the student's campus of origin, the type of infraction, and the punishment given. This report should be shared with the driver, campus administrator, and superintendent.

The Transportation supervisor, executive director of Construction and Support Services, bus trainer, and other key Transportation staff should meet at least once each

semester with campus administrators to discuss discipline issues. The drivers need to hear from the administrators, and the administrators need to hear from the drivers.

BUS DRIVER TRAINING (REC. 39)

WISD lacks a bus driver training program that provides comprehensive training for its bus drivers.

WISD provides drivers with training that focuses primarily on obtaining a commercial drivers license (CDL). The district reimburses drivers for the cost of the CDL. In addition to this license, drivers are required to view ten hours of training videos on subjects such as drug and alcohol training for CDL drivers; operation lifesaver; safe driving; responsibilities of bus driving; and student discipline. All drivers must also attend a state-required 20-hour certification course as required by TEA. The certification course includes training in ten areas. The instructional courses are provided by education service centers. With just 20 hours to cover so many subjects, the training is not in-depth on any one subject.

The WISD trainer is primarily responsible for bus driver training and has completed the certification course from the Texas Engineering Extension Service, Train the Trainers. This course teaches trainers to prepare drivers to drive a school bus and includes teaching and driving evaluation techniques. In addition to training, this position is also responsible for special education transportation issues including monitoring drivers, updating student memberships for special education, working with the district special education department on new students that need transportation, and assigning drivers for field trips.

The district has training procedures for all bus drivers. Each person watches the training videos with any additional training varying from driver to driver. Some drivers may have more time riding with more experienced drivers while some may have less. The district does not specify how many district-provided training hours each driver must complete before driving a bus by themselves. Additionally, the driver-trainer rides at least two times per year with all drivers to monitor and evaluate driving. If a driver is involved in an accident and is at fault, that driver receives additional training.

Since drivers are not full-time employees, it is difficult to schedule them for driver training during the normal workday. Instead, the district schedules two separate annual in-service days before the beginning of each semester for mandatory

training. A training session held on August 2006 included updates on personnel, policy, and procedure changes for 2006–07. Much of the session concerned day-to-day procedural training rather than a comprehensive subject review and was a brief overview of 20 topics. Training in January 2007 included many of the same items on the August agenda. Additional issues not covered in August that were covered in January included reporting procedures for bus repairs, care of flags on buses, radio talk protocol, absenteeism, and watching the video *Night Driving for School Bus Drivers*. Neither of these training sessions were preceded by a needs assessment to identify topics of concern either to the drivers or the department.

To compliment the training, WISD provides each driver with a handbook. Bus drivers must sign a form acknowledging that they have read and understand the procedures in the handbook. The handbook includes: bus driver requirements; driver's duties and guidelines; attendance and absentee policy; dress code; extra-curricular field trip guidelines; procedures for loading and unloading students; safety, emergency, and accident procedures; pre-trip procedures; braking with air brakes; discipline procedures; and job descriptions.

During review team interviews with drivers, the following driver comments were expressed:

- Bus drivers need more retraining, even the experienced ones;
- Training is lacking;
- District gives CDL training but no situational training;
- Practices route consists of one time in car and three times in bus;
- Rules are posted in bus;
- New trainer is making improvements;
- Watched films for certification;
- Would have been beneficial for more training; and
- Learned to drive a bus not be a bus driver.

A lack of training can cause driver frustration, increase absenteeism and may impact bus driver turnover. Drivers may have the skills for driving a bus, but may lack the knowledge to address other issues. With just two in-service days, the district has so many procedures to go over that

in-depth training is not occurring in areas such as student discipline management.

WISD should develop a comprehensive training program for bus drivers that should include an additional day of training. The district should pay drivers for the additional day of training. The Transportation supervisor should conduct a needs assessment to identify those topics which require more in-depth training. This assessment should include input from campus staff, parents, students, and drivers. The additional day could be used for training areas such as discipline management and issues related to management of students, including special needs students along with other topics identified from the needs assessment. Although WISD's training includes a minimum amount of training in some of these areas, expanded training or additional training, especially in discipline management, should be included in their program.

The fiscal impact of the additional training includes a cost associated with the district providing one day of pay for each driver plus the monitor, or \$4,799. The fiscal impact assumes an average hourly pay rate of \$12.79 and benefits of 9.08 percent. [$\$12.79 \times 8 \text{ hours} = 102.32 + \9.29 for total pay per driver of \$111.61 $\times 43$ (42 drivers and one monitor) = \$4,799].

STUDENT EVACUATION TRAINING (REC. 40)

WISD does not provide student evacuation and bus safety training to all students. Only students who ride buses on a daily basis are provided annual training that involves bus safety and evacuation procedures in case of an emergency. In 2005–06, 1,841 daily riders, or 30 percent of the district's students, used buses for daily transportation to their school.

Most students ride buses at some point in the year for extra/co-curricular events. These activities include field trips for students of all grade levels. For those students who only ride the bus for extra/co-curricular events, the Transportation Department provided training, including evacuation drills, annually to students in grades Pre-K to grade 4 to 2003–04. Since 2003–04, the Transportation Department has not provided the training due to budget reductions and time restraints from the campuses.

Schools which instruct their students on emergency procedures, including proper evacuation of the bus, prepare both the bus driver and students so that when a situation arises which requires bus evacuation, both driver and

passengers know how to exit the bus in as orderly and efficient manner as possible.

In June 2004, the National Association of State Directors of Pupil Transportation Services published a report, Emergency Evacuation Training – School Activity Trips. This document recommends steps for conducting emergency exit drills and evacuation procedures for activity and field trips and includes topics such as the location of exits, opening emergency roof hatches, safe riding practices, and proper student loading and unloading.

WISD should develop a bus safety program that includes bus evacuation procedures for students in all grade levels. The program could include an on-site demonstration and evacuation drill for grades Pre-K to 5 and a written manual that could be covered in classes before a taking a bus trip for grades 6 to 12.

To provide training at five elementary schools, it is estimated that it would take two drivers 8 hours per school. The fiscal impact assumes an average hourly pay rate of \$12.79, benefits of 9.08 percent, and a total of 80 hours (Two drivers \times five schools \times 8 hours). The calculation is $\$12.79 \times 80 \text{ hours} = \$1,023 + \$93 \text{ in benefits} = \$1,116$.

For background information on Transportation, see page 216 in the General Information section of the appendices. For examples of school districts that have used the best practices recommended in this chapter, see page 243 in the Best Practices section of the appendices.

FISCAL IMPACT

| RECOMMENDATION | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | TOTAL 5-YEAR (COSTS) SAVINGS | ONE TIME (COSTS) SAVINGS |
|---|-------------------|----------------|-----------------|-----------------|-----------------|---|---|
| 34. Require bus drivers and monitors to document employee arrival and departure times daily. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 35. Revise the bus replacement plan to consider additional factors that can affect the plan and provides for budget planning and ensuring fleet capacity meets student growth. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 36. Purchase software for bus routing and contract for a review of bus routes to determine if the routes are operating at maximum efficiency and to plan for additional routes as the district grows with the goal of increasing state funding. | (\$4,400) | \$28,280 | \$73,572 | \$73,572 | \$73,572 | \$244,596 | (\$4,995) |
| 37. Establish new relief bus driver positions. | (\$16,676) | (\$16,676) | (\$16,676) | (\$16,676) | (\$16,676) | (\$83,380) | \$0 |
| 38. Develop and implement district procedures to ensure consistent enforcement of discipline management for school buses. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 39. Develop a comprehensive training program for bus drivers that should include an additional day of training. | (\$4,799) | (\$4,799) | (\$4,799) | (\$4,799) | (\$4,799) | (\$23,995) | \$0 |
| 40. Develop a bus safety program that includes bus evacuation procedures for students in all grade levels. | (\$1,116) | (\$1,116) | (\$1,116) | (\$1,116) | (\$1,116) | (\$5,580) | \$0 |
| TOTAL-CHAPTER 5 | (\$26,991) | \$5,689 | \$50,981 | \$50,981 | \$50,981 | \$131,641 | (\$4,995) |

CHAPTER 6

FOOD SERVICES

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

CHAPTER 6. FOOD SERVICES

The goal of an effective school food service program is to provide students with nutritionally-balanced, appealing, and reasonably-priced meals served in a safe, clean, and accessible environment. Food service operations are also expected to be self-supporting. When food service operations are not self-supporting, the operations must be subsidized from the general operating fund, which diverts funding from instructional activities.

The Waxahachie Independent School District (WISD) Child Nutrition Department staff prepares and serves breakfast and lunch to 6,322 students at 10 locations in 2006–07. The district requires students to comply with the closed campus policy and remain at school once classes begin for the day. WISD participates in the National School Lunch Program (NSLP) and School Breakfast Program (SBP), the federal donated commodity program and the summer feeding program. In addition, the Child Nutrition Department operates a catering program.

In 2005–06, the average daily lunch participation as a percentage of average daily attendance was 54 percent. Additionally, the average daily breakfast participation as a percentage of average daily attendance was 16 percent. In 2006–07, 44 percent of WISD’s students qualify for free or reduced-priced meals. Students are eligible for free meals if household income is less than 130 percent of the federal poverty level and reduced-price meals if household income is less than 185 percent of the federal poverty level.

WISD’s Child Nutrition Department has 68 employees. Staff includes the Child Nutrition supervisor and three central office staff. The supervisor reports to the executive director of Construction and Support Services. Nine managers and one manager trainee supervise the school cafeteria operations and assist the Child Nutrition supervisor. There is 54 staff assigned to the school cafeterias. In addition, the Child Nutrition Department pays the salary for an internal maintenance person and receives support from staff in the Maintenance Department who deliver groceries received at the central warehouse to each of the cafeterias. **Exhibit 6-1** shows the Child Nutrition Department organization.

In assigning staff, the Child Nutrition supervisor analyzes employee productivity using the industry standard, meals per

labor hour (MPLH). MPLH is the number of meal equivalents served in a given period divided by the total hours worked during that period. Meal equivalents are calculated by taking the number of lunches plus an equivalent number of breakfasts and a la carte sales. In November 2006, WISD achieved a districtwide MPLH of 13.4. Six campuses met or performed better than the industry standard.

According to district financial audits from 2002–03 to 2005–06, the Child Nutrition Department has become self-supporting. In 2002–03, there was a deficit of more than \$156,000, which the district covered by using the existing Child Nutrition fund balance. In the most recent two years, 2004–05 and 2005–06, the program generated surplus funds, which it is using to rebuild the Child Nutrition fund balance.

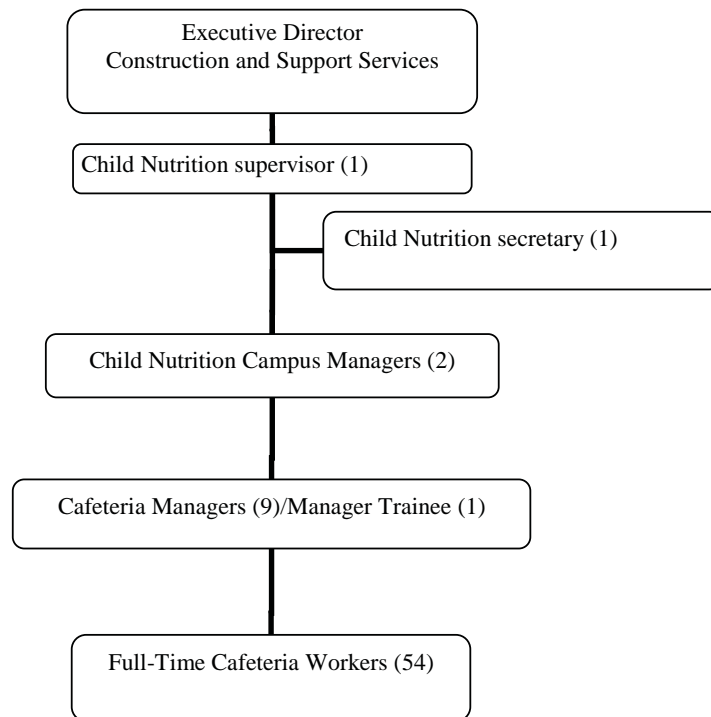
To reduce waste, WISD cafeterias use the “offer-versus-serve” method. Instead of staff serving each student the menu items, each student must select a minimum number of the required food selections to count as a reimbursable meal under the NSLP and SBP.

The district uses cooperatives to purchase its groceries and service items, such as napkins and plastic ware. The district’s Child Nutrition warehouse, located at the support services building, is used to temporarily store United States Department of Agriculture (USDA) donated commodities and centrally receive commodity orders. The district has a delivery truck and staff to deliver commodity items to individual schools. Vendors deliver bread, milk, ice cream, and produce to the schools weekly.

Food service operations are subject to a minimum of two annual sanitation and safety inspections conducted by state, county, or city health departments. The City of Waxahachie conducts health inspections for WISD food operations. In 2006, all WISD cafeterias passed these inspections, which were conducted by the City of Waxahachie, with no demerits.

The Texas Department of Agriculture monitors school food service programs through the Coordinated Review Effort (CRE). The CRE monitors meal counting; meal items offered and portion sizes; the accuracy of processing free and reduced-price meal applications and the verification of eligibility;

**EXHIBIT 6-1
WISD CHILD NUTRITION DEPARTMENT
2006-07**



SOURCE: WISD Child Nutrition Supervisor, December 2006.

consolidation of claims involving two or more schools; procurement procedures and adherence to state and federal law; and other record keeping and documentation. WISD’s latest CRE in 2004 had one minor finding; there was a single application for free and reduced-price meals incorrectly completed. The CRE reviewer commended the Child Nutrition Department on its organization, meal service, menus, and application processing.

The district uses specialized software from Nutrikids™ as both its point of sale (POS) computer system to track student eligibility and meal participation and for menu planning to meet nutritional guidelines.

ACCOMPLISHMENTS

- The district implemented several strategies to restore the Child Nutrition program to a self-supporting status.
- The Child Nutrition Department implemented employee appreciation awards and activities to foster teamwork and employee morale.

FINDINGS

- WISD is not maximizing its state compensatory revenues because it lacks a process to help ensure that all students who are eligible for free or reduced-price meals complete and return applications.
- The district does not maximize programs to ensure students have a healthy breakfast for improved student nutrition and performance.
- The secondary schools have low lunch participation rates due to negative student perceptions related to food quality, insufficient time to eat, and the cafeteria environment.
- The district does not have established policies defining an optimum fund balance for the Child Nutrition Program or processes to determine the appropriate overhead costs to be allocated to the program’s fund.

RECOMMENDATIONS

- **Recommendation 41: Expand initiatives to increase application return rates for free and reduced-price meals to identify eligible students and increase**

compensatory education revenue. The Child Nutrition supervisor should work with the director of Public Relations to develop initiatives that will educate the public and increase awareness about the program's benefits. In addition, the Child Nutrition supervisor should develop incentives and competitions with principals to encourage return of meal applications. These initiatives will result in increased registration of eligible students and increased compensatory education revenue to the district.

- **Recommendation 42: Implement strategies that increase student breakfast participation for increased student health and performance as well as increased revenues.** The Child Nutrition supervisor should establish a districtwide committee to develop pilot programs and strategies to increase breakfast participation. The committee should establish breakfast participation goals for each school and develop strategies such as free breakfasts for all students or alternative delivery methods such as “grab and go”, or breakfast in the classroom to meet these targeted goals. The committee should obtain information from other districts with successful breakfast programs and use the information in developing strategies. To assure viability, the Child Nutrition supervisor and the assistant superintendent/chief financial officer (CFO) should jointly perform a detailed cost analysis for each program or strategy showing additional costs and projected revenues, an implementation schedule, and performance measures.
- **Recommendation 43: Develop and implement strategies to increase secondary school student lunch participation.** By implementing strategies to increase secondary school student lunch participation, the district will increase revenues to support the Child Nutrition Department and healthy menu options for students. The Child Nutrition supervisor should survey or conduct focus groups with students, staff, and parents to determine what modifications can be made to increase lunch participation rates. Cafeteria managers should talk with staff and students daily to informally obtain feedback on particular menus. The supervisor should monitor feedback and lunch participation rates, and adjust strategies accordingly.
- **Recommendation 44: Develop cost allocation methodologies and allocate all appropriate overhead costs to the Child Nutrition program budget.** The

assistant superintendent/CFO should work with the Child Nutrition supervisor to analyze costs and to identify the overhead costs to be allocated to the Child Nutrition Department budget. They should also determine what documentation will be kept to support the cost allocation and ensure that the Child Nutrition program maintains an optimum fund balance level of two months. Allocating applicable overhead costs to the Child Nutrition program fund will reduce General Fund expenditures, making them available for instructional use.

DETAILED ACCOMPLISHMENTS

FINANCIAL TURNAROUND

The district implemented several strategies to restore the Child Nutrition program to a self-supporting status. The Child Nutrition program was not self-supporting for two of the last four years, 2002–03 and 2003–04. **Exhibit 6-2** shows the financial turnaround since 2002–03.

The district increased meal prices in 2003–04, which assisted in reducing the losses experienced the previous year. To address losses in food services operations and rebuild the fund balance that had been severely affected by previous losses, the Child Nutrition supervisor also implemented deficit reduction strategies.

The Child Nutrition supervisor attributes the financial turnaround in 2004–05 and 2005–06 to several strategies that increased revenues and reduced expenses. For example, the department developed its catering program to increase revenues. In August 2004, the Child Nutrition supervisor named the catering program “Educatering,” developed the menu, and promoted the program at the first principal and director’s meeting of the year. The supervisor improved the quality and presentation of the catered food, which increased interest and requests based on referrals from satisfied customers.

In addition, the Child Nutrition supervisor implemented several cost control strategies including an analysis of labor hours and a restructuring of the department. Through restructuring, the supervisor eliminated one position and re-allocated another to manage the catering program as well as supervise cafeterias and implement the Hazard Analysis Critical Control Point (HACCP) plan that identifies and controls possible food contamination hazards.

**EXHIBIT 6-2
WISD CHILD NUTRITION DEPARTMENT
REVENUE AND EXPENDITURES
2002-03 TO 2005-06**

| REVENUE AND EXPENDITURE CATEGORIES | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
|---|--------------------|--------------------|--------------------|--------------------|
| Local and Intermediate | \$1,003,525 | \$1,128,839 | \$1,094,884 | \$1,179,604 |
| State Program Revenues | 24,875 | 39,905 | 36,408 | 20,316 |
| Other Financing Sources (Federal) | 917,041 | 1,010,705 | 1,041,415 | 1,207,628 |
| Total Revenues/Other Financing Sources | \$1,945,441 | \$2,179,449 | \$2,172,707 | \$2,407,548 |
| Total Expenditures | \$2,101,715 | \$2,180,850 | \$2,104,594 | \$2,197,299 |
| Change in Net Assets (Profit/Loss) | (\$156,274) | (\$1,401) | \$68,113 | \$210,249 |
| Total Net Assets (Beginning) | \$307,868 | \$78,167* | \$57,410* | \$127,456 |
| Total Net Assets (Ending) | \$151,594 | \$76,766 | \$125,523 | \$337,705 |

*Reflects adjustments to the previous year’s ending net assets to correct errors in recorded accruals.
SOURCE: WISD Audited Reports for 2003 to 2006.

In another cost saving strategy, the Child Nutrition supervisor expanded the use of cooperative purchases. The department now makes purchases through the Regional Education Service Center X (Region 10) cooperative, which offers more competitive prices for items such as milk, bread, ice cream, and chemicals that were previously purchased through local bids.

The supervisor also adjusted menus and has incorporated conventional or “scratch” cooking to reduce the purchase of more costly processed items. In the revision of the menus, the supervisor reduced costs by deleting unnecessary bread items and added desserts made from scratch to increase student interest and meal participation. The cafeterias offer desserts at least twice a week, while remaining in complete compliance with mandatory nutritional guidelines.

By implementing these initiatives, WISD’s Child Nutrition Department is self-supporting and has a fund balance. The district has not had to supplement food service operations from its General Fund freeing these funds for instructional use.

EMPLOYEE RECOGNITION

The Child Nutrition Department implemented employee appreciation awards and activities to foster teamwork and employee morale.

The Child Nutrition Department holds a series of events and activities to show appreciation for and recognize employee performance. For example, each employee receives a small hand-made gift in celebration of the major holidays. The Child Nutrition supervisor personally delivers the gifts to each employee on the last work day before the holiday. To

recognize employee performance, the Child Nutrition Department holds an end of year awards dinner. Each May, all Child Nutrition employees are invited to one of the campuses for a pizza party. The Child Nutrition supervisor provides dinner and presents the “Employee of the Year” award. The employees submit applications to nominate the candidates for employee of the year, and a person outside the Child Nutrition Department selects the winner from the submitted applications. The winner receives a basket of goodies and a cash award. In addition to the employee of the year award, the Child Nutrition Department recognizes employee achievements either individually and/or those made by the cafeterias as a whole.

To foster teamwork and fitness, the Child Nutrition Department hosts an annual “Lunch Lady Olympics” that combines fun, fitness, and cafeteria skills. For example, the Shot Put-tato event tests upper body strength by having the employee toss a five-pound bean bag for distance. The table sanitizing race tests the employee’s ability to clean tables in the fastest time while increasing arm strength (wiping motion), heart rate (aerobic fitness), and hand/eye coordination (placing trash into can). Most events are open to all food service employees, while others, such as the pot scrubbing competition, are open only to managers. Teams and individuals compete for first, second, and third places.

According to the Child Nutrition supervisor, these annual activities and events build teamwork and increase employee morale.

DETAILED FINDINGS

STUDENT ELIGIBILITY DETERMINATION (REC. 41)

WISD is not maximizing its state compensatory revenues because it lacks a process to help ensure that all students who are eligible for free or reduced-price meals complete and return applications.

To determine student eligibility for free and reduced-price meals, the district uses the direct certification list provided by the state and also distributes applications to students through the campuses. The district receives the direct certification list from the State of Texas in July of each year and enters the names of these students who have been pre-determined as eligible for free meals (based on their eligibility for state services) into the point-of sale (POS) system. The Child Nutrition secretary sends benefit letters to households informing them of their children's eligibility.

To identify additional students who may be eligible for free or reduced-price meals, the Child Nutrition Department staff prints and collates the free and reduced-price application packets and distributes them to each campus before the beginning of each school year. The Child Nutrition supervisor publicizes the meal application process through media releases. When school starts, school staff send the application packets home with students. The Child Nutrition secretary is responsible for entering information from returned applications into the POS system, which calculates eligibility.

The secretary then sends benefit letters to the families who submitted applications informing them of their student's eligibility status. During the year, new students receive a meal application form in their registration packet.

The Texas School Performance Review identifies several initiatives to increase the identification of eligible students in its publication *Food For Thought: Ideas for Improving School Food Service*. While WISD's current process includes some of the initiatives such as the use of multi-child application forms, direct certification, and parental assistance, it does not use initiatives designed specifically to increase the return rate of meal applications. For example, WISD does not use incentives to encourage students to return meal applications, nor does it follow up with students who fail to return applications. The district also fails to use its news distribution list to help educate parents and the community about the importance of returning applications.

Because secondary students do not return meal applications as frequently as elementary students, identification and eligibility rates for these students are typically much lower. **Exhibit 6-3** shows the percentage of students identified as eligible for free or reduced-price meals by campus as of November 1, 2006. The high school has the lowest percentage of student identified at 31 percent and an elementary school has the highest percentage at 67 percent.

By not having a comprehensive process to ensure that all students eligible for free and reduced-price meals are

EXHIBIT 6-3
STUDENTS REGISTERED FOR FREE AND REDUCED-PRICE MEALS
NOVEMBER 2006

| CAFETERIA | STUDENTS BY SCHOOL | APPLICATION RETURN RATE BY SCHOOL | STUDENTS IDENTIFIED AS ELIGIBLE FOR FREE AND REDUCED-PRICE MEALS | ELIGIBLE STUDENTS FOR FREE AND REDUCED-PRICE MEALS AS A PERCENTAGE OF ENROLLMENT |
|---------------------------------------|--------------------|-----------------------------------|--|--|
| Waxahachie High School | 1,461 | 32% | 446 | 31% |
| Waxahachie Ninth Grade Academy (WGNA) | 507 | 46% | 218 | 43% |
| Waxahachie Junior High | 968 | 42% | 389 | 40% |
| Turner Middle School | 411 | 51% | 197 | 48% |
| Northside Elementary | 599 | 50% | 268 | 45% |
| Dunaway Elementary | 514 | 56% | 278 | 54% |
| Wedgeworth Elementary | 697 | 70% | 469 | 67% |
| Shackelford Elementary | 638 | 41% | 241 | 38% |
| Marvin Elementary | 662 | 62% | 391 | 59% |
| Totals | 6,457 | 47% | 2,897 | 45% |

SOURCE: WISD Child Nutrition Student Eligibility Report, dated 11/30/06.

identified and return applications, WISD may be losing potential compensatory education funds. The compensatory education funding allocation rate is based on averaging the best six-month average of free and reduced-price eligible students from the October of the previous year to September of the current year. The funding level for 2006–07 is \$448.72 per student.

An example of a school district that effectively improved its meal application return rates is Donna ISD. Its School Nutrition Services Department used a multi-pronged approach to identify eligible students for free and reduced lunches. The Food Service director trained managers and cashiers to process applications so that students could drop off the applications at the cafeteria as well as at the front office. The Food Service director also contacted principals and obtained permission to set up stations at schools to provide students with information during school registration. As an incentive for students to return the applications, the School Nutrition Services Department sponsored a competition. The competition rewarded the first five schools that turned in 100 percent of their applications with free ice cream. As a result of the competition, seven schools had a 100 percent return rate on applications.

WISD should expand initiatives to increase application return rates for free and reduced-price meals to identify eligible students and increase compensatory education revenue. The Child Nutrition supervisor should develop initiatives that will increase the applications for free and reduced-price meals and work with the director of Public Relations to develop a media campaign to explain the program, its benefit to the students, and the additional revenue potential for the district. The media campaign should emphasize that application information will be kept confidential.

The Child Nutrition supervisor should work with principals and the director of Public Relations to develop incentives and competitions with donated prizes to encourage students to return applications, particularly at the middle and high school levels, which have the lowest percentages of return rates. The supervisor should track which initiatives successfully increase application return rates and continue them in subsequent years.

Identifying and increasing applications from eligible students by 5 percent for junior high, ninth grade and high school students would increase compensatory education funds to WISD by \$65,513 annually, with total revenue of \$262,052 over the five-year period. This figure is estimated by increasing the identified number of students that are eligible to receive free or reduced-price meals by 5 percent or 146 (2,936 junior high, ninth grade, and high school students enrolled as of November 2006 x 0.05 = 146). The additional 146 eligible students would increase compensatory funds to the district by \$65,513 (146 additional applications x \$448.72 per student = \$65,513) at a cost to the state treasury.

WISD would not receive compensatory funding for additional eligible students identified in 2007–08 until 2008–09 because the compensatory education allotment is based on the prior-year six-month average of eligible students.

STUDENT BREAKFAST PARTICIPATION (REC. 42)

The district does not maximize programs to ensure students have a healthy breakfast for improved student nutrition and performance.

Exhibit 6-4 compares the average number of WISD breakfasts served by category (free, reduced-price and full price) for November 2006. As shown in **Exhibit 6-4**, 2,350 students (36.4 percent of the total students) are eligible for

**EXHIBIT 6-4
WISD BREAKFASTS
NOVEMBER 2006**

| ELIGIBILITY | STUDENTS | BREAKFASTS SERVED | AVERAGE DAILY BREAKFASTS SERVED* | PERCENTAGE STUDENTS SERVED** |
|---------------|--------------|-------------------|----------------------------------|------------------------------|
| Free | 2,350 | 13,144 | 773 | 32.9% |
| Reduced-Price | 507 | 2,007 | 118 | 23.3% |
| Full Price | 3,600 | 2,387 | 140 | 3.9% |
| Total | 6,457 | 17,538 | 1,031 | 16.0% |

* Average Daily Breakfasts is calculated as the total breakfasts served divided by 17 serving days in November 2006.

** The percentage of students served is calculated as the average daily breakfasts served divided by students.

SOURCE: WISD Child Nutrition Student Eligibility Report, dated 11/30/06, Waxahachie ISD Monthly Claim Reports, November 2006.

free breakfasts, and 507 (7.9 percent of the total students) are eligible for reduced-price breakfasts.

Exhibit 6-5 shows WISD breakfast participation rates by campus for November 2006 based on the average daily number of free, reduced-price, and paid student breakfasts served. As shown in **Exhibit 6-5**, the districtwide participation rate calculated as the average number of breakfasts divided by the average daily attendance is 17.5 percent. Three secondary campuses all have single-digit participation rates—Waxahachie Ninth Grade Academy, Waxahachie High School and Waxahachie Junior High School.

The district has not implemented any strategies to increase student breakfast participation. It exclusively serves breakfasts in the cafeteria through serving lines at all campuses. The district does not use alternative delivery methods that are recognized practices to increase breakfast participation such as breakfast in the classroom—delivering food directly to the classrooms where students eat, or “grab and go”, where pre-packaged breakfasts are distributed outside cafeteria serving lines through kiosks or carts. The Child Nutrition supervisor plans to implement pilot sites for breakfast in the classroom and grab and go, in 2007–08. The breakfast in the classroom pilot would be at one elementary, with the grab and go delivery method at one secondary site. The Child Nutrition supervisor indicated that the remainder of 2006–07 would be used as a planning period for the proposed 2007–08 implementation.

The lack of alternative breakfast delivery methods has negatively affected the district’s breakfast participation rate. The district’s overall breakfast participation rate is significantly lower than peer districts selected for this review: Sherman, Ennis, Brenham, and Corsicana ISDs. **Exhibit 6-6** compares WISD’s breakfast participation rates to its peer districts for a three-year period from 2003–04 to 2005–06.

As shown in **Exhibit 6-6**, WISD has the lowest breakfast participation rates among its peers. Sherman ISD offers all students a free breakfast and uses a breakfast in the classroom delivery method, which contributed to a participation rate twice that of WISD in 2005–06.

With such low meal participation rates, WISD is missing opportunities for increased student health and performance as well as increased federal reimbursement and revenues. The Food Research and Action Center (FRAC), a leading national nonprofit organization working to eradicate hunger and poor nutrition in the United States, identifies several benefits of school breakfast in its report, *School Breakfast Scorecard 2006*. Benefits cited by research and identified in the report include: improved math grades, vocabulary skills and memory; increased performance on standardized tests; lower absence and tardiness; decreased behavioral and discipline problems; fewer visits to the school nurses’ office; improved diets; and lower obesity rates.

A low participation rate also reduces the amount of federal reimbursement to schools. The FRAC’s report, *School*

**EXHIBIT 6-5
WISD BREAKFAST PARTICIPATION RATES
NOVEMBER 2006**

| CAMPUS | AVERAGE DAILY ATTENDANCE (ADA) | AVERAGE DAILY PARTICIPATION (ADP)* (AVERAGE DAILY NUMBER OF BREAKFASTS) | PARTICIPATION RATE (ADP/ADA) |
|-----------------------------------|--------------------------------|--|------------------------------|
| Waxahachie High School | 1,312.0 | 74 | 5.6% |
| Waxahachie Ninth Grade Academy | 493.7 | 39 | 7.9% |
| Waxahachie Junior High School | 906.7 | 68 | 7.5% |
| Turner Middle School | 421.9 | 98 | 23.2% |
| Dunaway Elementary | 470.3 | 156 | 33.2% |
| Marvin Elementary | 530.0 | 83 | 15.7% |
| Northside Elementary | 581.6 | 123 | 21.1% |
| Shackelford Elementary | 542.1 | 148 | 27.3% |
| Wedgeworth Elementary | 628.2 | 242 | 38.5% |
| Districtwide participation | 5,886.50 | 1,031 | 17.5% |

*Average Daily Participation is calculated as the total breakfasts served divided by 17 serving days in November 2006.
SOURCE: WISD Child Nutrition Supervisor, December 2006. Waxahachie ISD Monthly Claim Reports, November 2006.

**EXHIBIT 6-6
BREAKFAST PARTICIPATION RATES
PEER DISTRICT COMPARISONS
2003-04 TO 2005-06**

| DISTRICT | BREAKFAST AVERAGE DAILY PARTICIPATION AS A PERCENTAGE OF AVERAGE DAILY ATTENDANCE | | |
|------------|---|---------|---------|
| | 2003-04 | 2004-05 | 2005-06 |
| Waxahachie | 15.94% | 16.01% | 16.08% |
| Ennis | 21.26% | 22.12% | 21.15% |
| Brenham | 19.97% | 20.37% | 21.82% |
| Corsicana | 27.81% | 28.49% | 29.04% |
| Sherman | 23.85% | 27.98% | 32.54% |

SOURCE: Texas Department of Agriculture Child Nutrition Programs District Profiles for Waxahachie, Ennis, Brenham, Corsicana and Sherman ISDs, July 2003 to June 2006.

Breakfast Scorecard 2006, estimated that schools in Texas had foregone federal revenues of \$32.96 million in 2006 because they did not reach 60 of every 100 students eligible for free and reduced-price breakfasts. **Exhibit 6-7** presents an example of the lost federal reimbursement based on a comparison of WISD’s actual breakfast participation for November 2006 and the potential revenue generated if 60 percent of the students identified as eligible for free or reduced-price meals participated in the breakfast programs.

The FRAC’s report recommends that schools implement free breakfast programs and flexible serving methods such as

**EXHIBIT 6-7
LOST FEDERAL BREAKFAST REIMBURSEMENT REVENUE
NOVEMBER 2006**

| CALCULATION | FREE | REDUCED-PRICE |
|---|--------------------|--------------------|
| Eligible Students | 2,350 | 507 |
| Eligible Student Breakfasts (Eligible Students X 17 serving days) | 39,950 | 8,619 |
| Target (60% of Eligible student meals) | 23,970 | 5,171 |
| Actual Breakfasts | 13,144 | 2,007 |
| Difference (Target – Actual) | 10,826 | 3,164 |
| Per Meal Federal Reimbursement Rate | \$1.31 | \$1.01 |
| Foregone Federal Reimbursement | \$14,182.06 | \$3,195.64 |
| Total Foregone Reimbursement Revenue | | \$17,377.70 |

SOURCE: WISD Child Nutrition Student Eligibility Report dated 11/30/06, Waxahachie ISD Monthly Claim Reports, November 2006, 2006-07 United States Department of Agriculture (USDA) published rates.

breakfast in the classroom that maximize low-income student participation.

The district should implement strategies that increase student breakfast participation for increased student health and performance as well as increased revenues. As part of the planning process, the Child Nutrition supervisor should establish a committee composed of principals, cafeteria managers, students, teachers, and a representative from the Business and Finance Department to develop pilot programs and strategies to increase breakfast participation.

The committee should establish breakfast participation goals for each school and develop strategies such as free breakfasts for all students or alternative delivery methods such as “grab and go”, or breakfast in the classroom to meet these targeted goals. The committee should obtain information from other districts with successful breakfast programs and use the information in developing strategies. The committee should explore options that best meet districtwide needs, yet allow the district to tailor the strategy to meet the unique needs of each campus. To assure viability, the Child Nutrition supervisor and the assistant superintendent/CFO should perform a detailed cost analysis for each program or strategy showing additional costs and projected revenues, an implementation schedule, and performance measures.

Increasing student participation will result in increased net revenues of \$2,665 annually. The fiscal estimate assumes that the district will increase participation by 7 percent a year to achieve a cumulative districtwide participation rate of approximately 50 percent at the end of 2011-12. In year-one there would be a 7-percent increase in meals served from the base year; year-two would be 14 percent additional meals; year-three would reflect 21 percent more meals; year-four would reflect 28 percent, and year five would reflect 35 percent more meals served than in the base year.

Based on the 1,031 average daily breakfasts served (**Exhibit 6-4**) and an estimated 180 serving days, an annual 7-percent increase would result in an incremental increase of 12,991 breakfasts served (1,031x .07 increase in daily meals X 180 days = 12,991 breakfasts).

Exhibit 6-4 shows that of the 1,031 meals served, 773 (75 percent) were free meals; 118 (11 percent) were reduced-price meals and 140 (14 percent) were full price meals. Using the same distribution as **Exhibit 6-4**, the projected 12,991 additional breakfasts will include 9,743 free breakfasts (.75 X 12,991 breakfasts = 9,743 breakfasts); 1,429 reduced-price breakfasts (.11 X 12,991 breakfasts = 1,429 breakfasts); and

1,819 paid breakfasts (.14 X 12,991 breakfasts = 1,819 breakfasts).

Additional annual reimbursement is based on the 2006–07 reimbursement rates of \$1.31 for free, \$1.01 for reduced-price and \$0.24 for full price breakfasts. The projected incremental annual revenue each year is \$14,643 [(9,743 free breakfasts X \$1.31 reimbursement rate) + (1,429 reduced-price breakfasts X \$1.01 reimbursement rate) + (1,819 full price breakfasts X \$0.24 reimbursement rate) = (\$12,763) + (\$1,443) + (\$437) or \$14,643].

Increased meals will result in additional expenditures for food and labor that must be subtracted from the additional revenue. In 2005–06, the actual combined food and labor expenditures were 81.8 percent of total revenue. Using this percentage, the annual estimated additional expenditures would be \$11,978 (81.8 percent expenditure rate X \$14,643 projected new revenue = \$11,978 additional expenditures).

The additional expenditures are subtracted from the additional reimbursement to determine net annual increased revenues, which total \$2,665 [\$14,643 new incremental revenue - \$11,978 additional incremental expenditures = \$2,665 net revenue].

The estimated number of breakfasts served each year increases incrementally by 12,991 meals from the previous year based on the seven percent increase. The net annual revenues increase by \$2,665 commensurately or \$39,975 over the five-year period.

It should be noted that these revenues accrue to the child nutrition fund, not the General Fund, and can only be used for food service-related expenditures.

SECONDARY STUDENT LUNCH PARTICIPATION (REC. 43)

The secondary schools have low lunch participation rates due to negative student perceptions related to food quality, insufficient time to eat, and the cafeteria environment.

WISD has three secondary schools serving lunch: Waxahachie High School, Waxahachie Ninth Grade Academy (WNGA), and Waxahachie Junior High. Waxahachie High School has five serving lines to serve approximately 1,500 students. Three lines serve the Type-A reimbursable meal required for participation in the National School Lunch Program, which must include a combination of meat, grains, vegetables, and fruits that qualify for federal reimbursement. Two of the serving lines offer specialty a la carte foods. WNGA has three serving lines for approximately 500 students. Two of the

serving lines are for reimbursable meals and the other is for a la carte items. Waxahachie Junior High has five serving lines, with three dedicated to reimbursable meals and two to a la carte items such as soup, salads, and baked potatoes.

Exhibit 6-8 shows the secondary lunches served for November 2006. Of the 2,936 students eligible to participate in the lunch program on a daily basis, 998 or 34 percent select reimbursable meals. Many students opt to buy a la carte with total a la carte sales of \$47,651.

Although WISD has a closed campus policy, the 2006–07 lunch participation rates at Waxahachie High School, Waxahachie Ninth Grade Academy, and Waxahachie Junior High were very low at 37.5 percent, 30.6 percent, and 39.2 percent, respectively with an average participation rate of 36.8 percent (**Exhibit 6-9**). The participation rates exclude a la carte sales. According to the Child Nutrition supervisor, a significant contributing factor to the low participation rates at the high school is that approximately 200 students who participate in the vocational work program leave the high school at lunchtime to go to their jobs.

School Foodservice Management for the 21st Century identifies the following factors as influencing students' choices regarding food at school:

- menu, the single most important variable;
- food quality;
- image of the food service program, particularly among high school students;
- value parents place on nutrition, and perceptions of nutritional value of school meals;
- student age, older students participate in school lunch programs less frequently than younger ones;
- gender, male students participate more frequently than females;
- location, students from rural areas participate more often than students from urban areas; and
- food service employee attitudes.

A survey of high school students regarding food quality, service, and environment found that 25 percent of students surveyed rated food quality as poor or below average, 37.6 percent rated the amount of time to eat as poor or below average, and 31.3 percent rated discipline as below average.

**EXHIBIT 6-8
WISD SECONDARY LUNCHES
NOVEMBER 2006**

| LUNCH PARTICIPATION | WAXAHACHIE HIGH SCHOOL | NINTH GRADE ACADEMY | WAXAHACHIE JUNIOR HIGH SCHOOL | TOTALS |
|---|------------------------|---------------------|-------------------------------|-----------------|
| Eligible Students | | | | |
| Free | 374 | 170 | 322 | 866 |
| Reduced-price | 64 | 45 | 64 | 173 |
| Full price | 1,023 | 292 | 582 | 1897 |
| Total Eligible Students | 1,461 | 507 | 968 | 2,936 |
| Reimbursable Lunches | | | | |
| Free | 4,273 | 1,850 | 3811 | 9,934 |
| Reduced Price | 700 | 387 | 637 | 1,724 |
| Full Price | 3,384 | 333 | 1589 | 5,306 |
| Total Reimbursable Lunches | 8,357 | 2,570 | 6,037 | 16,964 |
| Average Daily Reimbursable Lunches (Total lunches/17 serving days) | | | | |
| Free | 251 | 109 | 224 | 584 |
| Reduced Price | 41 | 23 | 37 | 101 |
| Full Price | 199 | 20 | 93 | 312 |
| Total Average Daily Reimbursable Lunches* | 492 | 151 | 355 | 998 |
| A la Carte Sales | \$16,993 | \$10,906 | \$19,752 | \$47,651 |

*Figures are rounded off.

SOURCE: WISD Child Nutrition Student Eligibility Report dated 11/30/06, Waxahachie ISD Monthly Claim Reports, November 2006 and Waxahachie ISD Period End Report-Detailed, November 2006.

**EXHIBIT 6-9
WISD SECONDARY LUNCH PARTICIPATION RATES
NOVEMBER 2006**

| CAMPUS | AVERAGE DAILY ATTENDANCE (ADA) | AVERAGE DAILY PARTICIPATION (ADP)* (AVERAGE DAILY NUMBER OF LUNCHES) | PARTICIPATION RATE (ADP/ADA) |
|---|--------------------------------|---|------------------------------|
| Waxahachie High School | 1,312.0 | 492 | 37.5% |
| Waxahachie Ninth Grade Academy | 493.7 | 151 | 30.6% |
| Waxahachie Junior High School | 906.7 | 355 | 39.2% |
| Combined secondary participation | 2,712.4 | 998 | 36.8% |

*Average Daily Participation is calculated as the total lunches served divided by 17 serving days in November 2006.

SOURCE: WISD Child Nutrition Supervisor, December 2006. Waxahachie ISD Monthly Claim Reports, November 2006.

Student focus group comments mirrored the survey results with students saying they ate in the snack line, and complaining of poor food quality such as burned or overcooked food or soggy fries. Student also said that there were not enough serving lines, and that it took too long to get food and eat during lunch time.

With low meal participation rates, students may not be making healthy food choices since they are not required to select items such as fruits and vegetables when purchasing a

la carte. In addition, WISD is missing opportunities for increased federal reimbursement and revenues.

Many school food service operations increase their participation rates by learning what their customers want and modifying their services, to the extent possible, to better serve their customers. Food service departments conduct surveys and focus groups to identify customers' food preferences and perceptions of the cafeteria services. They then develop strategies and programs designed to improve the customer perceptions of dining in the cafeteria such as:

offering more menu choices, reducing time spent in the serving lines; and introducing brand name menu items to supplement traditional menus.

Montgomery ISD is school district that received recognition for its food service achievements. It was designated “District of Excellence in Child Nutrition” by the School Nutrition Association for the many strategies it uses to increase secondary school lunch participation. For example, it converted a la carte menu items into reimbursable meals including a submarine sandwich featuring fresh baked bread, and other deli items including a cold turkey/cheese wrap and yogurt. Cafeteria staff pre-package the deli meal to speed service. In addition, cafeteria staff obtains daily feedback to identify student reactions to menu items. Managers work the service lines and talk with students as they go through the lines. The district also uses limited branding—using manufacturer’s brand-name products in its menus. For example, it advertises Red Barron pizza in its menu.

WISD should develop and implement strategies to increase secondary school student lunch participation. The Child Nutrition supervisor should survey or conduct focus groups with students, staff, and parents to determine what modifications can be made to increase lunch participation rates. Cafeteria managers should talk with staff and students daily to informally obtain feedback on particular menus.

The Child Nutrition supervisor and the cafeteria managers should use feedback from surveys, focus groups, and daily conversations with students and staff to develop strategies that promote increased interest and participation. The Child Nutrition supervisor should continuously monitor participation rates, analyze the results from various strategies, and adjust them as necessary.

Increasing student meal participation rates will result in increased incremental net revenues of \$1,382 annually. The fiscal estimate assumes that the district will increase participation incrementally by 2.5 percent a year at the secondary campuses to achieve a cumulative participation rate of approximately 50 percent at the end of 2011–12. In year-one there would be a 2.5 percent increase in meals served from the base year; year-two would reflect 5 percent; year-three would reflect 7.5 percent; year-four would reflect 10 percent; and year five would reflect 12.5 percent more lunches served than in the base year respectively.

Based on the 998 average daily lunches served (**Exhibit 6-8**) and an estimated 180 serving days, an annual 2.5 percent increase would result in an annual incremental increase of

4,491 lunches served ($998 \times .025$ increase in daily lunches \times 180 days = 4,491 lunches).

Exhibit 6-8 shows that of the 998 lunches served, 584 (59 percent) were free lunches; 101 (10 percent) were reduced-price lunches and 312 (31 percent) were full price lunches. Using the same distribution as Exhibit 6-8, the projected 4,491 additional lunches will include 2,650 free lunches ($.59 \times 4,491$ lunches = 2,650); 449 reduced-price lunches ($.10 \times 4,491$ lunches = 449); and 1,392 paid lunches ($.31 \times 4,491$ lunches = 1,392).

Additional annual reimbursement is based on the 2006–07 lunch reimbursement rates of \$2.40 for free, \$2.00 for reduced-price and \$0.23 for full price meals. The projected incremental annual revenue each year is \$7,578 [(2,650 free lunches \times \$2.40 reimbursement rate) + (449 reduced-price lunches \times \$2.00 reimbursement rate) + (1,392 full price lunches \times \$0.23 reimbursement rate) = (\$6,360) + (\$898) + (\$320) or \$7,593].

Increased meals will result in additional expenditures for food and labor that must be subtracted from the additional revenue. In 2005–06, the actual combined food and labor expenditures were 81.8 percent of total revenue. Using this percentage, the annual estimated additional expenditures would be \$6,199 (81.8 percent expenditure rate \times \$7,578 projected new revenue = \$6,199 additional expenditures).

The additional expenditures are subtracted from the additional reimbursement to determine net annual increased revenues, which total \$1,379 [\$7,578 new incremental revenue - \$6,199 additional incremental expenditures = \$1,379 net revenue].

The estimated number of breakfasts served each year increases incrementally by 4,491 meals from the previous year based on the 2.5 percent increase. The net annual revenues increase incrementally by \$1,379 commensurately or \$20,685 over the five-year period.

It should be noted that these revenues accrue to the child nutrition fund, not the General Fund, and can only be used for food service-related expenditures.

OVERHEAD COST ALLOCATION (REC. 44)

The district does not have established policies defining an optimum fund balance for the Child Nutrition Program or processes to determine the appropriate overhead costs to be allocated to the program’s fund.

Many of the Child Nutrition Program's overhead costs are covered by the General Fund. The Child Nutrition supervisor indicated that the Child Nutrition program's fund paid for all direct costs such as labor, food, capital equipment, travel, promotional materials, printing and reproduction, water, phone, and utilities. Beginning in 2006–07, the program is also paying for one maintenance staff member who repairs kitchen equipment. While the program covers many items, it does not fund shared items such as janitorial services, fuel for the delivery trucks, garbage removal, or business office support. The General Fund, which supports classroom instruction and activities, pays these costs.

WISD's Child Nutrition Program has become self-sustaining and has generated a surplus in the past two years (**Exhibit 6-2**). To maintain non-profit status, food service operations may not maintain more than three months of operating expenses. A prudent fund balance is considered to be between one and two months of operating expenditures. The 2005–06 fund balance of \$337,705 is approximately 1.5 months of operating expenditures.

The district does not have administrative procedures to define an optimal fund balance for Child Nutrition Services nor for evaluating all costs that contribute to food service operations, so that it can appropriately allocate from the Child Nutrition fund balance to cover these costs. For example, custodians assist with cafeteria cleanup, but the department does not track their time nor charge their cost to the Child Nutrition program fund. In addition, the district has not developed a cost allocation process for support functions such as the Business and Finance Office so that it can charge a pro-rated share of these costs to the Child Nutrition program fund. The district also has not identified an allocation methodology to track the time and fuel costs associated with the weekly grocery deliveries made to each campus.

According to federal regulations, school districts may only use food service surplus for food service operations. When districts do not allocate indirect expenses such as maintenance and custodial support used to generate child nutrition program revenue to the program's fund, they must use the General Fund to pay for these costs. As a result, the true cost of operating the program is understated and fewer funds are available for instructional use.

The Texas Department of Agriculture (TDA) administers the federally-funded National School Lunch Program, the School Breakfast Program, the After School Snack Program, and the seamless Summer Program. Its Administrator's Reference

Manual (ARM) is a reference tool outlining compliance requirements for Texas child nutrition programs. Section 14.2 of the ARM identifies allowable costs that may be charged to child nutrition programs including the following costs: automotive equipment used for transporting food or employees; services such as pest control, trash removal, security, and janitorial; and labor, including payments for labor and other services directly related to operating the Child Nutrition programs as well as a portion of the salaries of janitorial, maintenance workers, secretarial, and finance staff, but only for service actually performed for the Child Nutrition operation.

Galena Park ISD is an example of a district whose Student Nutrition Services closely monitors and uses available fund balance to allocate overhead costs to its Food Service Fund budget. Its budget funds utilities (based on a percentage of facility use), capital equipment, kitchen renovations, garbage removal, fees for check printing, delivery truck and fuel, printing, reproduction and postage costs, equipment maintenance costs, promotional materials, and maintenance and computer support. The director of Student Nutrition Services works jointly with the director of Finance and Budget to analyze costs annually and adjusts budget allocations as appropriate.

The district should develop cost allocation methodologies and allocate all appropriate overhead costs to the Child Nutrition program budget. The assistant superintendent/CFO should work with the Child Nutrition supervisor to analyze costs, and to identify the overhead costs to be allocated to the Child Nutrition Department budget. They should also determine what documentation will be kept to support the cost allocation and ensure that the Child Nutrition program maintains an optimum fund balance level of two months.

By allocating overhead costs to the Child Nutrition Department budget for the labor and fuel costs of delivering groceries weekly to campuses, the district will save an estimated \$5,680 annually to its General Fund. The savings calculation is based on two components: 10 percent of the labor and benefit costs for two delivery persons, and mileage reimbursement for fuel. The total compensation for both delivery positions is \$50,863 annually. Ten percent of the cost is \$5,086 ($\$50,863 \text{ annual labor and benefit costs for two delivery positions} \times 0.10 \text{ allocation} = \$5,086$). The cost for mileage based on estimated miles traveled times the Internal Revenue Service (IRS) rate for mileage reimbursement

of \$0.485 per mile. One round trip from the support services location to each campus is 34 miles. The delivery persons make one trip each week for 36 weeks of operation. The annual mileage reimbursement is \$594 (34 miles X 36 weeks X \$.485 IRS rate = \$594). Total annual savings to the General Fund are \$5,680 (\$5,086 labor plus \$594 mileage = \$5,680).

For background information on Food Services, see page 220 in the General Information section of the appendices. For examples of school districts that have used the best practices recommended in this chapter, see page 244 in the Best Practices section of the appendices.

**FISCAL IMPACT
GENERAL FUND**

| RECOMMENDATION | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | TOTAL 5-YEAR (COSTS) SAVINGS | ONE TIME (COSTS) SAVINGS |
|---|----------------|-----------------|-----------------|-----------------|-----------------|---------------------------------------|--------------------------------|
| 41. Expand initiatives to increase application return rates for free and reduced-price meals to identify eligible students and increase compensatory education revenue. | \$0 | \$65,513 | \$65,513 | \$65,513 | \$65,513 | \$262,052 | \$0 |
| 44. Develop cost allocation methodologies and allocate all appropriate overhead costs to the Child Nutrition program budget. | \$5,680 | \$5,680 | \$5,680 | \$5,680 | \$5,680 | \$28,400 | \$0 |
| TOTAL-CHAPTER 6 | \$5,680 | \$71,193 | \$71,193 | \$71,193 | \$71,193 | \$290,452 | \$0 |

CHILD NUTRITION FUND

| RECOMMENDATION | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | TOTAL 5-YEAR (COSTS) SAVINGS | ONE TIME (COSTS) SAVINGS |
|--|------------------|----------------|----------------|-----------------|-----------------|---------------------------------------|--------------------------------|
| 42. Implement strategies that increase student breakfast participation for increased student health and performance as well as increased revenues. | \$2,665 | \$5,330 | \$7,995 | \$10,660 | \$13,325 | \$39,975 | \$0 |
| 43. Develop and implement strategies to increase secondary student lunch participation. | \$1,379 | \$2,758 | \$4,137 | \$5,516 | \$6,895 | \$20,685 | \$0 |
| 44. Develop cost allocation methodologies and allocate all appropriate overhead costs to the Child Nutrition program budget. | (\$5,680) | (\$5,680) | (\$5,680) | (\$5,680) | (\$5,680) | (\$28,400) | \$0 |
| TOTAL-CHAPTER 6 | (\$1,636) | \$2,408 | \$6,452 | \$10,496 | \$14,540 | \$32,260 | \$0 |

CHAPTER 7

FINANCIAL MANAGEMENT

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

CHAPTER 7. FINANCIAL MANAGEMENT

This chapter not only covers the asset and risk, financial management, but also the purchasing and warehousing functions in Waxahachie Independent School District (WISD).

Effective asset and risk management in school districts ensures the district's cash resources and physical assets are managed in a cost-effective and efficient manner; identifies, analyzes, and reduces risk to the district's assets and employees through insurance and safety programs; and ensures the district complies with bond covenants and that outstanding bonds pay the lowest interest rate possible.

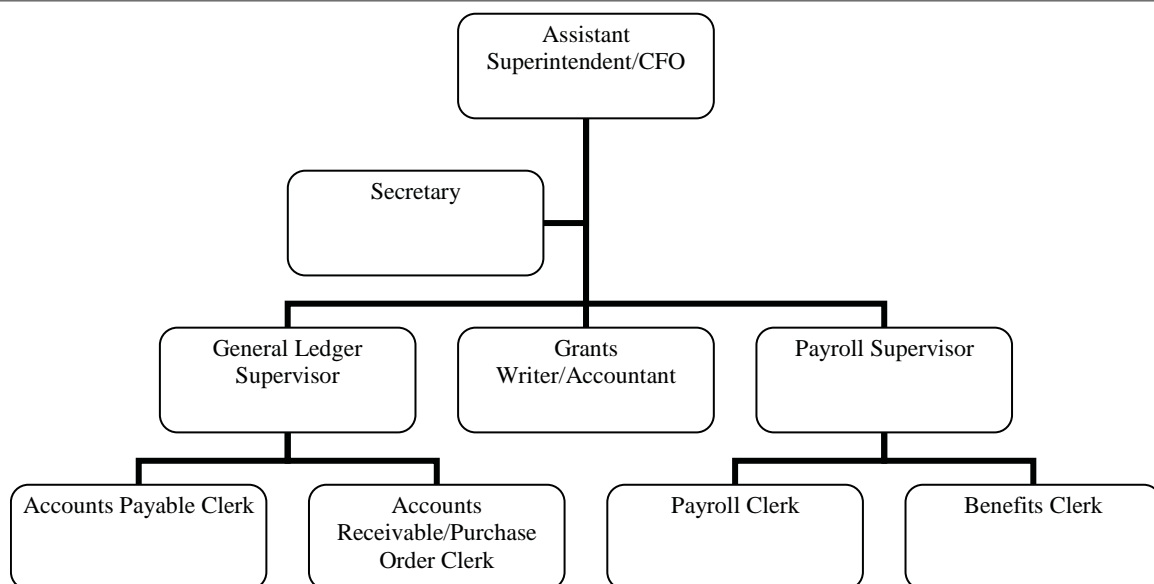
Effective financial management in school districts requires thoughtful planning and decision-making to obtain the best possible financial performance. Financial managers must ensure that a school district receives all available revenue from local, state, and federal government resources and that these resources are spent in accordance with law, statute, regulation, and policy to accomplish the district's established priorities and goals.

Effective purchasing and warehouse management provides districts with quality materials, supplies, services, and

equipment in a timely manner at the lowest price. Purchasing includes those activities associated with the acquisition of supplies, materials, services, and equipment. Warehousing includes those activities associated with the storage and delivery of the goods needed by the schools and departments. Textbook operations include the acquisition, inventory, and delivery of textbooks to the schools.

The assistant superintendent/chief financial officer (CFO) is responsible for asset and risk management, financial management, and purchasing in WISD. The assistant superintendent/CFO is supported by a general ledger supervisor, accounts payable clerk, accounts receivable/purchase order clerk, grants writer/accountant, payroll supervisor, payroll clerk, benefits clerk, and secretary. **Exhibit 7-1** displays the organization of the Finance Department at the time of the site visit in December 2006. An additional position for a purchasing position is budgeted for 2006–07 and was included in the staffing analysis based on the assumption that this position is needed and will be filled during the current year. Beginning in February 2007 the benefits clerk position was transferred to the Human Resources Department.

EXHIBIT 7-1
WISD FINANCIAL ORGANIZATION
2006–07



SOURCE: WISD, Assistant Superintendent/CFO, December 2006.

The executive director of Construction and Support Services is responsible for the warehouse operation in WISD and is supported by a warehouse supervisor, two drivers and a shipping/receiving clerk. The district's executive director of Curriculum/Instruction is responsible for overseeing the adoption, ordering and coordinating of the district's textbooks and is supported by the curriculum secretary/textbook facilitator and a textbook custodian at each school. **Exhibit 7-2** displays the warehousing organization.

WISD invests excess funds totaling \$15.4 million with its depository bank in certificates of deposit, two investment pools, and discount notes. The district prepares monthly cash flow forecasts for the Board of Trustees; insures the district against loss for real and personal property, liability, school professional legal liability, and vehicle loss or damage. The district also insures itself for workers' compensation claims through an interlocal agreement; contributes to health insurance for its employees; provides student accident insurance for its students; provides employees with access to a variety of employee funded insurance options; tags all assets received at the warehouse; and has four outstanding bond issues.

WISD received a superior achievement rating on the Financial Integrity Rating System of Texas (FIRST) for 2004–05 and its 2005–06 General Fund balance of almost \$12 million is equivalent to 31.3 percent of expenditures. In November 2006, the Board of Trustees designated \$4.3 million of the fund balance for future construction. Fund balance for the general fund has grown from \$1.1 million in 2001–02.

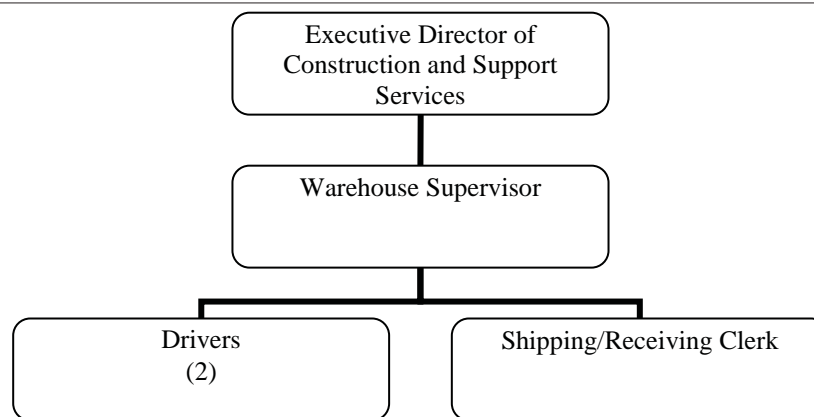
WISD used a budget process based on the budget calendar and guidelines presented to the Board of Trustees in December 2005 for the 2006–07 budget. The budget process includes training for all departments and schools to ensure their input is received in the required format and time. The board received updates on the budget process at regular board meetings during the spring and held workshops in July and August to discuss the budget. The board held a public hearing on the proposed budget and tax rate on August 21, 2006 and approved the 2006–07 budget and tax rate at the August 28, 2006 meeting. The 2006–07 adopted budget for the general fund includes expenditures of \$43.1 million with a planned surplus of more than \$890,000.

The Board of Trustees receives a comprehensive packet of financial information each month that includes revenue and expense reports for major funds, budget summary, budget amendments, tax collection report, check register, and bond report. The district uses an accounting software program that includes all accounting functions and is capable of generating reports for the general ledger, subsidiary ledgers, and budget-to-actual expenditure reports. The budget-to-actual reports include expenditures, encumbrances, and budget balances and are available to schools and departments online.

WISD outsources tax collections to the county, and the district collected 97.2 percent of the 2005 levy and 99.4 percent of the levy when delinquent taxes are considered. The district pays a fee of \$1 per parcel to the county in return for the service.

WISD complies with the Texas Education Code (TEC) sections 44.031 through 44.033 that regulate purchasing in

EXHIBIT 7-2
WISD WAREHOUSING ORGANIZATION
2006–07



SOURCE: WISD, Warehouse Supervisor, November 2006.

Texas school districts. The district has a decentralized purchasing process with district administrators responsible for initiating procurements.

WISD uses the warehouse for central receipt of items. Warehouse employees also affix bar coded tags to assets as they are received and make daily deliveries to the schools and departments, including district mail. The warehouse houses the mop cleaning operation and minor equipment repair operations.

ACCOMPLISHMENTS

- WISD provides relevant training for its financial staff to ensure it has a competent workforce by using a curriculum established by a professional organization.
- The district's budget process is methodical and includes phases for development, presentation, adoption, and monitoring.
- WISD maintains an automated spreadsheet of all special revenue funds from state, federal, and grant sources and a compilation of significant information in Finance to ensure all special revenues are tracked.

FINDINGS

- WISD lacks the appropriate segregation of duties to provide internal controls over payroll.
- WISD does not fully comply with Chapter 176 of the Local Government Code requiring districts to post the completed conflict of interest questionnaires or the local government officer conflicts disclosure statements on the district's website.
- The district does not comply with all requirements of the Public Funds Investment Act.
- WISD does not comply with Section 66.107 (a) of the Texas Administrative Code that requires school districts to conduct an annual physical inventory of all textbooks.
- WISD does not use the time management module included in the financial management software for all employees' payroll making the process time consuming and paper intensive with a potential for errors.
- The district does not have a centrally coordinated safety training program for district employees.

- WISD has not conducted a physical inventory of assets since April 2003 and is not following the internal control process documented in the district's administrative regulations to manage its assets.
- The district has not updated its capital asset and controlled asset records since 2003.
- WISD did not use a competitive procurement process to obtain all professional services and does not know if more competent and qualified firms exist or if the district is receiving the services for a fair or reasonable price.

RECOMMENDATIONS

- **Recommendation 45: Expand controls in the district's administrative software system to restrict new employee information entries solely to staff in the Human Resources Department.** The superintendent should assign responsibility for creating new employees in the human resource administrative software system solely to Human Resources Department.
- **Recommendation 46: Ensure that all conflict of interest questionnaires and conflicts disclosure statements received by the school district are posted on the district's website.** The general ledger supervisor in the Finance Department should work with the director of Public Relations to get all completed forms posted to the website. This practice will ensure that the district is complying with the laws governing disclosure of conflicts of interest and Board of Trustees policies.
- **Recommendation 47: Attend the investment training required by the Public Funds Investment Act to ensure the district is in compliance with all requirements of the act.** To ensure that the training requirements are met in the future, the investment officers should submit their training certificates to the Board of Trustees annually when the board reviews the district's investment policy.
- **Recommendation 48: Ensure a complete physical inventory of all textbooks is taken at all locations storing textbooks.** The inventories should be consolidated from all locations, compiled, and compared to the TEA inventory in the Educational Materials and Textbooks (EMAT) system. The district should also report lost, damaged, destroyed, and any surplus textbooks.

- **Recommendation 49: Fully implement the time management system available in the administrative software system and direct employees to use the system.** The assistant superintendent/CFO should implement the system in phases to allow for adequate training for employees and time to discover and correct problems discovered in the system. Each phase should include a group of employees, such as school, maintenance, transportation, food service, or administrative employees.
- **Recommendation 50: Develop and implement a centrally coordinated district safety training program for all employees and assign responsibility for the program to the assistant superintendent of Human Resources.** The assistant superintendent of Human Resources should coordinate safety training for all district employees by maintaining records of safety training provided to employees, ensuring employee training on appropriate topics is provided, and that training efforts are not duplicated.
- **Recommendation 51: Follow administrative regulations and conduct an annual physical inventory of all assets.** The assistant superintendent/CFO should issue a request for proposals to ensure the district receives competent services for a reasonable price. The district should conduct the inventory at the end of the school year.
- **Recommendation 52: Update capital assets and controlled assets records.** The grants writer/accountant should input the information contained in the inventory control sheets for new, moved, and disposed items the district has accumulated into the asset spreadsheet.
- **Recommendation 53: Ensure the district uses a competitive proposal procedure to procure all professional services.** The assistant superintendent/CFO should advise the superintendent whether to use a request for qualifications or a request for proposals process and oversee the development of the request document in conjunction with the ultimate user of the professional services.

DETAILED ACCOMPLISHMENTS

FINANCIAL STAFF TRAINING

WISD provides relevant training for its financial staff to ensure it has a competent workforce by using a curriculum

established by a professional organization. All finance staff members are either certified or working on certification through the Texas Association of School Business Officials (TASBO) and receive at least 60 hours of continuing professional education (CPE) every three years.

The district provides all nine Finance employees with the opportunity to earn a certification in school business and to participate in CPE courses. The district pays for the cost of certification courses taken online or in classroom settings, including travel expenses. The district also provides funding for the CPE hours required to maintain the certification once it is earned. The district has elected to participate in the school business certification program offered by TASBO.

TASBO states the purpose of this voluntary program of professional certification and continuing education is to provide recognized standards of professional competence for school business administrators, officials, and specialists for the state of Texas. TASBO offers three different certifications for school business: Certified Texas School Business Specialist (CTSBS), Certified Texas School Business Official (CTSBO), and Registered Texas School Business Administrator (RTSBA).

All TASBO certifications require the candidate to be currently working in a public school, non-public school, or organization/agency that works with public schools; receive a letter of recommendation from their supervising administrator; and agree to abide by the associations code of ethics. **Exhibit 7-3** shows the specific requirements for each of the certifications.

The assistant superintendent/CFO is also a certified public accountant (CPA) in Texas and receives a minimum of 120 hours of CPE every three years. **Exhibit 7-4** displays the certifications and continuing professional education training hours for each of the Finance staff members.

The staff members attend CPE courses from a variety of sources, including Regional Education Service Center X (Region 10), school related associations, local universities, and private companies. Staff members also obtain CPE credit for online coursework. Some of the CPE courses are based on the Texas Education Agency (TEA) Financial Accountability System Resource Guide (FASRG). The FASRG combines financial management requirements from a variety of sources into one guide for Texas school districts. Other topics include investments, school finance, business administration, supervision, purchasing, appraisal district operations, personnel, and payroll.

**EXHIBIT 7-3
TASBO SCHOOL BUSINESS CERTIFICATIONS
2007**

| CERTIFICATION | REQUIREMENTS | COURSEWORK |
|---------------|--|--|
| CTSBS | Two years experience Two classroom courses | Four in area of specialization Three from any other area Business ethics |
| CTSBO | Three years experience, with at least two consecutive years with one employer Four classroom courses | Three courses from three different areas of specialization One from any other area Business ethics |
| RTSBA | Bachelor's degree Five years experience, with at least three consecutive years with one employer Six classroom courses | Seven specific management courses Eight from any other area Business ethics |

SOURCE: Texas Association of School Business Officials, January 2007.

**EXHIBIT 7-4
WISD FINANCIAL STAFF TRAINING CERTIFICATIONS AND
CPE HOURS
2005-06**

| POSITION | CERTIFICATION(S) | 2005-06 CPE HOURS |
|----------------------------------|---------------------|-------------------|
| Assistant superintendent/ CFO | CPA/RTSBA, CTSBO | 47 |
| Secretary | * | 6 |
| Payroll Supervisor | CTSBO | 34 |
| Payroll Clerk | * | 18 |
| Benefits Clerk | CTSBO | 18 |
| General Ledger Supervisor | CTSBO | 33 |
| Accounts Payable Clerk | CTSBO | 12 |
| Accounts Receivable Clerk | CTSBO | 6 |
| Grants Writer/Accountant | * | 24 |

*Working toward certification.

SOURCE: WISD, Assistant Superintendent/CFO, January 2007.

Adequately trained employees help ensure the district remains in compliance with the FASRG, purchasing laws, and other rules and regulations. Regular training helps the staff be aware of changes in various laws, rules, and regulations that affect day-to-day activities. This training reduces the possibility that the district may inadvertently violate laws, rules, or regulations, and expose the district and its employees to possible criminal and civil penalties.

By using a curriculum established by a professional organization in addition to the staff members' specific area of work to determine the courses employees attend, WISD

provides relevant training for its financial staff to ensure it has a competent workforce.

PLANNING AND BUDGETING

The district's budget process is methodical and includes phases for development, presentation, adoption, and monitoring. The district uses a budget calendar presented to the Board of Trustees in December to create a framework for the budget process. **Exhibit 7-5** displays the budget calendar for the 2006-07 budget process.

The budget calendar and guidelines for the 2007-08 budget were presented to the Board of Trustees in December 2006. The budget calendar, budget training schedule, listing of staff involved in the budget process, budget template instructions, and budget preparation guidelines for the 2007-08 budget process were posted on the district website in December 2006.

The budget preparation guidelines include an overview of the budget process, a discussion of budget decentralization (site-based budgeting), parameters for decentralization, coding, and submission of the budget documents. The budget training meetings include a budget overview, campus planning, instructional planning, human resource planning, facilities planning, technology planning and security planning. The meeting on positions includes discussions on changes in contract days, contingency positions, new stipends and amounts, salary adjustments, salary scale, retirees, additional positions, estimated new employees, employee incentive plan, and the date needed for the preliminary budget.

The administration and principals develop a projected number of students for each school in order to determine the

**EXHIBIT 7-5
WISD BUDGET CALENDAR
2006–07**

| MONTH | ACTIVITY |
|----------|--|
| December | Distribute Guidelines and budget calendar to Board of Trustees, principals, directors and administrators involved in the budget process. |
| | Distribute budget templates to principals, directors and administrators involved in the budget process. |
| | Review salary schedules, stipends, extra-duty pay, overtime pay and substitute pay. |
| January | Determine percentages of raises (if any) to build budget. |
| | Discuss personnel needs for upcoming year. |
| | Hold budget planning meetings with principals, directors and administrators involved in the budget process. |
| February | Principal meetings with Site-Based Committees for budget development. |
| | Preliminary revenue estimates based upon estimated values from the appraisal district. |
| | Deadline for budgets to be submitted to Finance. |
| March | Compilation of budgets in the financial software. |
| | Initial review of budgets. |
| April | Study session and regular Board of Trustees meeting: proposed salary schedules. |
| | Continued review of budget with principals, directors and administrators involved in the budget process. |
| | Continued projections of revenue based on updated property values. |
| May | Study session and regular Board of Trustees meeting: preliminary salary schedule and preliminary budget reviews. |
| June | Study session and regular Board of Trustees meeting. |
| | Optional days for budget workshops, if needed. |
| July | Study session and regular Board of Trustees meeting. |
| | Certified values due from appraisal district. |
| | Optional day to discuss proposed tax rate to publish in newspaper. |
| | Proposed tax rate published in newspaper. |
| August | Study session and regular Board of Trustees meeting. |
| | Open forum to discuss budget and proposed tax rate. |
| | Final amendment to current budget. |
| | Adopt next year's budget. |
| | Adopt tax rate. |

SOURCE: WISD, Assistant Superintendent/CFO, November 2006.

amount of funds the schools will have to fund operations. The schools are given four different allocations per student, and the level of allocation that the schools will receive is dependent upon the final revenue estimate for the district. These allocations are used to develop the schools' budgets using the budget template.

The budget template includes the account code, object description, sub-object description, local code, expenditures as of December 31, encumbrances as of December 31, revised budget as of December 31, remaining budget as of December 31, and columns for each level of budget allocation. Departments use the budget template to develop their budgets. Department budgets are based on the current year

allocation. Both schools and departments are able to request additional funds and must provide justification for the funds. When the Finance Department receives the completed budget templates in March, the information is compiled in the budget module of the district's financial software. Payroll costs for employees are not included in the template and are budgeted centrally.

The payroll costs are estimated using the salary negotiation module of the financial software. Positions are added and deleted based on the outcome of the position and salary meetings held in January and February. The system is able to generate a number of scenarios that reflect different salary increases for classes of employees. These salary estimates are

integrated with the budget development module to provide the proposed expenditure budget.

Revenue estimates begin in February based on preliminary information received from the appraisal district and continue through July when certified values are received. For the administrative reviews of the budget, the assistant superintendent/CFO uses the same revenue generated in the current year. This conservative method of revenue estimating helps ensure the final budget is balanced or anticipates a surplus. The 2006–07 adopted budget anticipates a surplus of more than \$890,000 for the General Fund.

The presentation phase includes presentation of the preliminary budget to the Board of Trustees in public meetings, refinement of the budget based on input from the board, presentation of the proposed budget in the public hearing on the budget, and presentation to the board for consideration and adoption. **Exhibit 7-6** shows the presentations made to the Board of Trustees and public for the 2005–06 budget process.

In addition to the fund and function budgets required for adoption by the Board of Trustees, the administration presented two books of budget information to the board in response to a request from the board. One book included summary and detailed budgets for each department and the other included summary and detailed budgets for each school. **Exhibit 7-7** displays a summary of the budget adopted for each fund. The budgets for the debt service fund and capital projects fund anticipate the use of existing fund balance.

After adoption, the assistant superintendent/CFO is responsible for monitoring the budgets. The assistant superintendent/CFO monitors the expenditure budget and prepares amendments for board approval as necessary. The Board of Trustees and public are informed as to the status of the budget monthly through the financial statements presented at each Board of Trustees meeting. The assistant superintendent/CFO also monitors state revenue by

EXHIBIT 7-6 WISD BUDGET PRESENTATIONS 2005–06

| MEETING DATE | AGENDA ITEM |
|-------------------|--|
| December 12, 2005 | Budget calendar and guidelines |
| April 10, 2006 | 2006–07 budget update |
| May 8, 2006 | 2006–07 budget update |
| June 12, 2006 | 2006–07 budget update |
| July 10, 2006 | Pay raises |
| July 31, 2006 | Approve salary increases |
| July 31, 2006 | Budget workshop |
| August 21, 2006 | Budget and tax rate presentation |
| August 21, 2006 | Public hearing on the proposed budget and tax rate |
| August 21, 2006 | Budget workshop |
| August 28, 2006 | Budget related information items |
| August 28, 2006 | Adopt 2006–07 budget |
| August 28, 2006 | Adopt tax rate |

SOURCE: WISD, Board of Trustees meeting agendas, December 2005 through August 2006.

comparing student projections used for the budget with actual student numbers during the course of the year to ensure that the budgeted revenue will be met.

SPECIAL REVENUE FUNDS

WISD maintains an automated spreadsheet of all special revenue funds from state, federal, and grant sources and a compilation of significant information in Finance to ensure all special revenues are tracked. The spreadsheet includes information for each WISD grant making it readily available for compliance review with the terms of the special revenue fund or grant.

The district grants/writer accountant maintains the spreadsheet monthly to track the financial results of the special revenue funds. The spreadsheet allows the Finance Department to determine the status of all special revenue funds easily, especially if the grants accountant is not available.

EXHIBIT 7-7 WISD ADOPTED BUDGETS 2006–07

| DESCRIPTION | GENERAL FUND | DEBT SERVICE | CAPITAL PROJECTS | ENTERPRISE FUND |
|--------------------------|------------------|-------------------|----------------------|-----------------|
| Revenue | \$43,991,451 | \$5,481,086 | \$43,000 | \$2,761,103 |
| Expenditures | (\$43,100,829) | (\$5,542,542) | (\$1,238,087) | (\$2,753,018) |
| Surplus (Deficit) | \$890,622 | (\$61,456) | (\$1,195,087) | \$8,085 |

SOURCE: WISD, summary of activity, November 2006.

The spreadsheet is designed to: ensure that appropriate accounting entries are made monthly, expenditure reports are filed with TEA, payments are received from TEA, indirect costs are budgeted and that the total budgeted revenue includes the initial allocation, and finally, that amounts have rolled forward from prior year expenditures during the grant period. In addition the spreadsheet also contains the following information:

- Fund number;
- Project;
- Type of application;
- Notice of Grant Award (NOGA) or project number;
- Beginning date;
- Ending date;
- Eligibility for indirect cost;
- Indirect cost ratio;
- Availability of funds for roll forward; and
- Status of monthly accounting for each project.

The grants accountant also maintains a book on each special revenue fund that contains a compilation of information to help ensure compliance with the terms of the special revenue funds. The books are a resource for Finance and include the following:

- NOGA;
- Application;
- Evaluation, if required;
- Guidelines for the expenditure of funds;
- Correspondence with the grantor;
- Monthly expenditures and revenue statements;
- TEA expenditure reports;
- TEA payment reports;
- Amendments and transfers; and
- Purchase orders issued.

By maintaining the spreadsheet and compilation of significant information in the Finance area, the status of all special revenue funds is easily available, and information to ensure the funds are in compliance is accessible.

DETAILED FINDINGS

INTERNAL CONTROLS OVER PAYROLL (REC. 45)

WISD lacks the appropriate segregation of duties to provide internal controls over payroll. Segregation of duties is an important component of a strong system of internal control that ensures that no one individual controls all aspects of a financial process.

The personnel information in the Payroll and Human Resource software systems are integrated, both Human Resources and Payroll staff have the ability to add, delete, and change employee information. Both Payroll and the Human Resource staff can also enter new employees into the district's financial accounting software. The Payroll staff said they enter the new employee information if Human Resource staff did not do it.

For WISD, the lack of segregation of duties between the payroll and personnel functions could result in a payroll employee entering a bogus employee into the payroll system and converting the checks generated for their personal benefit. Although the review team did not find any indication that such irregularities exist at WISD, the potential for abuse exists.

The Committee of Sponsoring Organizations of the Treadway Commission (COSO) lists five interrelated components that comprise internal controls in their report *Internal Control – Integrated Framework*. The COSO report lists these components as control environment, risk assessment, control activities, information and communication, and monitoring. One of the control activities is segregation of duties in which duties are divided among different people to reduce the risk of error or inappropriate actions.

The district should expand controls in the district's administrative software system to restrict new employee information entries solely to staff in the Human Resources Department. The superintendent should assign responsibility for creating new employee entries in the human resource administrative software system solely to the Human Resources Department. The assistant superintendent of Human Resources and the assistant superintendent of Finance/CFO should request technical support from the software provider to restrict entry of new employee information to only Human Resource employees and not to the Finance employees. The fiscal impact of this recommendation is a one-time cost in 2007-08 of \$280 and is calculated based on the hourly rate the software provider charges for technical support with the system (\$140 per hour x 2 hours = \$280).

CONFLICT OF INTEREST (REC. 46)

WISD does not fully comply with Chapter 176 of the Local Government Code (LGC) requiring districts to post the completed conflict of interest questionnaires (CIQ) or the local government officer conflicts disclosure statements (CIS) on the district's website. The 79th Legislature passed House Bill 914 (HB 914) to address the disclosure and availability of certain information concerning certain local government officers and vendors. HB 914 was codified in January 1, 2006 as Chapter 176 LGC. Board policies CHE (LEGAL) and BBFA (LEGAL) include the requirements of Chapter 176 LGC.

WISD has a link to conflict of interest information on the district's home page of its website. In addition, the district's website contains a link to the Texas Ethics Commission's website containing information about LGC Chapter 176. This information includes links to House Bill 914, the Office of the Attorney General's (OAG) advisory opinion, a publication on conflicts of interest, and the forms CIQ and CIS. The district's website also contains a direct link to the required forms. In addition, the district's website requires vendors and potential vendors to complete form CIQ and return it to the assistant superintendent/CFO. WISD's general ledger supervisor has received approximately 385 completed forms, but the district has not complied with the statute since it does not post the completed forms on the district's website.

The OAG summarizes Chapter 176 LGC as follows: "it requires members of the governing body and executive officers of local government entities to file a conflicts disclosure statement relating to a person that the entity has contracted with or is considering contracting with if the local officer or officer's family members have certain business relationships with that person. It also requires a person who contracts or seeks to contract with the local government entity for the sale or purchase of property, goods, or services to file a statement disclosing the person's affiliations and business relationships with each member of the governing body and executive officer of the entity. The disclosure statement forms must be filed by the entity's records administrator and posted on the internet."

The assistant superintendent/CFO should ensure that all conflict of interest questionnaires and conflicts disclosure statements received by the school district are posted on the district's website. The general ledger supervisor in the Finance Department should work with the director of Public Relations to get all completed forms posted to the website. This practice

will ensure that the district is complying with the laws governing disclosure of conflicts of interest and Board of Trustees policies.

INVESTMENT OFFICER TRAINING (REC. 47)

WISD does not comply with all requirements of the Public Funds Investment Act (PFIA). The superintendent has not attended the training required by the PFIA. The superintendent, assistant superintendent/CFO and general ledger supervisor act as the district's investment officers and are listed as the district's authorized representatives in the investment pool agreement. The assistant superintendent/CFO and the general ledger supervisor sign the annual investment report to the Board of Trustees. The superintendent and general ledger supervisor sign the monthly investment reports presented to the board; however, the superintendent does not perform any other duties associated with an investment officer.

Board policy CDA (LOCAL) states, "the Superintendent or other person designated by Board of Trustees resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board of Trustees and in accordance with the District's written investment policy and generally accepted accounting procedures." Since the board had not formally designated the assistant superintendent/CFO and general ledger supervisor, to act as the district's investment officers, the superintendent served as the district's investment officer. However, after the review team's onsite visit, the board designated not only the superintendent, but also the assistant superintendent/CFO, and the general ledger supervisor as investment officers at the January 22, 2007 meeting.

The PFIA governs investments in Texas school districts and is codified as the Government Code Chapter 2256. Section 2256.008 (f) and states, "each investing entity shall designate, by rule, order, ordinance, or resolution, as appropriate, one or more officers or employees of the state agency, local government, or investment pool as investment officer to be responsible for the investment of its funds consistent with the investment policy adopted by the entity." Section 2256.008 (a) (2) requires the treasurer, chief financial officer, and investment officer to "attend an investment training session not less than once in a two-year period and receive not less than 10 hours of instruction relating to investment responsibilities under this subchapter from an independent source."

The assistant superintendent/CFO and the general ledger supervisor have both completed the required training within the two year period. The superintendent last attended investment training in May 2004 and is not in compliance with the two year training requirement.

The superintendent should attend the investment training required by the PFIA to ensure the district is in full compliance with all sections of the act. To ensure that the training requirements are met in the future, the investment officers should submit their training certificates to the Board of Trustees annually when the board reviews the district's investment policy. Training costs for the superintendent's training will be covered using existing budgeted funds from the Finance Department's training allotment.

TEXTBOOK INVENTORY (REC. 48)

WISD does not comply with Section 66.107 (a) of the Texas Administrative Code (TAC) requiring school districts to conduct an annual physical inventory of all textbooks.

The district's textbooks are stored at a central location and at each school. The executive director of Curriculum/Instruction assumed responsibilities for textbooks at the end of 2005–06 and is responsible for overseeing the adoption and ordering process and coordinating the district's textbook inventory. The district's executive director of Curriculum/Instruction is supported by the curriculum secretary/textbook facilitator and a textbook custodian at each school.

The curriculum secretary/textbook facilitator works with the campus textbook custodians to plan and distribute all textbooks to the schools. The curriculum secretary/textbook facilitator is working on a draft of procedures for standardizing the textbook process in the district and completing a physical inventory of all textbooks by campus and grade level. The district moved all textbooks that are not assigned to schools to a new central textbook warehouse behind Wilemon Education Center in 2006–07.

The executive director of Curriculum/Instruction said the district has not performed a complete physical inventory of all district textbooks and has purchased a textbook management system and scheduled training on the new system to provide greater control over the district's textbooks. The district plans to conduct a districtwide physical inventory in June 2007. Although the district does not have a comprehensive inventory of textbooks, principals interviewed by the review team reported they had an inventory of textbooks at their school and conducted annual physical

inventories. However, despite 56.3 percent of students, 44.7 percent of teachers, and 40 percent of principals in a survey taken by the review team, rated students' access to textbooks as good or excellent, the review team also received several comments from survey respondents concerning the lack of textbooks and the time it takes for students to receive textbooks.

Section 66.107 (a) of the Texas Administrative Code (TAC) states, "Each school district or open-enrollment charter school shall conduct an annual physical inventory of all currently adopted instructional materials that have been requisitioned by, and delivered to, the district. The results of the inventory shall be recorded in the district's files. Reimbursement and/or replacement shall be made for all instructional materials determined to be lost."

TEA uses the Educational Materials and Textbooks (EMAT) system to manage textbooks for all districts and charter schools in Texas. Using the Internet, textbook coordinators connect to the EMAT application and complete many tasks, including requisitioning textbooks, updating populations, and viewing the online district inventory. Districts are required to report lost, damaged or destroyed textbooks to TEA and submit payment for those textbooks still in use. Districts are also required to report surplus textbook inventories to TEA using EMAT.

Without a comprehensive textbook inventory, the district administration is unable to determine if surplus textbooks exist anywhere in the district to fill a textbook request from a school. Also, WISD is unable to comply with TEA rules related to lost, damaged, or destroyed textbooks or surplus textbooks and is unaware if it has a significant liability to TEA for these lost, damaged, or destroyed textbooks.

The executive director of Curriculum/Instruction should ensure a complete physical inventory of all textbooks is taken at all locations storing textbooks. The inventories should be consolidated from all locations, compiled, and compared to the TEA inventory in EMAT. The district should also report lost, damaged, destroyed, and any surplus textbooks. If WISD finds that it has lost, damaged, or destroyed textbooks, it should remit the appropriate payment to TEA.

TIME MANAGEMENT SYSTEM (REC. 49)

WISD does not use the time management module included in the financial management software for all employees' payroll making the process time consuming and paper intensive with a potential for errors. Employee wages,

overtime, extra-duty pay, and employee absences are manually entered into the payroll system for each payroll. WISD issues three payrolls during the month. Auxiliary employees, including cafeteria, transportation, and maintenance, are paid on the fifteenth and the last day of the month. Professional, administrative, paraprofessional, tutors, and substitute employees are paid on the twenty-fourth of each month.

WISD is testing the automated time management module included in the financial management software system. Of the district's 903 employees, five employees in technology and 11 paraprofessionals in the administration building are the only employees using the system. Information from the time management system integrates directly into the payroll system and eliminates the need for Payroll to manually enter information for employee wages, overtime, and absences. The district is having problems getting some employees to use the automated time management system for reporting absences. When the employee does not enter their absences, the Payroll staff must enter the information for them.

All employee absences are documented each month through the automated substitute system and absence duty forms. Employee absence documents are forwarded to the payroll unit through the substitute office. Once these documents are received in payroll, they are examined for accuracy and appropriate signatures, and then entered into the payroll system. Each absence document lists the date of absence, the length of absence, and the type of leave used. The November 30, 2006 payroll included the entry of 389 absences into the payroll system.

In addition to absence entries, the department secretary also completes an electronic spreadsheet with salary adjustments to all employees for each pay period. The adjustment entries are signed-off by the supervisor and turned into the payroll unit for entry to the automated payroll system.

Auxiliary employee salaries are based on an hourly rate then annualized based on the number of hours the position is scheduled to work in the school year. Each job has standard set hours. The annual salary is divided into 24 equal payments paid from September through August. Each employee keeps a weekly time sheet approved by their supervisor. An employee's pay is adjusted based on hours worked on time sheets. Employees' lacking state or local days off are docked that time from their salary and any time over the scheduled weekly hours is paid as overtime.

Professional, administrative, and paraprofessional employee salaries are annualized based on a daily or hourly rate and paid in 12 equal payments from September through August. Each paraprofessional employee keeps a time sheet by week for the month. Time is totaled for the week and at the end of the month, the time sheet is signed by the supervisor and turned in to the Payroll unit. Employees' lacking state or local days off are docked that time from their salary. The gap or compensatory time earned is converted from hours into days. Gap time is the 2.5 hours between the required 37.5 hours and 40 hours. Compensatory time is any hours over 40. Any gap or compensatory time earned or used is manually entered into the payroll system. In some instances, the time is paid instead of being allocated as gap or compensatory time. Gap time is paid at the employee's hourly rate and the time over 40 hours is paid at 1.5 times the hourly rate.

Extra-duty pay is also entered into the payroll system manually. For example, the November 30, 2006 payroll included payment for those district employees that worked during the November 7, 2006 school bond election and was entered as extra-duty pay. A spreadsheet was provided to Payroll and the amount due to each employee was entered into the payroll system. While the review team was in the district, files from the automated substitute system would not upload into the payroll system correctly, and all substitute pay was also manually entered. The district was later able to resolve the files interfacing.

The manual entry of employee absences and payroll adjustments into the payroll system is time consuming and increases the possibility of errors in the payroll system. If the information submitted by the employee to the Payroll unit is not correctly entered into the spreadsheet or if the checks and balances in place to ensure information input is accurate do not function correctly the error will process through the system without being detected. The employee becomes the last opportunity to discover the error and may, as a result, be overpaid or underpaid. If the checks and balances in place catch the error, then additional time is spent to locate and correct the error. Although the review team did not find any indication that employees were underpaid or overpaid at WISD, the potential for errors in the payroll system still exists.

The superintendent should direct the assistant superintendent/CFO to fully implement the time management system available in the administrative software system and direct employees to use the system. The assistant superintendent/CFO should implement the system in phases to allow for

adequate training for employees and time to discover and correct problems that may occur in the system. Each phase should include a group of employees, such as, Maintenance, Transportation, Child Nutrition, or administrative employees. Since the Finance Department is already piloting the program, training should be provided to staff by the general ledger supervisor and any other staff the assistant superintendent for Finance/CFO deems necessary.

SAFETY TRAINING (REC. 50)

WISD does not have a centrally coordinated safety training program for district employees. Each school and department is responsible for providing safety training to its employees and maintaining records that document the training. Schools and departments reported that there was not a workplace safety training program coordinated at the district level.

Depending on the subject matter, workplace safety training is provided by each individual school’s campus principal, nurse, security officer, or benefits clerk. The district has a safety manual for the Construction and Support Services Department, however, the executive director of Construction and Support Services said the workplace safety training has been inadequate since his arrival in May 2005. While schools receive annual training on bloodborne pathogens and hazardous materials some departmental staff still do not receive this type of training.

In addition, WISD does not comply with the district’s Board of Trustees policy and administrative regulations governing workplace safety. Board policy CK (LOCAL) requires the district to have a comprehensive safety program and states, “The superintendent or designee shall be responsible for developing, implementing, and promoting a comprehensive safety program. The general areas of responsibility include, but are not limited to, the following: Program activities intended to reduce the frequency of accident and injury, including:

- Inspecting work areas and equipment;
- Training frontline and supervisory staff;
- Establishing safe work procedures and regulations;
- Reporting, investigating, and reviewing accidents; and
- Promoting responsibility for District property on the part of students, employees, and the community.”

Administrative regulation CK-R provides guidance on the implementation of the district’s comprehensive safety

program. The regulation outlines the duties of the risk management officer, safety officer, safety program advisory committee, committee responsibilities and duties, meetings, and annual review. The regulation is incomplete and has a number of unfilled blanks in the committee section including membership and committee chair to allow for the district to make future additions of new departments or staff as they see necessary.

The district formed a risk management committee in October 2006 to enhance workplace safety. The committee is working with the district’s workers’ compensation carrier to develop a safety program for the district. The district is considering incentive programs and training programs to enhance workplace safety. **Exhibit 7-8** displays the workers’ compensation premiums paid by the district and the claims paid and incurred for 2003–04 to 2006–07. The district issued an RFP for workers’ compensation insurance in 2005–06, changed insurance carriers based on the responses to the RFP, and received reduced premiums for 2006–07.

**EXHIBIT 7-8
WISD WORKERS’ COMPENSATION INFORMATION
2003-04 TO 2006-07**

| DESCRIPTION | 2003–04 | 2004–05 | 2005–06 | 2006–07* |
|--------------------------|-----------|-----------|-----------|-----------|
| Premium Paid | \$286,459 | \$300,000 | \$344,792 | \$260,654 |
| Claims Incurred and Paid | \$249,519 | \$112,706 | \$218,982 | \$52,075 |

*2006–07 represents claims from September 1, 2006 through October 31, 2006.

SOURCE: WISD, workers’ compensation premium payments, workers’ compensation claims lists, 2003–04 through 2006–07.

The Texas Department of Insurance Division of Workers’ Compensation (DWC) provides plans for entities to reduce accidents and eliminate potential hazards. The plans include seven components:

- (1) Management;
- (2) accident investigation;
- (3) safety training;
- (4) inspections;
- (5) safety analysis;
- (6) record keeping; and
- (7) program review.

Management is a critical element in the success of any workplace safety program. Management support is demonstrated by involvement in employee safety programs, a commitment to employee safety, and the designation of a management employee to be responsible for employee safety. This employee is responsible for implementing the workplace safety plan, including coordinating safety training by maintaining records of safety training provided to employees and ensuring employee training on appropriate topics is provided.

According to the DWC, workers' compensation insurance companies are required to provide accident prevention services to their policyholders. Accident prevention services include surveys, consultations, recommendations, industrial hygiene/health services, claims history and accident analysis, and training.

Without a coordinated safety training program, WISD increases the risk of employee accidents and on the job injuries. Accidents and injuries not only result in pain and suffering for the employees, but also result in lost time and increased workers' compensation costs for the district.

The superintendent should direct the risk management committee to develop and implement a centrally coordinated district safety training program for all employees and assign responsibility for the program to the assistant superintendent of Human Resources. The assistant superintendent of Human Resources should coordinate safety training for all district employees by maintaining records of safety training provided to employees, ensuring employee training on appropriate topics is provided, and that training efforts are not duplicated. The risk management committee should also work with the workers' compensation carrier and follow DWC guidelines to develop a program where all employees receive annual training on bloodborne pathogens, hazardous materials, and safety training related to their specific jobs. Training will be

provided by district staff and the WISD's insurance carrier at no additional cost.

ASSET INVENTORY (REC. 51)

WISD has not conducted a physical inventory of assets since April 2003 and is not following the internal control process documented in the district's administrative regulations to manage its assets. The district paid a vendor \$9,300 in 2003 to do the last physical inventory of capital assets, excluding real property, and controlled assets since it does not have sufficient staff to conduct the inventory. The district has \$15,000 budgeted for records retention and fixed assets inventory in 2006–07.

The inventory taken in 2003 showed the district had \$17.3 million of capital and controlled assets and was missing \$3.2 million of those assets. From January to May of 2004, the district researched the missing items and located more than \$900,000 of the assets. In addition, they determined \$2.1 million of the assets had been disposed of by sale or abandonment and that ultimately more than \$114,000 of the assets were missing since the April 2003 inventory.

Capital assets are property or equipment that cost \$5,000 or more, with a useful life of more than one year, and mainly include real property, vehicles, and large equipment. This type of asset does not lend itself, due to the nature and size of the asset, to misappropriation or theft. Controlled assets are other valuable property owned by the district that is susceptible to misappropriation or theft. Waxahachie ISD considers all furniture and equipment received as controlled assets. **Exhibit 7-9** displays the fixed assets of the district as of August 31, 2006 that are on record. Construction in progress represents construction projects that are moved to buildings and improvements category as they are completed. For 2005–06, \$1.4 million of construction projects were completed.

EXHIBIT 7-9 WISD CAPITAL ASSETS AUGUST 31, 2006

| PROPERTY DESCRIPTION | SEPTEMBER 1, 2006 | ADDITIONS | RETIREMENTS | AUGUST 31, 2006 |
|----------------------------|----------------------|--------------------|----------------------|----------------------|
| Land | \$3,596,926 | | | \$3,596,926 |
| Construction in Progress | \$1,397,838 | \$2,032,076 | (\$1,397,838) | \$2,032,076 |
| Buildings and Improvements | \$95,290,405 | \$2,374,580 | | \$97,664,985 |
| Furniture and Equipment | \$5,364,655 | \$252,822 | | \$5,617,477 |
| Total | \$105,649,824 | \$4,659,478 | (\$1,397,838) | \$108,911,464 |

SOURCE: WISD, audited financial statements, August 31, 2006.

Local regulations and state accountability guidelines direct districts like Waxahachie ISD regarding inventorying their assets. For example, WISD administrative regulation CFB-R states, “an annual inventory of all school property will be completed.” The Texas Education Agency’s Financial Accountability System Resource Guide (FASRG) states, “assets, such as furniture and equipment, should be inventoried on a periodic basis. Annual inventories taken at the end of the school term before the staff members leave are recommended. Discrepancies between the capital asset/inventory list and what is on hand should be settled. Missing items should be listed and written off in accordance with established policy.”

Without periodic physical inventories, WISD not only does not comply with administrative regulations, and does not follow internal controls to manage district assets, but more importantly does not know what property is missing, exposing itself to risk of loss of property and equipment.

The assistant superintendent/CFO should follow administrative regulations and conduct an annual physical inventory of all assets. The assistant superintendent/CFO should issue a request for proposals to ensure the district receives competent services for a reasonable price. The district should conduct the inventory at the end of the school year and use its budgeted funds.

ASSET RECORDS (REC. 52)

WISD has not updated its capital asset and controlled asset records since 2003. In 2006, the district converted the inventory list from the vendor that performed the last physical inventory in 2003 to a spreadsheet so the district could begin the process of updating the records.

Currently in 2006-07 the district barcodes all furniture and equipment received at the warehouse, except for technology equipment that is forwarded to the Technology Department for processing. Inventory control sheets are filled out for the assets and sent to the Finance Department. Furniture or equipment that is delivered directly from a vendor to a school or department is reported to the warehouse, and a bar code tag and inventory control sheet is issued for those items as well.

Schools and departments submit inventory record sheets to the Finance Department when bar coded assets are moved from one classroom to another or from one campus to another. Schools and departments complete the inventory disposal sheet and also send it to the Finance Department

when items are disposed of, damaged or lost. The Finance Department accumulates all the inventory control sheets for new, moved, and disposed items. The district also keeps an updated listing of district owned vehicles and real property for insurance purposes.

Section 1.2.4 Capital Assets of the FASRG states, “The emphasis in governmental accounting for capital assets is on control and accountability. Capital asset records are necessary to designate accountability for the custody and maintenance of individual items, and to assist in approximating future requirements.”

Without an updated inventory listing, the district does not know if it has adequate insurance coverage and cannot file an accurate insurance claim in a catastrophic loss or if a major theft occurs. Finally, WISD is also unable to assign responsibility for assets purchased after 2003 since no listing exists.

The assistant superintendent/CFO should update capital assets and controlled assets records. The grants writer/accountant should input the information contained in the inventory control sheets for new, moved, and disposed items the district has accumulated into the asset spreadsheet. After the records are updated, the assistant superintendent/CFO should designate an account code to charge items that will be added to the listing. Then after the listing is updated for each month’s acquisitions and dispositions are recorded from the inventory control sheets, the amount of acquisitions should be compared to the amount coded to the account code to ensure all additions were recorded.

PROFESSIONAL SERVICES (REC. 53)

WISD did not use a competitive procurement process to obtain all professional services and does not know if more competent and qualified firms exist or if the district is receiving the services for a fair or reasonable price. WISD obtained the services of a financial advisor, bond counsel, and underwriters without using the request for proposal (RFP) or request for qualifications (RFQ) process.

Although the district did not issue a request for proposals, the underwriters were selected by a variety of methods to ascertain the appropriate team for the district including: some interviews by the district, several submissions of written proposal material by interested underwriters, an evaluation of the experience/rankings/volume by firms for bond sizes between \$50 and \$70 million, and historical experience in working with these firms.

TEC sections 44.031 through 44.033 regulate purchasing in Texas school districts and specifically exempt professional services from competitive bidding. Section 44.031 (f) states, “This section does not apply to a contract for professional services rendered, including services of an architect, attorney, or fiscal agent.” The OAG has issued several opinions that expand the definition of professional services beyond those listed in the TEC. The district has issued an RFP or RFQ for other professional services as required by law.

Although WISD has complied with the legal requirements for procuring professional services, the district does not know if more competent and qualified firms exist or if the district is receiving the services for a fair and reasonable price. **Exhibit 7-10** compares the cost WISD paid for professional services related to the issuance of bonds with the peer districts that reported bond issues and Hays Consolidated Independent School District (HCISD). Based on a comparison of the three districts with bond issues greater than \$40 million, WISD paid highest percent in fees. Smaller bond issues, such as Brenham ISD’s issue, generally have a higher percentage in fees, because most fees are structured as a minimum fee for a set amount of bonds plus an amount per bond or percentage of the amount of bonds more than the minimum amount.

The FASRG states, “competitive proposal procedures provide for full competition among proposals. The procedures allow for negotiation with the proposer or proposers to obtain the best services at the best price. During the evaluation process prior to award of a contract, the negotiation process allows modification and alteration of both the content of the proposals and price. Competitive proposal procedures are recommended, where other procurement procedures are not required according to state or federal rules, laws or regulations, to stimulate competitive prices for services.”

Hays CISD began systematically requesting competitive proposals in 2003 for all professional services used by the district using a RFP or RFQ, as appropriate. As of December 2006, the district has requested proposals for legal services, CPA services, bond counsel, financial advisors, architects, construction manager-at-risk, underwriters and demographers. The district was able to procure competent and qualified firms to perform the services and is receiving the services for a fair and reasonable price.

The superintendent should ensure the district uses a competitive proposal procedure to procure all professional services. The assistant superintendent/CFO should advise the superintendent whether to use an RFQ or RFP process and oversee the development of the request document in conjunction with the ultimate user of the professional services. The resulting contract for the professional services should be based on the proposal.

For background information on Financial Management, see page 223 in the General Information section of the appendices. For examples of school districts that have used the best practices recommended in this chapter, see page 245 in the Best Practices section of the appendices.

EXHIBIT 7-10 BOND ISSUE COSTS

| DESCRIPTION | HAYS* | SHERMAN | WAXAHACHIE | BRENHAM |
|----------------------------|--------------|--------------|---------------------|--------------|
| Issue Amount | \$47,637,321 | \$64,700,936 | \$61,935,203 | \$10,000,000 |
| Bond Counsel | \$25,399 | \$74,466 | \$64,250 | \$25,000 |
| Financial Advisor | \$69,347 | \$89,800 | \$110,000 | \$43,750 |
| Total Fees | \$94,746 | \$164,266 | \$174,250 | \$68,750 |
| Fees as a percent of issue | 0.20% | 0.25% | 0.28% | 0.69% |

*Hays ISD was added to the exhibit to provide a third comparison since the other peer districts did not report any bond issues.
SOURCE: WISD, financial advisor, March 2007; Brenham ISD, Assistant Superintendent, February 2007; Sherman ISD, Assistant Superintendent of Finance, February 2007; Hays CISD, CFO, February 2007.

FISCAL IMPACT

| RECOMMENDATION | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | TOTAL 5-YEAR (COSTS) SAVINGS | ONE TIME (COSTS) SAVINGS |
|--|----------------|----------------|----------------|----------------|----------------|---|---|
| 45. Expand controls in the district's administrative software system to restrict new employee information entries solely to staff in the Human Resources Department. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | (\$280) |
| 46. Ensure that all conflict of interest questionnaires and conflicts disclosure statements received by the school district are posted on the district's website. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 47. Attend the investment training required by the Public Funds Investment Act to ensure the district is in compliance with all requirements of the act. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 48. Ensure a complete physical inventory of all textbooks is taken at all locations storing textbooks. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 49. Fully implement the time management system available in the administrative software system and direct employees to use the system. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 50. Develop and implement a centrally coordinated district safety training program for all employees and assign responsibility for the program to the assistant superintendent of Human Resources. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 51. Follow administrative regulations and conduct an annual physical inventory of all assets. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 52. Update capital assets and controlled assets records. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 53. Ensure the district uses a competitive proposal procedure to procure all professional services. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL-CHAPTER 7 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | (\$280) |

CHAPTER 8

SAFETY AND SECURITY

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

CHAPTER 8. SAFETY AND SECURITY

The Texas Education Code (TEC) Chapter 37 outlines a district’s authority and the minimum standards for safety and security of its schools. A district may employ security personnel and commission its own police force. Districts must adopt standards for students that define unacceptable behavior and its consequences. Students who engage in serious misconduct in the regular classroom are removed and assigned to the alternative education programs on or off-campus as required by law.

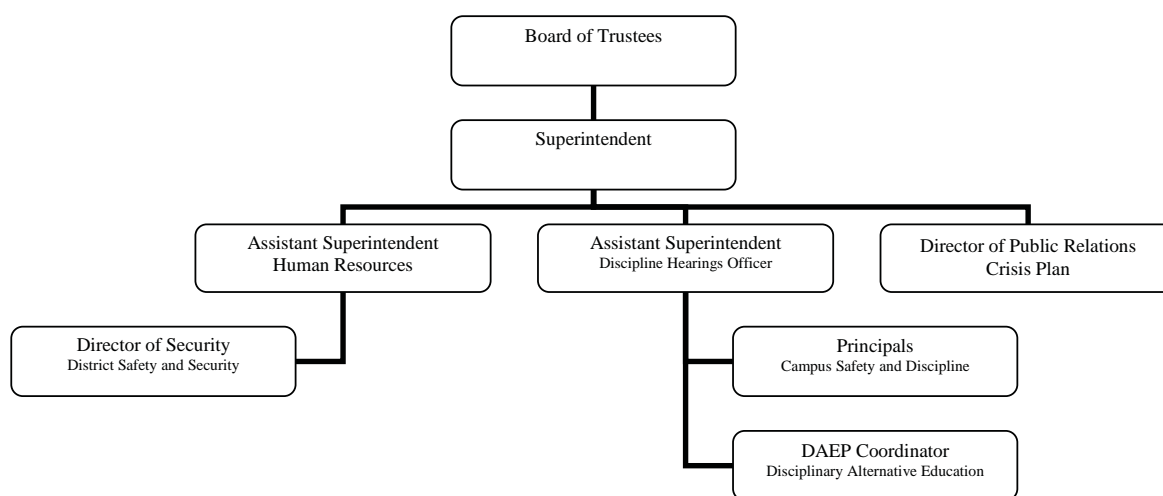
A safe school environment includes problem recognition, timely intervention, and corrective action. Districts implement policies and programs that reflect the district’s vision of a safe school. To maintain a safe school environment, Waxahachie Independent School District (WISD) has a security force of four officers assigned primarily to the secondary schools, and one part-time parking lot guard. The parking lot guard also serves as a crossing guard for the ninth grade academy. Crossing guards are assigned to all other schools, keeping students safe as they cross busy streets. The cost of the crossing guard program is shared with the city of Waxahachie. The district’s maintenance staff keeps schools clean and free of hazards by replacing security lights and removing graffiti.

WISD uses a variety of methods to address its safety and security risks and assigns safety responsibilities to different positions in the organization. **Exhibit 8-1** shows the district organization of safety and security duties.

The district has various committees that provide information and advice on district concerns. The superintendent has a council of teachers that meets monthly to review and address questions and complaints. WISD also has a School Health Advisory Council that meets three times a year. The TEC §28.004 requires health councils, which are to “assist the district in ensuring that local community values are reflected in the district’s health instruction.” In 2006–07, WISD initiated a risk management committee to identify and address safety issues contributing to employees’ use of workers compensation benefits.

WISD schools monitor student attendance by documenting attendance, reviewing absences, contacting parents regarding student attendance, and drafting required paperwork for filing truancy charges. The district’s student attendance procedure helps WISD reduce absenteeism. In 2005–06, the district’s student attendance rate was slightly above regional and statewide attendance averages, at 96 percent.

EXHIBIT 8-1
WISD SAFETY AND SECURITY ORGANIZATION
2006–07



SOURCE: WISD Organization, Interviews with district staff, December 2006.

Principals and teachers at each campus monitor student behavior by patrolling school common areas, enforcing rules, and removing students that misbehave to disciplinary classrooms. Bus drivers are responsible for student discipline on bus routes, and the district may prohibit students that misbehave from riding district transportation.

Removal to a disciplinary program may mean a short assignment to an in-school suspension (ISS) class, or a longer assignment to the disciplinary alternative education program (DAEP). The district may assign students to the DAEP for incidences ranging from possession of a laser pointer to felony misconduct. Special education students expelled for felonies that are more serious may also receive certain mandated educational services through the district's DAEP.

The TEC requires that the juvenile justice system, in counties with over 125,000 in population, provide alternative education programs for students committing serious offenses. Since WISD is in a county without a juvenile justice alternative education program, the district must educate or expel misbehaving students.

The district has a crisis management plan that identifies the crisis notification steps. As part of this plan the district conducts fire drills and lockdown drills to test its preparedness for emergencies. After the drills, participants debrief to identify improvements, and the district revises and updates its plans.

ACCOMPLISHMENTS

- WISD implemented a character education program for elementary students that provides clear guidelines for behavior, opportunities to exhibit character and leadership, and affirms good behavioral practices.
- WISD developed a coordinated building security system combining electronic access, video surveillance, and visitor identification procedures to reduce the risk of unauthorized access in district buildings.

FINDINGS

- The district's discipline management model does not effectively integrate intervention strategies or monitor discipline to ensure consistent application or determine the effectiveness of the Student Code of Conduct discipline standards.

- WISD does not fully analyze its safety and security needs to ensure that the district's security planning process links the plan to the problem and budget.
- WISD does not coordinate truancy activities or provide central tracking of truancy cases to ensure implementation of statutory truancy requirements and collection of court assessed fines or restitution.

RECOMMENDATIONS

- **Recommendation 54: Expand the district's discipline management model to include strategies for early identification and intervention, update the Student Code of Conduct to ensure effective sanctions, provide staff with adequate training and support to implement the strategies, and monitor for performance.** The district should establish a committee to review discipline reports to determine if the applying of the Student Code of Conduct caused inconsistent results. In addition, the committee should identify promising practices being implemented in its schools, and revise the district Student Code of Conduct and other written procedures as appropriate. This committee, under the direction of the assistant superintendent, should include principals or assistant principals from each secondary school who are responsible for discipline on their campus and a principal representing the elementary campuses. The committee should meet at least biannually: once early in the school year to review plans for the coming year and address identified issues, and once at the end of the school year to evaluate results and plan for the next year. Teachers should also assist in the development of any strategies applied at the classroom level, and counselors should work with teaching staff in developing indicators for early identification of potential problems. For example, increasing absences, change in classroom demeanor, homework problems, and working below capabilities are all traits that can all be early signals of a student needing intervention.
- **Recommendation 55: Plan the district's safety and security strategies by analyzing the performance of its existing programs, identifying district needs, and conducting a cost benefit analysis of proposed programs.** The district should use the safety committee as an advisory partner in research and development of programs and proposals. District security programs should address identified needs, be evaluated against

financial and performance goals, and revised as needed. The district should use the safety committee to gather information, research best practices, make recommendations, and evaluate results. While the safety committee need not participate in every security decision, the committee can provide the skills and experience to identify a program's costs and its security value and determine whether a proposed program will effectively address an identified security problem. The security planning process should coordinate with the broader district improvement planning process and the annual budget process.

- **Recommendation 56: Coordinate truancy activities by developing written procedures for filing truancy cases, centralizing oversight of district truancy efforts, and tracking case outcomes.** These efforts should include: identifying truants, filing appropriate cases, requesting that courts assess both fine and restitution, tracking case disposition to maximize recovery of all sums owed. The district designated the director of Security as the repository of truancy documents and should also assign program oversight responsibilities to the position. The director of Security should be responsible for maintaining truancy data and for tracking the status of cases with the court to ensure the district request and receives restitution for funding losses associated with student absences.

DETAILED ACCOMPLISHMENTS

CHARACTER EDUCATION

WISD implemented a character education program for elementary students that provides clear guidelines for behavior, opportunities to exhibit character and leadership, and affirms good behavioral practices.

In 2000, Northside Elementary implemented the Right Choices program after a district counselor observed the program at a workshop and shared it with district administrators. The program defines consequences for inappropriate behaviors, provides daily communication to parents, and affirms good citizenship practices. While school administrators and grade level chairpersons developed the behavior guidelines and consequences, the comprehensive program is a collaborative effort between parents, teachers, volunteers, and administrators.

Each child receives a program folder that the district uses to communicate with students and parents. The folder includes

a copy of the classroom rules and a daily information sheet that shows rule violations or good behavior. A check mark in the folder indicates a violation, and accumulated checks result in progressive consequences that increase with the number of violations. The folder provides parents with daily feedback on their child's homework, conduct, and encourages communication between the teacher and parent.

In addition to the daily conduct affirmation, students with minimal check marks over nine weeks can attend a reward rally at the end of the grading period. The rally includes sports and activity stations supervised by high school students. Students with less than four checks for the year receive a special lunch trip with the principal. The school pays for the field trip through fundraisers and the school's activity fund. Past trips included lunch at the Arlington Ball Park.

Each morning, the announcements include a character-based goal or thought for the day focusing on an aspect of character or manners. Students assist with the announcements, the pledge of allegiance, and the moment for silent reflection. The school developed a student council to address the leadership component of the character education program. Administrators and staff also incorporate opportunities to exhibit or build character into daily school activities as part of the overall implementation of the character education program.

At a September 2005 WISD Board of Trustees meeting, the principal of Northside Elementary credited the character education program with contributing to the school's success on Texas Assessment of Knowledge and Skills and decreasing the number of discipline problems. The district expanded character education to all elementary schools in 2005–06. By using the Right Choices character education model, the district designed and implemented the program to meet the needs of each campus.

The Southern Association of Colleges and Schools Accreditation Standard No. 9 establishes indicators for an effective program aimed at helping students develop "civic, social, and personal responsibility." These indicators are:

- Fosters and maintains a safe and orderly environment that promotes honesty, integrity, trustworthiness, responsibility, citizenship, self-discipline, and respect;
- Provides students opportunities to develop and demonstrate leadership, responsibility, independence, and decision-making skills;

- Communicates written guidelines for conduct to students, parents, and staff; and
- Monitors student attendance and conduct.

In a presentation to the Board of Trustees the principal reported that the character education program resulted in an improved educational environment and reduced discipline issues.

COORDINATED BUILDING SECURITY

WISD developed a coordinated building security system combining electronic access, video surveillance, and visitor identification procedures to reduce the risk of unauthorized access in district buildings.

WISD schools have multiple entrances and access points, which makes restricting unauthorized access difficult. To address access problems, the district developed an integrated strategy combining personnel, policy, and technology. The strategy for school based security combines electronic access, video surveillance, and enforced visitor identification procedures.

Most WISD schools have some level of video surveillance, with the greatest number of cameras placed at the high school. At the high school, cameras cover entrances with some coverage of parking lots. An electronic door locking system complements the video surveillance system. The district issues key cards which are programmed to allow entrance only at certain times or according to pre-determined schedules, to high school employees. The district can deprogram lost cards, reducing the expense of replacing lock cores and keys. The key system allows the high school principal simultaneously to lock all doors should a crisis occur.

All district schools have clear signs directing visitors to the office for identification, and many assign staff to monitor the entryway to redirect visitors that may attempt to bypass the office. Visitors receive a school specific, peel-and-stick badge that identifies those areas the visitor can access, making it easier for school staff to identify persons not approved for access in their building or in a particular area. Security officers assigned to the secondary schools periodically check school entrances to ensure entrances remain locked.

The district issues identification cards to its high school students who must wear them on campus. The high school enforces the rule by assigning consequences when the card is

lost or forgotten. A student can replace a lost card for a fee, and the district maintains a log of lost and replaced cards.

The combination of security features reduces the risk of unauthorized access while providing access control in emergency situations.

DETAILED FINDINGS

COMPREHENSIVE DISCIPLINE MANAGEMENT (REC. 54)

The district's discipline management model does not effectively integrate intervention strategies or monitor discipline to ensure consistent application or determine the effectiveness of the Student Code of Conduct discipline standards.

The TEC §37.083 requires districts to develop a district improvement plan (DIP) with a behavior management system strategy. Districts must develop a student code of conduct informing parents and students of behavior expectations, misbehavior consequences, and procedures for administering discipline.

WISD adopted a Student Code of Conduct, which outlines the five sanction levels in its discipline management program. **Exhibit 8-2** provides examples of the Student Code of Conduct's disciplinary classifications.

The district assigns one of the following sanctions for Class I entry level misbehaviors: parent contact, counseling, loss of privileges, detention, in school suspension (ISS), campus beautification, or corporal punishment. In addition to the counseling, ISS, and corporal punishment of Class I sanctions, Class II sanctions also include detention, parent conferences, and suspension. Class III violators may receive the following consequences: parent conference, mediation, ISS, assignment to the DAEP, citation (ticket), and notification of offense to the proper law enforcement agency. Administrators are allowed discretion in the assessment of sanctions for Classes I through III.

Class IV violators must be assigned to the DAEP, but may also receive additional penalties through citations and reports to law enforcement. Students may get DAEP assignments for off-campus conduct if the student committed certain felony Penal Code offenses, including retaliation against a school employee. WISD expels Class V violators, although it continues to provide educational services to special education students after expulsion.

EXHIBIT 8-2
WISD STUDENT CODE OF CONDUCT
DISCIPLINARY CONSEQUENCES BY CLASS
2006–07

| DISCRETIONARY DISCIPLINE OPTIONS | | | MANDATORY REMOVAL TO DAEP* | MANDATORY EXPULSION |
|---|---|--|--|---|
| CLASS I OFFENSES | CLASS II OFFENSES | CLASS III OFFENSES | CLASS IV OFFENSES | CLASS V OFFENSES |
| First time offenses | Repeated Class I offenses | Repeated Class II offenses | Felony misconduct | Continues with serious or persistent misbehavior in DAEP |
| Minor class disruptions | Disrupting the school environment or educational process | Interference with school activities or discipline; Failure to disclose over the counter medication to the school nurse | Causes major disruption to school day | Assisting, encouraging, promoting or attempting to assist in the commission of any Class V offenses |
| Misbehavior that is not abusive, threatening or violent | Minor insubordination or disrespect | Incorrigible, persistent, or disruptive misbehavior | Blatant disrespect to school personnel or authorities | Retaliation against district employee or volunteer |
| Violation of dress code | Inappropriate body contact | Offensive sexual conduct; sexual harassment; possession of pornographic items | Engaging in indecent exposure or public lewdness | Sexual assault or aggravated sexual assault; indecency with a child |
| Tardiness to class | Skipping school events or class without parental permission | Disorderly conduct; use of objects to threaten or inflict bodily injury | Fighting; Assaults, including assault by contact on school employee; | Capital murder, murder, criminal attempt or manslaughter; aggravated assault; aggravated kidnapping; assault on district employee |
| Littering | Parking violations | Damaging or vandalizing property; misdemeanor criminal mischief | Felony criminal mischief (over \$1,500 in damage) | Arson |

*DAEP is the disciplinary alternative education program.
 SOURCE: WISD Student Code of Conduct, 2006–07.

Applying the district sanction standards to conduct shown in **Exhibit 8-2**, a student demonstrating minor disrespect could receive corporal punishment, detention, counseling, loss of privileges, or assignment to campus beautification projects. In addition to the sanctions that do not remove a student from class, minor disrespect might result in a removal assignment to ISS. Blatant disrespect requires removal to the DAEP. Also, two or more parking violations could result in a discretionary assignment to the DAEP, as could two or more skipped classes, or not telling the school nurse about having an aspirin in a purse or pocket.

WISD's discipline management system focuses on a student's removal from a class or campus to control behavior rather than intervention or behavior modification. All schools have an ISS program that provides a temporary disciplinary classroom on campus for students removed from the regular classroom for misbehavior. There are no published guidelines for the use of ISS, but during onsite interviews principals

said ISS is generally short—one or two days in duration. Each school implements the detention sanction differently. For example, the junior high principal uses lunch and after-school detention but does not provide Saturday detention. The high school has Saturday school as a detention option, as well as the option for lunch and after-school detention.

Removal to an off-campus DAEP may be discretionary or mandatory. According to district policy, administrators should consider whether or not a student was engaging in self defense, the intent of the student at the time of the misconduct, and the student's disciplinary history for discretionary placement in a DAEP. The length of a discretionary placement for a student ranges from 10 to 20 days, with mandatory placement for a Class IV offense ranging from 30 to 45 days. The average number of days for mandatory and discretionary assignments to the DAEP in 2005–06 was 25 days.

Exhibit 8-3 shows a comparison of the disciplinary choices of WISD and its peer districts for two common disciplinary violations: fighting and Student Code of Conduct violations.

During interviews administrators said WISD is focused on reducing fighting, primarily by removal of students from the classroom. As shown in **Exhibit 8-3**, 43 percent of WISD’s disciplinary actions for fighting resulted in a DAEP assignment. Ennis ISD has the highest percentage at 51 percent, with Sherman ISD not making any fighting assignments to its DAEP in 2005–06.

For students fighting and not assigned to the DAEP, WISD and Corsicana ISD have the highest percentage of students receiving out of school suspension at 51 percent. Fifty percent of Sherman ISD students receive out of school suspension for fighting violators. Brenham ISD assigns the fewest with only 34 percent suspended from attending school. To provide context for the percentages, WISD had the highest number of reported fighting incidents at 237. Brenham ISD was the closest peer with 153. Sherman ISD had the fewest fights with only 32 reported.

For violations of the Student Code of Conduct, Ennis ISD at 10 percent and Brenham ISD at 8 percent have the highest number of assignments to the DAEP. WISD is in the middle of its peers at 6 percent. Sherman ISD has the smallest percentage of DAEP assignments for code violations at 4 percent. All peer districts use partial day suspensions for code of conduct violations, but WISD does not.

While the WISD discipline plan provides penalties for misconduct, there is no corresponding plan for preventing or

rehabilitating misbehavior. WISD does not have many intervention or modification programs, particularly at the high school level. Before 2005–06, Red Ribbon Week for Drug Awareness was the primary district intervention activity. In 2005–06, the district provided a single event sexual abstinence program that included high school students. A tobacco abuse program replaced the abstinence program as the primary high school intervention activity in 2006–07.

As **Exhibit 8-4** shows, the district does not routinely engage high school students in behavior based intervention programs, but focuses its programs primarily on junior high, middle, and elementary school students.

The district began providing bullying intervention to younger students in 2005, when the Texas Legislature amended TEC §37.083 to require it as part of district behavior management plans. High school students did not participate in the anti-bullying program provided in 2005–06. Despite a district goal to reduce fighting the district has not planned or scheduled character-based or conflict resolution programs for high school students in 2006–07.

Each school is responsible for developing student behavior training. For example, the high school provides students assigned to ISS a worksheet that has the student reflect on the misbehavior and admit responsibility. The district’s counseling department also developed a new program to identify students needing intervention for both learning and behavior. The district does not have a central behavior management strategy that coordinates intervention, correction, and discipline strategies.

EXHIBIT 8-3
WISD DISCIPLINE COMPARISON TO PEER DISTRICTS
2005–06

| DISTRICT | FIGHTING/MUTUAL COMBAT | | VIOLATED LOCAL CODE OF CONDUCT | |
|-------------------|--|--|--|--|
| | PERCENTAGE OF STUDENT VIOLATORS ASSIGNED TO DAEP | PERCENTAGE OF STUDENT VIOLATORS RECEIVING OUT OF SCHOOL SUSPENSION | PERCENTAGE OF STUDENT VIOLATORS ASSIGNED TO DAEP | PERCENTAGE OF STUDENT VIOLATORS RECEIVING A PARTIAL DAY SUSPENSION |
| Ennis | 51% | 49% | 10% | 3% |
| Corsicana | 49% | 51% | 5% | 29% |
| Waxahachie | 43% | 51% | 6% | 0% |
| Brenham | 30% | 34% | 8% | 21% |
| Sherman | 0% | 50% | 4% | 35% |

NOTE: Percentages do not reflect all assignment types for the selected violations. PEIMS data does not provide assignment information where the reported assignment category has less than five student violators. Percentages may not total 100 due to rounding.

SOURCE: Texas Education Agency, Public Education Information Management System (PEIMS), 2005–06.

**EXHIBIT 8-4
BEHAVIOR INTERVENTION PROGRAMS
2005–06**

| PROGRAM | PURPOSE | TARGET POPULATION | YEAR PROVIDED |
|---|--|--|---------------------------------------|
| Red Ribbon Week | Drug abuse resistance | All WISD students | 2005–06 and prior years |
| Right Choices | Character education, behavior modification | Elementary schools | 2005–06, and prior years at Northside |
| Just Say Yes (Motivational Productions) | Bullying Intervention, character education | Elementary, middle and junior high students | 2005–06 |
| Project Wisdom | Character Education | Shackelford elementary, middle and junior high schools | 2005–06 |
| Just Say Yes (Aim for Success, Achieve Success) | Sexual abstinence education | Secondary schools | 2005–06 |
| ISS Education Worksheet | Personal responsibility, behavior modification | High school students assigned to ISS | 2005–06 |
| Tobacco Free Grant | Tobacco use intervention | High school students | 2006–07 |

SOURCE: WISD Assistant Superintendent, January 2007.

Before 2005–06, WISD did not provide many districtwide intervention programs, so assessing the effectiveness of recent district intervention activities is difficult. Moreover, the collection period for disciplinary data is brief since there was not a full school year for data gathering at the time of the onsite review and the district has not maintained adequate prior year's data. Additionally, the primary intervention program for the high school was sexual abstinence, which does not typically affect on-campus misbehavior.

Reviewing the partial-year disciplinary assignments for 2006–07, **Exhibit 8-5** and **Exhibit 8-6** show students are re-offending and assigned repeatedly to ISS or the DAEP. **Exhibit 8-5** shows the percentage of students removed repeatedly to ISS in the first semester of 2006–07. It also shows that almost one-half of the students returning to ISS were repeat offenders, with 12.4 percent assigned three or

more times. Overall, students repeating assignments were 22.3 percent of all assignments.

DAEP assignments in the first semester of 2006–07 reflect a similar trend in repeat assignments and offenders (**Exhibit 8-6**). As **Exhibit 8-6** shows, more than one-half of all students assigned to DAEP had prior assignments to ISS, and 7.8 percent of all DAEP assignments are repeat assignments.

While the Student Code of Conduct sets standards for assessing penalties, WISD does not monitor or review discipline records to determine if discipline is consistently applied, or maintain central documentation to analyze trends to develop strategies to manage discipline effectively. The hearings process is the district's single central review of campus discipline. The assistant superintendent said that the Texas Education Agency (TEA) recently opened an

**EXHIBIT 8-5
WISD RECIDIVISM RATES FOR ISS
AUGUST TO DECEMBER 2006**

| SCHOOL | PERCENTAGE OF STUDENTS REPEATING ISS (WITHIN SAME SEMESTER) | PERCENTAGE OF STUDENTS ASSIGNED TO ISS MORE THAN THREE TIMES* | STUDENTS REPEATING ISS AS PERCENTAGE OF ALL ISS ASSIGNMENTS |
|---------------------|---|---|---|
| High School | 49.8% | 12.2% | 22.1% |
| Ninth Grade Academy | 55.0% | 14.1% | 25.8% |
| Junior High | 45.5% | 12.6% | 22.7% |
| Middle School | 42.1% | 11.5% | 19.1% |
| Total | 48.3% | 12.4% | 22.3% |

*This figure does not include students with over 10 repeats to ISS.

SOURCE: WISD discipline database, 2006–07.

EXHIBIT 8-6
WISD RECIDIVISM RATES FOR THE DAEP
AUGUST TO DECEMBER 2006

| SCHOOL | PERCENTAGE OF STUDENTS REPEATING DAEP (WITHIN THE SAME SEMESTER) | PERCENTAGE OF STUDENTS ASSIGNED TO DAEP WITH PRIOR ISS | STUDENTS REPEATING DAEP AS PERCENTAGE OF ALL DAEP ASSIGNMENTS |
|---------------------|--|--|---|
| High School | 6.5% | 54.8% | 6.1% |
| Ninth Grade Academy | 19.1% | 38.1% | 16.7% |
| Junior High | 4.0% | 54.0% | 3.9% |
| Middle School | 16.7% | 83.3% | 14.3% |
| Total | 8.3% | 52.8% | 7.8% |

SOURCE: WISD discipline database, 2006–07.

investigation on the number of assignments to the DAEP and requested disciplinary records from the district. Because the district was unable to locate some of the disciplinary records for the request, the assistant superintendent has now instituted a procedure for maintaining discipline records forwarded through the hearings process.

District administrators believe that discipline is consistently applied because the district’s “zero tolerance” policy reduces discretion. In addition, the Student Code of Conduct offenses and corresponding sanctions support teachers and administrators who do not want to be a target for making an unpopular punishment decision. However, some parents have complained to the board that certain punishments defined in the Student Code of Conduct are unreasonable. The assistant superintendent said parents are now using the hearings process to correct penalties that they view as harsh because the board has discretionary authority through the appeals process that is not available to administrators at the school level.

Discipline must be fair and consistent, applied to individual situations with sufficient judgment to recognize appropriate exceptions, and include opportunities for rehabilitation. As part of its School Improvement Research Series, the Northwest Regional Educational Laboratory observed that in effective disciplinary programs punishment is consistent with the offense committed, and school disciplinary programs provide guidance, support, and opportunities to build new skills. The Texas Legislature recognized the importance of rehabilitation by requiring counseling as part of district DAEPs.

WISD should expand the district’s discipline management model to include strategies for early identification and intervention, update the Student Code of Conduct to ensure effective sanctions, provide staff with adequate training and

support to implement the strategies, and monitor for performance. The district should establish a committee to review discipline reports and to determine if applying the Student Code of Conduct caused inconsistent results. In addition, the committee should identify promising practices being implemented in its schools, and revise the district Student Code of Conduct and other written procedures as appropriate. This committee, under the direction of the assistant superintendent, should include principals or assistant principals from each secondary school who are responsible for discipline on their campus, and a principal representing the elementary campuses. The committee should meet at least biannually: once early in the school year to review plans for the coming year and address identified issues, and once at the end of the school year to evaluate results and plan for the next year. Teachers should also assist in the development of any strategies applied at the classroom level, and counselors should work with teaching staff in developing indicators for early identification of potential problems. For example, increasing absences, change in classroom demeanor, homework problems, and working below capabilities are all traits that can all be early signals of a student needing intervention. During its annual training program, the district should provide training to teachers, aides, and administrators on any newly adopted discipline management techniques and/or policies that will reinforce the model. WISD should survey its teachers annually for input on the success of the plan and suggestions for improvement.

SECURITY PLANNING PROCESS (REC. 55)

WISD does not fully analyze its safety and security needs to ensure that the district’s security planning process links the plan to the problem and budget.

The Security Department includes four full-time staff: one department director and three campus security officers assigned primarily to the secondary schools. The high school has two officers, one of which monitors the parking lot and functions as a crossing guard for the ninth grade academy. The remaining two officers are assigned to the ninth grade academy and the junior high school. The director and the high school officer are commissioned peace officers. WISD does not hold the commission. The two officers are reserves with area law enforcement agencies. A reserve commission is active when the reserve is on duty for the commissioning agency.

Additional security initiatives include a contracted alarm monitoring system, contracted random canine contraband searches to deter prohibited substances on campus, and informal arrangements with local law enforcement for emergency response, school-zone traffic enforcement, and crossing guards. Security staff said citizens, students, and employees generally consider the district safe.

WISD has a safety committee that develops and updates the district crisis management plan. The committee includes the director of Public Relations, the assistant superintendent, and the assistant superintendent of Human Resources. The safety committee is responsible for updating the crisis management plan, but it does not develop or review districtwide safety and security goals. When the district develops its DIP, the strategic planning process includes identification of some safety goals and strategies. These individual safety and security management components have common participants, but the district does not perform coordinated safety and security analysis prior to developing new programs.

The assistant superintendent of Human Resources, who is also responsible for safety and security programs, said the budget process is the primary vehicle for security planning activities. When he develops the security budget, his planning activities consist primarily of analyzing prior year expenditures and estimating the number of anticipated extra-curricular events needing security in the upcoming fiscal year.

In interviews, the director of Security and the assistant superintendent of Human Resources identified two proposed changes for the security program: (1) convert the security department to a police department and (2) implement a full-time drug dog program. WISD developed the first proposal through the 2004–05 DIP process as a strategy for ensuring a safe district. The district did not develop the second

proposal through an identified planning process. No analytical support, implementation plans, or proposed budgets were provided for either proposal.

When deciding to convert the security department to a police department the district did not identify a need for this change. However, during onsite interviews, district staff said they had difficulty tracking the status of cases reported to the Waxahachie Police Department when they needed to know if an incident had been solved or resolved. District administrators also said an internal police department would be consistent with other area districts. In addition, district principals said it would be helpful to have quickly responding law enforcement when campus staff cannot handle an angry parent or other needs arise.

The district did not develop the DIP strategy in response to an analyzed need, and has not evaluated the budgetary impact of converting the security department to a police department. While a commissioned police force can expand security authority and responsibilities, legal requirements can increase the cost of a security program. Before 2006–07, WISD did not plan for or provide training for its security officers. However, a police department of certified officers must meet ongoing state training requirements. Criminal investigations take time away from patrolling unless the district is staffed for both activities. Arrests may result in trips to court as criminal cases are resolved and juvenile arrests require a certified holding area. The cost of badges, uniforms, handcuffs, and other essential tools of a commissioned officer also add to program expenses.

Exhibit 8-7 shows the number of WISD's incidents reported to the Waxahachie Police Department for 2003–04 to 2005–06. A review of incidents indicates reported activity for the district was generally stable from 2003–04 and

EXHIBIT 8-7
WISD INCIDENT REPORTS TO THE WAXAHACHIE POLICE DEPARTMENT
2003–04 TO 2005–06

| SCHOOL | 2003–04 REPORTED | 2004–05 REPORTED | 2005–06 REPORTED |
|---------------------|---------------------|---------------------|---------------------|
| High School | 12 | 31 | 35 |
| Ninth Grade Academy | 13 | 5 | 12 |
| Junior High | 19 | 5 | 16 |
| Middle School | 5 | * | 7 |

*Numbers less than five have not been cited due to the Family Educational Rights and Privacy Act (FERPA) 34CFR Part 99.1 and Texas Education Agency procedures OP 10-03.

SOURCE: WISD Summary of Reported Incidents, 2006.

2004–05. However, reported incidents for the high school more than doubled from 2003–04 to 2004–05, with a slight increase from 31 incidents in 2004–05 to 35 incidents in 2005–06. Reported activity includes incidents ranging from criminal activity to vehicle accidents, and is not confined to student activity.

In addition to the department conversion, the director of Security wants to implement a full-time drug dog program, with the dog available seven days a week, 24 hours a day. A full-time drug dog can be an effective deterrent to criminal activity, but the costs of the program can be significant. In addition to the initial cost of the dog and wages for the handler, food, and medical care, the dog must receive regular training. If the dog is to identify a variety of controlled substances, the handler must have access to the controlled substances for hide and seek training. The handler must also maintain detailed training records in the event the dog's qualifications are questioned in court. Under the Fair Labor Standards Act, the district may be required to compensate the handler for training and caring for the canine, adding to program costs.

The district has not analyzed the performance of its contracted drug dog service, and administrators said drugs were not a substantial problem in the district. When deciding to add a

full-time drug dog program the director of Security did not consider the full financial impact this program would have on the district. Although the director considered first year costs of the program, no projection was made for the ongoing maintenance costs. Although this security initiative has not been formally adopted as a strategy, the district has not identified district security needs while giving consideration to this proposal. The cost analysis, while preliminary, only considered the costs of the contract service against the purchase price of the dog.

Exhibit 8-8 shows the number of district incidents for certain violations reported in PEIMS from 2002–03 to 2004–05. The exhibit provides the number of incidents by reason code (as used in PEIMS) and type of incident by school year. During the three year period, the district's highest reported incidents were for "violation of student code of conduct." In 2004–05, "fighting/mutual combat" was second in number of incidents followed by "serious and persistent misconduct." In 2004–05, the district reported less than five incidents each of "possessed, sold, used marijuana or other controlled substance" and "possessed, sold, used or was under the influence of an alcoholic beverage."

The International Association of Chiefs of Police Web Document, *Best Practices Guide for Budgeting in Small Police*

EXHIBIT 8-8
WISD TOTAL INCIDENTS BY TYPE
2002–03 TO 2004–05

| REASON CODE | TYPE OF INCIDENT | TOTAL INCIDENTS | | |
|-------------|--|-----------------|---------|---------|
| | | 2002–03 | 2003–04 | 2004–05 |
| 1 | Disruptive behavior | 90 | 158 | 9 |
| 4 | Possessed, sold or used marijuana or other controlled substance | 14 | 20 | * |
| 5 | Possessed, sold, used or was under the influence of an alcoholic beverage | * | 8 | * |
| 7 | Public lewdness or indecent exposure | 6 | * | * |
| 20 | Serious or persistent misconduct | 64 | 26 | 33 |
| 21 | Violation of student code of conduct not included in codes 33 and 34 | 3,635 | 4,212 | 5,117 |
| 28 | Assault against someone other than a school district employee or volunteer | 5 | * | * |
| 33 | Possessed, purchased, used or accepted a cigarette or tobacco product | 13 | 14 | 11 |
| 41 | Fighting/Mutual Combat | 15 | 20 | 59 |

*Numbers less than five have not been cited due to the Family Educational Rights and Privacy Act (FERPA) 34CFR Part 99.1 and Texas Education Agency procedures OP 10-03.

SOURCE: Texas Education Agency, PEIMS; 2002–03 to 2004–05.

Agencies, states that the planning process should have a goal of linking plans to budgetary expenditures. The 1998 U.S. Department of Justice report, *Security Concepts and Operational Issues*, observes that security operations often require a balance among effectiveness, affordability, and acceptability.

WISD should plan the district's safety and security strategies by analyzing the performance of its existing programs, identifying district needs, and conducting a cost benefit analysis of proposed programs. The district should use the safety committee as an advisory partner in research and development of programs and proposals. District security programs should address identified needs, be evaluated against financial and performance goals, and revised as needed. The district should use the safety committee to gather information, research best practices, make recommendations, and evaluate results. While the safety committee need not participate in every security decision, the committee can provide the skills and experience to identify a program's costs and its security value and determine whether a proposed program will effectively address an identified security problem. The security planning process should coordinate with the broader district improvement planning process and the annual budget process.

MONITORING AND ENFORCEMENT OF TRUANCY PROGRAMS (REC. 56)

WISD does not coordinate truancy activities or provide central tracking of truancy cases to ensure implementation of statutory truancy requirements and collection of court assessed fines or restitution.

According to the Texas compulsory school attendance laws, students have a legal obligation to attend school and parents have a legal obligation to compel their attendance. Violating compulsory attendance laws is a Class C misdemeanor, punishable by fine or community service. When a student misses a certain number of days or parts of days within a certain period, Texas districts are required to file misdemeanor charges with their local courts.

Each WISD school is responsible for monitoring attendance and taking appropriate action when students are absent. Schools take daily attendance and notify parents when students are absent. When the number of absences reaches the level for legal action, schools send required written notices to parents and draft the required legal paperwork for case filing. When a case is set for court, school representatives attend the hearings. Once a case reaches disposition, the

court provides a copy of the disposition paperwork to the school. Each school decides how to organize and monitor its truancy case load, with no central oversight or procedure for guidance.

The district does not centrally collect or maintain its truancy data. When the review team requested truancy program documents, WISD staff indicated program data was maintained by individual schools, but in the future would be forwarded and maintained by the director of Security. The review team requested truancy data dating back to 2003–04, but not all of the schools had this information. The documents provided varied by school, with some tracking cases by individual court documents and others keeping case statistics on spreadsheets.

A review of district truancy filings indicates the number of misdemeanor truancy cases decreased. For example, Wentworth Elementary filed 37 misdemeanor truancy cases in 2003–04, 26 truancy cases in 2004–05, and seven truancy cases in 2005–06. The junior high has a similar decrease in cases filed, dropping from 35 cases in 2003–04 to less than five cases in 2005–06. Further, the district does not receive any fines, fees, or restitution from truancy cases filed. The district does not have any written procedures that guide staff in requesting restitution through the truancy process.

Under TEC §25.093, fines assessed by courts against parents for failure to compel attendance must be split with the truant child's school district. The Texas Code of Criminal Procedure also allows victims in Class C misdemeanor cases to request restitution. Without a districtwide truancy procedure and a single point of contact to coordinate and provide oversight for truancy efforts, the district is not requesting restitution or its statutory portion of assessed fines and thus has not received any revenue from its truancy cases.

WISD should coordinate truancy activities by developing written procedures for filing truancy cases, centralizing oversight of district truancy efforts, and tracking case outcomes. These efforts should include: identifying truants, filing appropriate cases, requesting that courts assess both fine and restitution, tracking case disposition to maximize recovery of all sums owed. The district designated the director of Security as the repository of truancy documents and should also assign program oversight responsibilities to the position. The director of Security should be responsible for maintaining truancy data and for tracking the status of cases with the court to ensure the district request and receives

restitution for funding losses associated with student absences.

To maximize recovery and support discipline efforts, the director of Security should work with the Technology Department to develop a database for tracking case filings and dispositions. The tracking process should note the dollar value of the absences, the amount of restitution requested, and the amount finally awarded. The database should also include whether a fine is assessed against the parent and/or

student and the amount assessed. The process should include a procedure to facilitate follow up with the courts to ensure the fine assessed is shared according to TEC §25.093(d).

For background information on Safety and Security, see page 232 in the General Information section of the appendices. For examples of school districts that have used the best practices recommended in this chapter, see page 245 in the Best Practices section of the appendices.

FISCAL IMPACT

| RECOMMENDATION | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | TOTAL 5-YEAR (COSTS) SAVINGS | ONE TIME (COSTS) SAVINGS |
|---|------------|------------|------------|------------|------------|---------------------------------------|--------------------------------|
| 54. Expand the district's discipline management model to include strategies for early identification and intervention, update the Student Code of Conduct to ensure effective sanctions, provide staff with adequate training and support to implement the strategies, and monitor for performance. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 55. Plan the district's safety and security strategies by analyzing the performance of its existing programs, identifying district needs, and conducting a cost benefit analysis of proposed programs. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 56. Coordinate truancy activities by developing written procedures for filing truancy cases, centralizing oversight of district truancy efforts, and tracking case outcomes. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL-CHAPTER 8 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

CHAPTER 9

COMPUTERS AND TECHNOLOGY

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

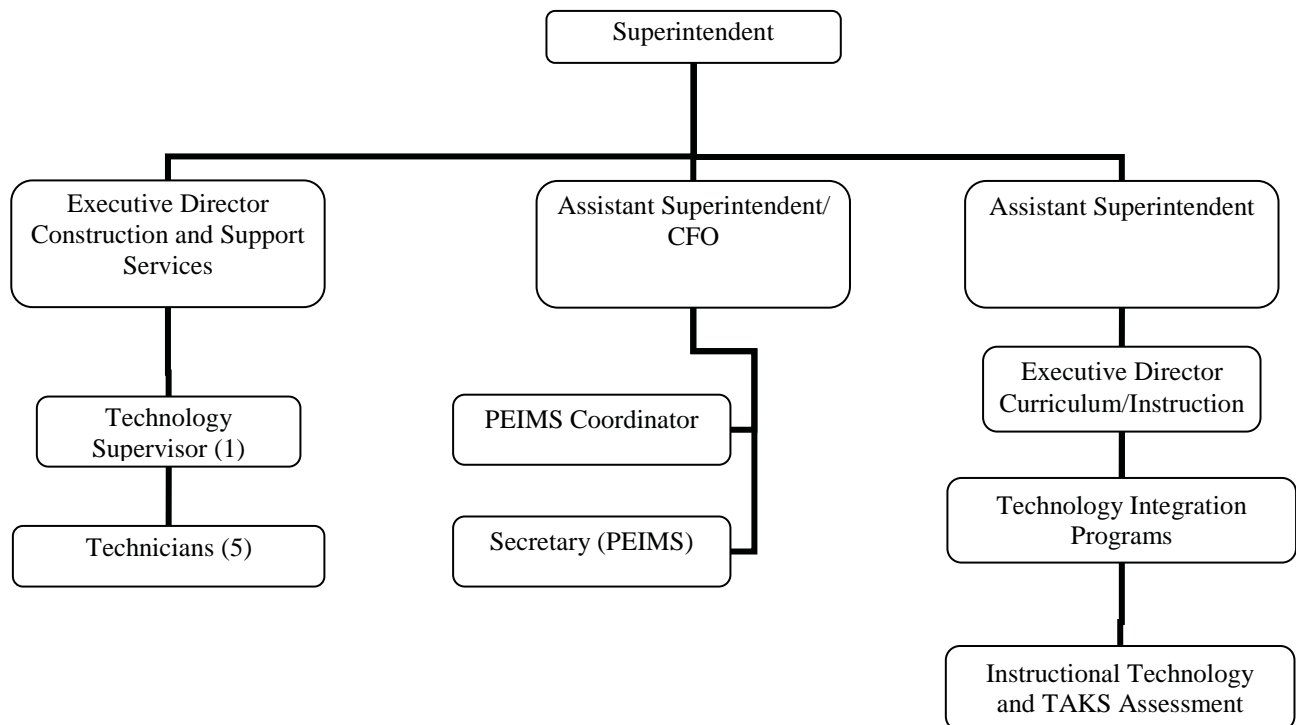
CHAPTER 9. COMPUTERS AND TECHNOLOGY

To achieve a technology-rich educational environment, Texas public school districts must develop an organizational structure and plan to address hardware, software, training, and administrative support needs. Texas public school districts vary in the assigned responsibilities of their technology departments. Some departments support administrative functions only while others are responsible for supporting both administration and instruction. Well-managed technology departments guide daily operations by using a clearly defined plan that is based on appropriate goals and that contains clearly assigned responsibilities, procedures for developing and applying technology, and a customer service orientation to meet and anticipate user needs.

The Waxahachie Independent School District (WISD) computers and information technology organization is decentralized, as staff is located throughout the district. These positions perform various technology-related functions and report to different supervisors (**Exhibit 9-1**).

As shown in **Exhibit 9-1**, the district's Technology Department consists of a supervisor and five technicians. This staff maintains the district's hardware including student and administrative workstations, peripheral devices such as printers and its network infrastructure. It also provides limited software application support for the district's administrative systems. The Technology supervisor reports to the executive director of Construction and Support Services. Two positions, the Technology Integration coordinator and the Instructional Technology coordinator, assist teachers with integrating technology into the curriculum and with using instructional software. These positions report to the executive director of Curriculum/Instruction. Two positions that report to the assistant superintendent/chief financial officer (CFO) are responsible for coordinating and submitting the districts financial, staffing, and student information for Public Education and Information Management System (PEIMS) reporting to the Texas Education Agency (TEA).

EXHIBIT 9-1
WISD TECHNOLOGY FUNCTION
2006-07



Source: WISD, December 2006.

The wide area network (WAN) for the district's education and administrative operations consists of a star configuration with single mode fiber. The district has 12 strands of fiber for each school. WISD has 2,230 computer workstations to support its students and staff. Of the 2,230 workstations, 1,451 are student workstations, 520 are teacher workstations and the remaining 259 are administrative workstations. Each teacher has a workstation with Internet connectivity located in their classroom. Some student workstations are located in classrooms; however, most student computers are in fixed laboratory configurations.

The district uses Skyward software for its business system to manage and monitor its financial, personnel and purchasing activities. The district's student management system, Pearson System's SASI XP, is used to track and report PEIMS student data such as student demographic information as well as attendance and discipline data.

ACCOMPLISHMENTS

- The district has invested in fiber and wireless technology that provided the capacity to use fully integrated voice, video, and data on its networks, which enhances the current use of technology as well as providing the future capacity for the district to use newer and evolving technology.
- WISD's Technology supervisor implemented flexible employee schedules that increase efficiency, eliminate overtime use, and provide the capability to perform maintenance work without disrupting instructional time.
- WISD uses a structured application process and follow-up with teachers to introduce and promote active use of interactive technology to enhance instructional delivery and improve student performance.

FINDINGS

- WISD does not have a comprehensive documented backup plan or procedures to ensure data is secure, available, and recoverable in the event of a system failure.
- The district's disaster recovery plan is incomplete and does not include processes to restore critical data and functions in the event of a disaster.
- WISD lacks desktop security management methods that prevent student/staff access to the workstation

configuration page and prevent the installation of unauthorized software.

- WISD does not efficiently capture and track technology support requests through its help desk because it currently uses two separate databases for information gathering.
- WISD does not track or control its software inventory to ensure the district complies with software licensure requirements.
- The Technology Department staff is not cross trained to provide support in critical administrative software.
- WISD lacks a comprehensive staff development program with specified standards and training requirements linked to personnel evaluation systems to ensure that instructional and administrative staff is proficient in the use of technology.
- WISD does not have a computer acquisition program to ensure it acquires a sufficient number of computers to support instruction and meet TEA-recommended computer-to-student ratios.

RECOMMENDATIONS

- **Recommendation 57: Develop and implement a comprehensive backup plan with procedures to ensure the district's backup data is adequately protected.** The Technology supervisor and technicians should develop the plan and related procedures which will include the following elements: identification of all system data for backup; a description of the steps to be followed to perform the backups; a description of the preferred backup media (tape or server); a defined rotation scheme including time periods for rotating and maintaining data; and the designation of the location to be used as offsite storage for the backups, such as the building that houses the Technology Department. For maximum protection, the designated offsite storage location should be located at a distance from the high school data center such that a disaster would not affect both locations. The existing data center as well as the offsite storage location should provide fireproof and waterproof storage.
- **Recommendation 58: Form a districtwide committee to develop and implement a comprehensive disaster recovery plan, complete with annual testing and plan updates.** The Technology supervisor should

work with the executive director of Construction and Support Services to identify stakeholders for the districtwide committee to develop the plan. The plan should identify key individuals, their responsibilities, and recovery tasks. Once the plan is completed, the Technology supervisor should develop an annual test schedule and update the plan based on test results. If a disaster occurs, a comprehensive disaster recovery plan will help the district quickly retrieve essential data and re-start key business and technical operations.

- **Recommendation 59: Evaluate and implement options to lock down district workstations to prevent unauthorized access.** The Technology supervisor should review the district's existing use of group policies to determine if additional restrictions are possible and implement them to the extent possible. In addition, the Technology supervisor should evaluate and expand the use of the district's existing third party desktop security software that allows the district to lockdown machines and prohibit the installation of unauthorized software. By restricting unauthorized access, the district will protect its systems from harmful viruses and unwanted programs and will also reduce or eliminate technical support time needed to handle these issues.
- **Recommendation 60: Consolidate the existing help desk systems and expand the data fields in the help desk software to capture and track information to improve customer support, problem tracking, problem identification, and resolution tracking.** In consolidating the help desk systems to improve reporting, the Technology supervisor should evaluate no-cost options for capturing the necessary data and reporting trends. One no-cost option is to modify and expand the existing data fields in the district's internal call log to capture the necessary information to adequately analyze workload and performance. Another option is to evaluate no-cost, open source license products that provide tracking features to see if they can be customized for district use. Help desk software should contain data elements that allow the district to analyze trends to evaluate service responsiveness and productivity and to identify problems by type, user, location, and individual workstation.
- **Recommendation 61: Develop and implement a license inventory control process to track and control district software licenses.** The superintendent should assign the Technology supervisor the task of

implementing the inventory control process, including procedures to support the process. To control software, the Technology supervisor should implement strategies such as establishing an organized library or single location of all licenses and auditing and linking licenses to specific machines or users to reduce the risk of unauthorized sharing and to comply with licensure requirements. By controlling and tracking its software, the district reduces its risk of violating software licensing laws, which carry civil penalties including substantial fines.

- **Recommendation 62: Expand existing cross-training programs to include cross-training Technology Department staff in the use of critical administrative software.** The Technology supervisor should develop a plan identifying the levels of knowledge and proficiency required for each application and strategies to achieve the proficiency. Strategies that should be considered include those currently used by the Technology supervisor for network and server functions and curriculum software: using train the trainer method during staff development days to share knowledge between staff; sending staff to additional outside training; or rotating assignments after a set period, such as six months, to enable technicians to become proficient.
- **Recommendation 63: Establish and implement a staff development program to ensure all district staff achieves proficiency in technology use.** The executive director of Curriculum/Instruction should review any staff development council initiative as the forum for developing the staff development program. The planned council should develop a comprehensive districtwide training program plan with: staff assignments identifying responsibility for implementing the plan and monitoring performance; documented technology proficiency standards tailored for each category of district staff; specific timelines for achievement of proficiency; identified training needs and method of delivery; evaluation methods that require demonstrated proficiency; and use of district appraisal systems to hold staff accountable for demonstrating proficiency.
- **Recommendation 64: Develop a comprehensive computer acquisition plan that identifies multiple funding sources to acquire computers to meet target ratios.** The plan's focus should be strategies to meet TEA recommended student access ratios. The documented acquisition plan is a blueprint to guide the district in

coordinating efforts to cost effectively obtain additional computers. The district's technology committee should forecast the numbers of computers for the next five years and develop strategies to obtain the needed computers. The strategies should consider multiple funding sources including the technology allotment, grants, business partnerships, and donations as well as refurbishment programs such as the Texas Correctional Industries (TCI) computer recovery program.

DETAILED ACCOMPLISHMENTS

TECHNOLOGY INFRASTRUCTURE

WISD has invested in fiber and wireless technology to provide the capacity needed for students and teachers to access and use newer and more sophisticated educational software programs and tools that require more speed and bandwidth.

WISD implemented its fiber network with bond funds in the summer of 2000. The district did a request for proposals (RFP) with TXU Energy to obtain the fiber. The districts WAN has 12 strands of aerial based fiber (on poles) for each campus, with two strands currently in use. The district owns the fiber, but pays for contact to the pole.

Beginning in March 2006, the district used its technology allotment and local funds to implement wireless technology. Each school has access points throughout the building to provide coverage. The Technology supervisor estimates that there is 60 percent wireless coverage throughout each school.

As a result of these investments, WISD has the fully integrated voice, video, and data capabilities on its network. This capability allows students and teachers to use more sophisticated technology such as video streaming to enhance education. It also will allow the district to implement technology such as voice over internet protocol (VoIP) which costs less to install and is more efficient to manage. VoIP allows users to make telephone calls using a computer network, rather than individual phone lines. With VoIP, telecommunications costs are decreased because the district will not have to do the wiring associated with traditional phone systems. The district can use a single network connection for both the telephone and the computer. To install VoIP, district staff will simply plug a VoIP telephone set into the existing network connection and plug the computer into the telephone. The district may also be able to

reduce the cost of phone lines associated with calls within the district.

In addition to the benefits associated with fiber, the investment in wireless capability reduces the need for wiring classrooms and offices with cabling. It also enhances instructional delivery because teachers and students are able to use mobile laptops in classrooms, rather than having to go to fixed configuration labs.

TECHNICIAN SCHEDULING

WISD's Technology supervisor implemented flexible employee schedules that increase efficiency, eliminate overtime use, and provide the capability to perform maintenance work without disrupting instructional time.

In September 2005, the Technology supervisor implemented flexible schedules as a strategy to retain technicians, reduce employee absences, and reduce overtime use. With the schedule, one technician works from 6:30 AM to 3:30 PM. The remaining four technicians work 10-hour shifts four days a week from 7 AM to 5:30 PM with a 30-minute lunch break. Two technicians work Monday through Thursday and the remaining two technicians work Tuesday through Friday. Because holidays are paid in eight-hour increments, the staff works a 5-day, 8-hour shift during any week with a holiday.

With these schedules, staff efficiency is increased. For example, the technician that works the 6:30 AM to 3:30 PM shift reviews the outstanding work orders and groups them for each technician based on their campus assignments. When the other technicians start their shift, they can immediately begin handling the work orders because they are organized. In addition to staff efficiency, the schedules allow technicians to do work such as cabling and physical checks of the equipment for preventive maintenance after the normal school day without disrupting the classroom. The schedules also allow the supervisor to avoid the use of overtime to perform work after the school day.

The Technology supervisor cited that the use of these schedules increased employee satisfaction and reduced absences because technicians can work their 40 hours and still have a day during the workweek to address personal needs.

INTERACTIVE TECHNOLOGY USE

WISD uses a structured application process and follow-up with teachers to introduce and promote active use of

interactive technology to enhance instructional delivery and improve student performance.

In 2006, the district obtained 10 large interactive computer screens known as ActivBoards. An ActivBoard screen can display software, web pages, and videos. In addition, teachers and students can “write” on the board with a pointer or a finger as well as control computer programs. Because of its features, teachers can use an ActivBoard instead of a whiteboard, overhead projector, VCR, or television. The ActivBoard system also includes resources such as lessons and activities as well as a set of tools for lesson development.

Rather than randomly assigning the ActivBoards, the district developed and implemented a teacher application process as a strategy to encourage interest and use. Teachers applying for the ActivBoard completed and submitted the application to their principals by May 3, 2006. Teachers completed the application describing how they would use the ActivBoard to enhance classroom instruction and as an effective teaching tool. Principals selected the teachers to receive the ActivBoard at their campus.

Selected teachers attended a 2-day training session in June 2006 conducted by the vendor representative. The training’s objectives were to provide teachers with knowledge of the ActivBoard software, basic skills for using it daily in the classroom, and teaching strategies to engage students and improve understanding. In September 2006, the vendor representative and Technology Integration coordinator followed up with teachers to answer any questions about ActivBoard use. The training and follow up provided teachers with opportunities to improve their use of the board.

The application process resulted in districtwide distribution of ActivBoards, with a minimum of one at each campus and two in use at the high school. The process also resulted in ActivBoards being assigned to each core curriculum area—math, science, and language arts.

According to the executive director of Curriculum/Instruction and the Technology Integration coordinator, the process resulted in teachers using the technology to enhance instructional delivery and increase student interest. The teacher application process also resulted in increased interest from additional teachers in obtaining this technology for use in their classrooms.

DETAILED FINDINGS

DATA BACKUPS (REC. 57)

WISD does not have a comprehensive documented backup plan or procedures to ensure data is secure, available, and recoverable in the event of a system failure.

The district does not have a written backup plan that identifies the systems and data sources that need to be backed up, procedures to identify how backups are to be performed, or how tapes are to be rotated and sent to an identified offsite storage location to provide extra protection in case the district’s primary backup site fails or sustains damage.

WISD’s high school data center is the single location for the district’s data storage network and backup data. The data center houses the Storage Area Network (SAN), the backup server, and the tape library. The district’s existing backup process consists of a technician using backup software on a single shared server for backup operations. The backup software runs a tape backup nightly. Currently, student management data such as student data, grades, and PEIMS is being backed up on-site. Also, the local servers containing emails, student work, and other administrative systems are backed up as well. The backups are saved on a Dell tape library system that is configured with 14 tape slots and two linear tape operation (LTO) drives. However, the district does not rotate tapes and send them to offsite storage, so the backed up data is not protected in the event of damage that may occur at the single location. The district also does not have the capability to perform a backup from the server located at the data center to another server located offsite (server to server back up) for added data protection.

Without a written plan and comprehensive procedures, the district cannot ensure all key data are identified and that backups will be consistently performed if the technician currently responsible for backups is unavailable. Because the high school data center houses both the existing and backup data and the district does not rotate tapes to an offsite storage location, it increases its risk of not being able to recover data if there is a system failure or damage at the high school data center such as the system failure the district experienced on December 5, 2006.

A common industry rotation strategy to protect backup data is known as Grandfather-Father-Son backup. With this strategy, an organization defines three sets of backup periods such as daily (son), weekly (father) and monthly (grandfather). At the “son” level, each day additional incremental data are added to the daily backup. The backup can be to tape or

from server to server at an offsite location. At the end of each week, the “son” backup with seven days of data graduates to “father” status. The “father” backups are rotated on a weekly basis to an offsite storage location. At the end of four weeks, one “father” backup graduates to “grandfather” status. Like the “father” backups, the “grandfather” backups are also rotated and stored offsite.

This rotation strategy allows the district to have on-site the most current backup data in the event of needed data restoration.

The district should develop and implement a comprehensive backup plan with procedures to ensure the district’s backup data is adequately protected. The Technology supervisor and technicians should develop the plan and related procedures which will include the following elements: identification of all system data for backup; a description of the steps to be followed to perform the backups; a description of the preferred backup media (tape or server); a defined rotation scheme including time periods for rotating and maintaining data; and the designation of the location to be used as offsite storage for the backups, such as the building that houses the Technology Department. For maximum protection, the designated offsite storage location should be located at a distance from the high school data center such that a disaster would not affect both locations. The existing data center as well as the offsite storage location should provide fireproof and waterproof storage.

The total cost of implementing this recommendation over the five-year period is \$12,155. The 5-year cost is based on a one-time cost of \$8,460 and an ongoing cost of \$3,695. The one-time cost is for a server and fireproof/waterproof storage containers. The cost to purchase a server to perform daily server to server backups is \$6,520. The cost for the purchase of two fireproof storage containers is \$1,940 based on a cost of \$970 per container. One container will be used for the data center and the other for the designated offsite storage site. [$\$6,520 \text{ server} + (\$970 \text{ cost per container} \times 2 \text{ containers} = \$1,940) = \$8,460$].

The remaining \$3,695 is based on an annual cost of \$739 for purchasing additional backup tapes to use in the Grandfather-Father-Son rotation strategy for the 5-year period ($\$739 \text{ annual cost} \times 5 \text{ years} = \$3,695$). Total 5-year cost is \$12,155 [$\$6,520 \text{ server} + \$1,970 \text{ containers} + \$3,695 \text{ tapes} = \$12,155$].

DISASTER RECOVERY PLAN (REC. 58)

The district’s disaster recovery plan is incomplete and does not include processes to restore critical data and functions in the event of a disaster.

WISD’s disaster plan is a 2-page document. The majority of the document is a list of emergency contact names and numbers for district staff and vendors that are contracted for repairing and supporting different equipment and systems. It also includes a list of critical servers and high level steps for recovery based on the type of disaster. The steps for flood recovery, the most comprehensive procedure, include:

- implement shutdown procedures if situation permits;
- activate any backup servers;
- test production and district servers; and
- notify campuses that servers are active.

To quickly respond in case of a catastrophic event such as fire, flood, or vandalism, a disaster recovery plan is critical to assisting a district in both retrieving its key business operations and student data and quickly restoring essential functions such as PEIMS student and financial reporting, payroll, or accounts payable. The National Center for Education Statistics publication “Safeguarding Your Technology” identifies the following key elements in disaster recovery planning as shown in **Exhibit 9-2**.

Glen Rose ISD developed a comprehensive disaster recovery plan for handling the loss of information systems. The plan includes emergency contacts for technology and district staff, and software and hardware vendors. It contains protocols for both partial and complete recoveries to ensure that the technology staff is knowledgeable in every aspect of disaster recovery and restoration. The plan also outlines designated alternate sites to perform the restoration process, dependent upon the type of outage that occurs, and includes system redundancy and fault protection protocols, as well as a tape backup plan.

The district should form a districtwide committee to develop and implement a comprehensive disaster recovery plan, complete with annual testing and updates. The Technology supervisor should work with the executive director of Construction and Support Services to identify stakeholders for the districtwide committee to develop the plan. The plan should contain the key elements and steps identified in **Exhibit 9-2**. Once the plan is completed, the Technology supervisor should develop an annual test schedule and update the plan based on test results.

**EXHIBIT 9-2
KEY ELEMENTS OF DISASTER RECOVERY PLANNING**

| RECOMMENDED STEP | CONSIDERATIONS |
|---|---|
| Build the planning team. | <ul style="list-style-type: none"> • Include key policy makers, building management, end users, key outside contractors, local authorities, and technical staff. |
| Obtain and/or approximate key information. | <ul style="list-style-type: none"> • Develop an exhaustive list of critical activities performed within the district. • Estimate the minimum space and equipment necessary for restoring essential operations. • Identify a time frame for starting initial operations after a security incident. • Develop a list of key personnel and their responsibilities. |
| Perform and/or delegate key duties. | <ul style="list-style-type: none"> • Create an inventory of all computer technology assets including data, software, hardware, documentation and supplies. • Set up a reciprocal agreement with comparable organizations or lease backup equipment to allow the district to operate critical functions in the event of a disaster. • Make plans to procure hardware, software, or other equipment as necessary to ensure that critical operations are resumed as soon as possible. • Establish contractual agreements with backup sites as appropriate. • Identify alternative meeting and start-up locations in case regular facilities are damaged or destroyed. • Prepare directions to all off-site locations. • Establish procedures for obtaining off-site backup records. • Locate support resources that might be needed, such as equipment repair, trucking and cleaning companies. • Arrange priority delivery with manufacturers for emergency orders. • Identify data recovery specialists and establish emergency agreements. • Arrange for site security with local police and fire departments. |
| Specify details within the plan. | <ul style="list-style-type: none"> • Identify individual roles and responsibilities by name and job title. • Define actions to be taken in advance of an occurrence or undesirable event. • Define actions to be taken at the onset of an undesirable event to limit damage, loss, and comprised data integrity. • Identify actions to be taken to restore critical functions • Specify actions to be taken to re-establish normal operations. |
| Test the plan. | <ul style="list-style-type: none"> • Test the plan frequently and complete. • Analyze test result to improve the plan and identify additional needs. |
| Deal with damage. | <ul style="list-style-type: none"> • If a disaster occurs, document all costs and videotape the damage. • Immediately contact professional recovery technicians to deal with water damage to technical equipment. • Be prepared to overcome downtime on your own as insurance settlements take time to be resolved. |
| Give consideration to other significant issues. | <ul style="list-style-type: none"> • Do not make the plan unnecessarily complicated. • Make one individual responsible for maintaining the plan, but have it structured so that others are authorized and prepared to implement it if needed. • Update the plan regularly and whenever changes are made to your system. |

SOURCE: National Center for Education Statistics, "Safeguarding Your Technology" (Modified by School Review).

DESKTOP SECURITY MANAGEMENT (REC. 59)

WISD lacks desktop security management methods that prevent student/staff access to the workstation configuration page and prevent the installation of unauthorized software.

District technicians use a Microsoft Windows product, Active Directory, an integrated, distributed directory to manage the security of its workstations remotely through the use of group policies. The group policy feature in Active Directory allows a network administrator to centrally configure and administer systems, users, and application settings. For example, an administrator can create templates to establish standard system configurations, settings, and options. This feature allows a user whose assigned workstation is not working to go to another computer, log in and have the same access to network files. The group policy may also be used to enable, restrict, and even hide functions that users do not need to access.

The district's existing group policies are not preventing staff or students from accessing the desktop configuration and loading unauthorized software applications. District Technology staff anecdotally described situations where students have been able to install applications from external devices such as compact discs (CDs) or Universal Serial Bus (USB) drives. The district has a third-party desktop security software tool, Deep Freeze that would allow it to "lock down" or prevent a user from installing an application. The district has 500 licenses of Deep Freeze, but has only implemented a portion of them, primarily in the high school vocational lab.

Without restricted access, the district's risk of software licensing violations increases because users have the ability to load unlicensed software. The risk of a user intentionally or unintentionally introducing a virus in the district's systems is also increased, which can result in increased technician workload associated with restoring configurations and eliminating the unauthorized application.

Third party desktop security software that locks down user access allows organizations to protect their systems from harmful viruses and unwanted programs. It also reduces or eliminates technical support time to handle these issues.

As an example, the Technology Services Department at Nacogdoches ISD implemented a lockdown on all district computers, which electronically prohibited unlicensed software from being downloaded onto district computers. The district used two types of technology to implement the lockdown: group policies on district servers that allow the

administrator to give certain functions to the user, and Internet filtering software that prevents designated content from being viewed.

WISD should evaluate and implement options to lock down district workstations to prevent unauthorized access. The Technology supervisor should review the district's existing use of group policies to determine if additional restrictions are possible and implement them to the extent possible. In addition, the Technology supervisor should evaluate and expand the use of the district's existing third party desktop security software that allows the district to lockdown machines and prohibits the installation of unauthorized software.

The total cost of implementing this recommendation over the five-year period is \$23,589 and consists of a one-time cost of \$12,405 and ongoing software maintenance costs totaling \$11,184 for the 4-year period from 2008–09 through 2011–12 (\$12,405 one-time software license + \$11,184 ongoing software maintenance costs = \$23,589).

The fiscal impact assumes the district will implement its existing desktop security software districtwide in 2007–08, resulting in the need to purchase a districtwide software license for a net 1,730 machines (2,230 existing computers minus 500 existing licenses = 1,730 machines). The one-time cost of \$12,405 is for the initial purchase of a districtwide license of the desktop security software and includes maintenance for the first year.

The fiscal impact also assumes the district purchases software maintenance support for the remaining four years of the five-year period represented in this report (2008–09 through 2011–12). The cost for annual software maintenance is \$2,796. The four-year software maintenance cost is \$11,184 (\$2,796 annual software maintenance cost X 4 years = \$11,184).

HELP DESK TRACKING (REC. 60)

WISD does not efficiently capture and track technology support requests through its help desk because it currently uses two separate databases for information gathering.

The Technology Department staffs a help desk to assist users in reporting technology problems. Each technician staffs the help desk daily on a rotating basis. If a staff person experiences a technology-related problem, the staff person contacts the help desk for assistance. The technician staffing the help desk enters the request in a call log. If the technician cannot resolve the problem immediately, the technician opens a

work order in a separate work order system software called Teamworks. Users cannot submit work orders by email directly into the work order system and they do not receive a response indicating when the problem has been fixed or is anticipated to be fixed.

The call log is an internally developed structured query language (SQL) database. The call log contains the following fields: date, time, campus, contact, issue, resolution and tech. It does not identify the priority of a problem, the type of problem (hardware, software, network), or the time that the problem was resolved to allow for trend analysis.

The Teamworks work order system is really a facilities work order system that is shared by the technology, facilities and maintenance departments. The Technology Department uses the following fields in the system to capture work order information: work order number, department (location) submitting the work order, the technician assigned to the work order, the work order date received and completed, the status (open or closed) and a description of the work requested.

The Technology supervisor said that the district hasn't begun to track work orders yet or to capture resource information such as labor and material costs. Within the work order system, the Technology supervisor can run reports to track and analyze the number of days to complete a work order and see high level profile information such as the number of work orders by location and technician. The Technology supervisor cannot track orders by individual machine or user.

The use of two separate systems is inefficient because it requires dual data entry of certain problems that cannot immediately be resolved. It also does not provide an accurate representation of the total support requests processed by the Technology Department in one report. The lack of certain data fields and the inability to track problems by specific user or machine limits the Technology supervisor's ability to analyze and report performance as well as develop strategies to minimize recurring problems. For example, the district does not track problems by individual workstation. Without this capability, the Technology supervisor cannot identify hardware that should be replaced, rather than maintained. In another example, the work order system does not provide the ability to analyze trends in service request frequency by type and user. Without this information, the Technology supervisor cannot highlight training needs and develop customized training materials to address the needs.

Historical data can be an invaluable tool for technology departments to analyze and assess the efficiency and effectiveness of its delivery of technology support services.

The district should consolidate its existing help desk systems and expand the data fields in the help desk software to capture and track information to improve customer support, problem tracking, problem identification, and resolution tracking.

In consolidating the help desk systems to improve reporting, the Technology supervisor should evaluate no-cost options for capturing the necessary data and reporting trends. One no-cost option is to modify and expand the existing data fields in the district's internal call log to capture the necessary information to adequately analyze workload and performance. Another option is to evaluate no-cost, open source license products that provide tracking features to see if they can be customized for district use.

With either option, the Technology supervisor should ensure that the following data elements are included at a minimum: request date, request time, work order number, requestor name, requestor location, type of problem (e.g., hardware, software, peripheral, etc.), equipment serial number or other identifying information, description of problem, description of resolution, work order status, assigned technician, completion date, completion time, hours used, and materials used.

SOFTWARE LICENSE CONTROLS (REC. 61)

WISD does not track or control its software inventory licenses to ensure the district complies with software licensure requirements.

WISD has made substantial investments in its instructional and administrative software. **Exhibit 9-3** identifies the software used by the district.

The Technology supervisor controls and maintains the software licenses for large purchases of software purchased centrally by the Technology Department. However, the Technology supervisor doesn't have a process to collect or track licenses for software purchased individually by schools and departments. The staff must follow the district's purchasing process, which includes requesting and receiving approval from their supervisor, and there must be funds available for the purchase. The purchasing process is decentralized, and the district has opted to authorize principals/supervisors with the approval authority. The Technology supervisor relies on individuals who are using the software to maintain the licensing appropriately.

**EXHIBIT 9-3
WISD SOFTWARE
2006-07**

| SOFTWARE TYPE | SOFTWARE NAME | LEVEL/USE |
|----------------|----------------------|---|
| Instructional | ActivBoard Studio | All levels – software to use with interactive whiteboard (ActivBoard) |
| Instructional | Accelerated Math | Elementary (grades 2-5) math instructional software |
| Instructional | Accelerated Reader | Elementary (grades 1-5) reading instructional software |
| Instructional | Agile Mind | Secondary (grades 7-12) math |
| Instructional | Connected Tech | Grades 6-8 |
| Instructional | Geometer's Sketchpad | Junior High school |
| Instructional | Inspiration | Graphic organizer (grades 6-12) |
| Instructional | Kidspiration | Graphic organizer (grades K-5) |
| Instructional | Star Math | Elementary (grades 1-5) math instructional software |
| Instructional | Star Reading | Elementary (grades 1-5) reading instructional software |
| Instructional | Study Island | TAKS review |
| Instructional | TechKnowledge | Grades K-5 |
| Instructional | United Streaming | Video Database |
| Instructional | Alexandria | Library program |
| Administrative | Eduphoria | Curriculum management and teacher professional development |
| Administrative | IGPro | Gradebook (Grades 1-12) |
| Administrative | M-Class | Texas Primary Reading Inventory (TPRI) Assessment |
| Administrative | Nutri-kids | Child Nutrition program management system |
| Administrative | SASI XP | Student Management system – PEIMS reporting |
| Administrative | Skyward | Business and financial management system |
| Administrative | Teamworks | Work order system – maintenance and technology |
| Administrative | Triand/AEIS It | Benchmark assessment software |
| Administrative | MegaTracs | Fuel management |
| Administrative | Dossier | Vehicle maintenance tracking |
| Administrative | WinDSX | Electronic locking system |
| Administrative | Best (KS600N) | Key system |
| Administrative | Deep Freeze | Computer management |
| Administrative | iLon | Energy management |

SOURCE: WISD Technology Supervisor, December 2006.

The Technology supervisor does not maintain a central inventory list and has not inventoried or catalogued software by machine to ensure that the district is complying with software licensure requirements. In addition, the Technology supervisor does not periodically audit district computers to ensure that unauthorized software has not been inadvertently installed on district machines. When unauthorized software is located during routine maintenance, Technology staff removes it from the machines and encourage the user to buy a license. The Technology supervisor said there is follows up

with the user's supervisor or department head to ensure that a license was purchased.

Without an inventory list of all software licenses or periodic audits to determine the location of all licensed software, the district increases its risk of non-compliance with software copyright laws. Violations of software licensing laws carry civil penalties, including substantial fines.

The district should develop and implement a license inventory control process to track and control district software licenses. The superintendent should assign the Technology supervisor

the task of implementing the inventory control process, including procedures to support the process. To control software, the Technology supervisor should implement strategies such as establishing an organized library or single location of all licenses and auditing and linking licenses to specific machines or users to reduce the risk of unauthorized sharing and to comply with licensure requirements.

TECHNOLOGY STAFF CROSS TRAINING (REC. 62)

The Technology Department staff is not cross trained to provide support for critical administrative software.

The Technology supervisor implemented a comprehensive program to ensure technicians are fully cross trained on network and server functions such as network management, active directory and email as well as instructional software. The Technology supervisor achieves this through several strategies. For example, each technician staffs the help desk. This practice exposes the technician to a variety of problems and results in knowledge sharing with other technicians to solve the problems, which increases each individual technician's knowledge.

The Technology supervisor also schedules training both in-house and external to increase knowledge. The in-house training sessions, scheduled three times a week for an hour, consist of each technician presenting an assigned topic to the other technicians. In addition, Technology staff attends external training. Technicians who attend the training return from the training and present what they've learned in a train-the-trainer format to educate those persons who could not attend the external training. Examples of the types of classes taken include SQL server management, CISCO switch management and Microsoft Exchange 2003 migration and management. Offsite training classes that the technicians select must relate to the technician's assigned duties.

To achieve cross training in curriculum software, the Technology supervisor rotates staff. The Technology supervisor assigns each technician to certain campuses for a period of two months. The technicians are responsible for handling all issues related to their assigned campuses. After the two-month period, the Technology supervisor rotates the technicians to a new campus and the process begins again.

While the Technology supervisor has a comprehensive program to ensure technicians are fully cross-trained on network and server functions and curriculum software, there is no similar program for critical administrative software. At the time of the review in December 2006, the supervisor was

solely responsible for providing support of the district's critical administrative software systems such as SASI XP (student management system), Nutrikids (child nutrition software), and Skyward (financial management system).

When only one individual is fully trained and knowledgeable in critical software, the district is vulnerable if that individual leaves. In addition, the technical support can be disrupted if the individual is unavailable because of leave or training. District staff identified a situation where updates to the SASI system were delayed because the Technology supervisor was on vacation and other technology staff was unable to perform the updates.

The district should expand existing cross-training programs to include cross-training Technology Department staff in the use of critical administrative software. The Technology supervisor should develop a plan identifying the levels of knowledge and proficiency required for each application and strategies to achieve the proficiency. Strategies that should be considered include those strategies currently used by the Technology supervisor for network and server functions and curriculum software: using train the trainer method during staff development days to share knowledge between staff; sending staff to additional outside training using the department's existing annual budgeted training funds; or rotating assignments after a set period, such as six months, to enable technicians to become proficient.

STAFF DEVELOPMENT (REC. 63)

WISD lacks a comprehensive staff development program with specified standards and training requirements linked to personnel evaluation systems to ensure that instructional and administrative staff is proficient in the use of technology.

The Waxahachie ISD Technology Plan 2006–2007 identified the district's focus to ensure that all faculty and staff are technology literate and to implement and maintain a strong staff development program. The plan contains goals, objectives, and strategies related to this focus as shown in **Exhibit 9-4**.

The technology plan's strategy 1.1.2 identifies staff development that is aligned with International Society for Technology in Education (ISTE) and State Board for Educator Certification (SBEC) Technology Application standards for teachers. However the district has not documented specific proficiency standards for teachers and non-instructional staff that will meet these standards. The executive director of Curriculum/Instruction confirmed that

**EXHIBIT 9-4
WISD TECHNOLOGY PLAN STAFF TRAINING GOALS, OBJECTIVES, AND STRATEGIES
2006–07**

| GOAL/OBJECTIVE | STRATEGY |
|---|--|
| GOAL 1: WISD WILL PROMOTE TECHNOLOGY INTEGRATION TO IMPROVE STUDENT ACHIEVEMENT AND TEACHER EFFECTIVENESS. | |
| Objective 1.1: 100% of students will achieve technology proficiencies outlined in the Technology application TEKS. | Strategy 1.1.2: Provide staff development for teachers and principals that aligns with ISTE and SBEC Technology Application standards. This training will be provided just-in-time, at workshops and online. |
| Objective 1.2 All faculty will have access to, and training on, technology to meet the needs of all faculty, staff and students. | Strategy 1.2.5: Provide instructional hardware (i.e., presentation stations) training and technology for Math, Reading and Science. |
| | Strategy 1.2.6: Use the region 10 (EdNet 10) distance learning centers (video conferencing) for staff development. |
| | Strategy 1.2.7: Consider web-based staff development programs. |
| GOAL 5: WISD WILL DEVELOP PROCESSES TO IDENTIFY EMERGING TECHNOLOGY, DETERMINE VALUE POTENTIAL OF THE TECHNOLOGY AND EVALUATE SUCCESS. | |
| Objective 5.2: All faculty and staff will take an annual survey on technology use. | Strategy 5.2.1: Annual faculty/staff survey in May. |

SOURCE: WISD Technology Plan 2006–2007.

there were no standards, but that this position was leading an initiative in 2007 to establish them.

The initiative is to establish a staff development council to develop proficiency standards for teachers and staff as well as a plan to achieve them. Council membership would consist of teachers from each campus as well as a minimum of one administrator from the primary and secondary levels. The executive director of Curriculum/Instruction also plans to use results from surveys such as the teacher’s Texas School Technology and Readiness (STaR) chart and the professional growth survey as a baseline measure of staff development needs.

The district offers instructional technology training at scheduled training sessions and workshops that are held throughout the year. According to the executive director of Curriculum/Instruction, who was hired in May 2005, training in 2005 focused primarily on teacher use of existing software programs such as PowerPoint or Excel. In 2005–06, the training focused on integrating the technology into lessons. The executive director of Curriculum/Instruction estimated that 287 staff received training in the summer of 2005. Much of the staff technology training for teachers and administrators is internal training provided by the two existing positions in the curriculum/instruction department. In addition, there is Title II, and Part D training funds that are used for teacher/educator training. Outside training consists largely of attending workshops and seminars. Online training is not available via the district’s website. The district

uses distance learning equipment in the high school for staff development two to four times a month on average.

Although the district has scheduled training, there are no documented districtwide required minimum training requirements, either in hours or in types of training. At one time the district had requirements of 12 hours of training, but it is not documented in board policy. The district has some districtwide training initiatives, such as curriculum management and use of shared student software such as Eduphoria, Study Island, and mCLASS. However, principals are largely responsible for identifying and scheduling the training needs at their respective campuses. As part of the staff development council initiative, the executive director of Curriculum/Instruction plans to develop and tailor training to meet identified standards for specific grade level teachers beginning with training offered in the summer of 2007.

In addition, WISD’s technology training program does not have an evaluation component that requires demonstrated proficiency and that is linked to annual performance evaluations. According to the executive director of Curriculum/Instruction, assessments are informal, consisting of instructional technology staff doing campus walkthroughs to observe use. Principals do not evaluate technology proficiency as part of the teacher Professional Development and Appraisal System (PDAS).

Program components that are essential in holding staff accountable for becoming proficient in technology use include defined performance standards, required

demonstrations of proficiency, and links to annual performance evaluations to reinforce performance. If instructional staff does not understand how to use technology, they cannot effectively integrate it into the curriculum. A lack of technology proficiency may also affect staff productivity.

WISD should establish and implement a comprehensive staff development program to ensure all district staff achieves proficiency in technology use. The executive director of Curriculum/Instruction should review any staff development council initiative as the forum for developing the staff development program. The planned council should develop a comprehensive districtwide training program plan with the following elements:

- staff assignments identifying responsibility for plan development, policy development, monitoring and evaluation;
- documented technology proficiency standards tailored for each category of district staff such as: new and experienced teachers, administrators, other professional support staff, and administrative staff;
- specific timelines for achievement of proficiency;
- identified training needs and method of delivery that will be needed for all staff groups to demonstrate proficiency standards;
- evaluation methods that require demonstrated proficiency instead of participation; and
- use of district appraisal systems to hold staff accountable for demonstrating proficiency.

After the council completes the plan, it should submit it to the superintendent for approval. After approval, the superintendent should assign the executive director of Curriculum/Instruction and council with oversight and responsibility for implementing and ongoing monitoring of the plan.

STUDENT COMPUTERS (REC. 64)

WISD does not have a computer acquisition program to ensure it acquires a sufficient number of computers to support instruction and meet TEA-recommended computer-to-student ratios.

The review team requested an inventory from the district to assess its progress in meeting recommendation ratios. Based on the inventory list provided, in 2006–07, WISD has 2,230

computers. Of the total, 1,451 are student workstations used by 6,322 students. **Exhibit 9-5** shows the distribution of computers by school and the computer workstation-to-student ratios by campus.

As shown in **Exhibit 9-5**, the districtwide ratio is one student computer to every 4.4 students. The ratios vary by campus from a low of approximately 1:1 at the alternative education program to a high of one computer for every 7.8 students at Marvin Elementary. The Waxahachie ISD Technology Plan 2006–2007 identified a high ratio (2:1) of students per computer. However, the ratio was based on a complete count of computers (student, teacher, and administrator) divided by total students.

The district's technology plan also identified a strategy with specified minimums for classroom student workstations, full computer labs, and mobile labs for each campus. Strategy 4.1.3 states:

WISD will implement a strategy of: minimum of three (3) student workstations per classroom, minimum of two (2) full computer labs at each campus, minimum of a mobile lab (wireless laptop carts) for each campus.

Exhibit 9-6 shows the district's progress towards meeting Strategy 4.1.3 of the district's technology plan.

While the district has identified a strategy for minimum computers, there is no documented plan for how to meet the strategy or to reduce the existing high student-to-workstation ratios over a period of time. There is no documented plan to identify the target numbers of new computers to be acquired with an associated timeline to assist the district in complying with its technology plan goals or the TEA recommended ratios. The technology plan mentions seeking external funding and strategic partnerships to fund infrastructure and assigns a strategy to pursue other funding sources. However, the strategy does not include computer acquisition targets by funding sources or time frames for its accomplishment.

Without a comprehensive plan that targets the number of computers needed and outlines the funding sources to be developed to acquire the computers, the district will continue to have high student-to-workstation ratios. Because the district student enrollment is increasing, ratios will not decrease unless there is a concerted effort to increase the acquisition of computers. For students to become proficient in technology use, they must have sufficient access to computers.

**EXHIBIT 9-5
WISD COMPUTER WORKSTATION-TO-STUDENT RATIOS BY CAMPUS
2006-07**

| CAMPUS | STUDENT ENROLLMENT | STUDENT COMPUTER WORKSTATIONS | COMPUTER WORKSTATION- TO-STUDENT RATIO |
|--|--------------------|-------------------------------|--|
| Marvin Elementary | 635 | 81 | 1: 7.8 |
| Wedgeworth Elementary | 679 | 115 | 1: 5.9 |
| Northside Elementary | 595 | 85 | 1: 7.0 |
| Dunaway Elementary | 501 | 76 | 1: 6.6 |
| Shackelford Elementary | 638 | 95 | 1: 6.7 |
| Turner Middle School | 402 | 99 | 1: 4.1 |
| Waxahachie Junior High | 935 | 212 | 1: 4.4 |
| Ninth Grade Academy | 500 | 196 | 1: 2.6 |
| Waxahachie High School | 1,409 | 437 | 1: 3.2 |
| Wilemon Learning Center (Alternative Education Program)* | 28 | 32 | 1: 0.9 |
| Wilemon Learning Center (GED and graduation programs) | 0 | 23 | N/A |
| Total | 6,322 | 1,451 | 1: 4.4 |

*Includes only computers at that location that were identified as belonging to the alternative education program (AEP).
SOURCE: WISD Technology Supervisor, December 2006 for computer workstation information and WISD PEIMS 2006–07 Fall Collection, resubmission, January 2007 for student enrollment information.

**EXHIBIT 9-6
WISD PROGRESS TOWARD MEETING TECHNOLOGY PLAN STRATEGY 4.1.3
2006-07**

| CAMPUS | THREE (3) STUDENT WORKSTATIONS IN CLASSROOM | TWO FULL COMPUTER LABS | ONE MOBILE LAB |
|---|---|------------------------|-----------------------------|
| Marvin Elementary | 67% complete (2 computers/room) | 50% complete (one lab) | 0% complete (no mobile lab) |
| Wedgeworth Elementary | 33% complete (1 computer/room) | 100% complete | 0% complete (no mobile lab) |
| Northside Elementary | 33% complete (1 computer/room) | 100% complete | 0% complete (no mobile lab) |
| Dunaway Elementary | 33% complete (1 computer/room) | 100% complete | 0% complete (no mobile lab) |
| Shackelford Elementary | 33% complete (1 computer/room) | 100% complete | 0% complete (no mobile lab) |
| Turner Middle School | 33% complete (1 computer/room) | 50% complete (one lab) | 100% complete |
| Waxahachie Junior High | 33% complete (1 computer/room) | 100% complete (4 labs) | 100% complete |
| Ninth Grade Academy | 33% complete (1 computer/room) | 100% complete | 0% complete (no mobile lab) |
| Waxahachie High School | 33% complete (1 computer/room) | 0% complete | 100% complete |
| Wilemon Learning Center (Alternative Education Program) | 33% complete (1 computer/room) | 100% complete | 0% complete (no mobile lab) |

SOURCE: WISD Technology Supervisor, February 2007.

School districts use a variety of strategies in their acquisition programs to meet the established targets for student access outlined by TEA in the State of Texas Long-Range Plan for Technology (LRPT), 2006–2020.

As part of their programs, districts identify the number of computers needed and target multiple sources of funding to keep acquisition costs affordable.

Texas City ISD achieved the TEA-recommended ratio through a combination of funding sources including grants, technology loans, and the annual technology allotment. Navasota ISD uses E-Rate discounts to fund technology such as student and teacher workstations, wireless laptop carts, software, and interactive whiteboards.

Dallas ISD (DISD), for example, uses partnerships and outreach efforts to increase its student workstations. In many of the partnerships, DISD assigns specific district staff to solicit used computer donations from other governmental agencies, businesses, and the general public. DISD receives the computers and then refurbishes them for district use.

DISD also has a partnership with the Texas Correctional Industries (TCI) Computer Recovery Program. Under the program, TCI receives surplus and salvage data processing equipment from state agencies and other organizations, refurbishes and upgrades it, and distributes it to Texas public schools. Computers that TCI provides to districts have a minimum capability of a Pentium III processor with 128 megabyte random access memory. Districts request to receive these systems by completing a form that can be downloaded from the Texas Department of Criminal Justice website. TCI prioritizes requests according to a district's poverty rating from the TEA. The DISD special projects specialist estimates that since 2002 DISD received more than 2,000 free computers through this program. Other districts that have received computers through this program include Houston, Huntsville, Copperas Cove, Laredo and Masonic Home.

The district should develop a comprehensive computer acquisition plan that identifies multiple funding sources to acquire computers to meet target ratios. The plan's focus should be strategies to meet TEA recommended student access ratios. The Texas Education Agency's Educational Technology Committee's Long-Range Plan for Technology, 2006–2020, approved by the State Board of Education in November 2006, states that local education agencies should "Strive to achieve and maintain a personal computing device ratio of 1:1 for both students and professional educators."

The documented acquisition plan is a blueprint to guide the district in coordinating efforts to cost effectively obtain additional computers. The district's technology committee should forecast the numbers of computers for the next five years and develop strategies to obtain the needed computers. The strategies should consider multiple funding sources including the technology allotment, grants, business partnerships, and donations as well as refurbishment programs such as the Texas Correctional Industries (TCI) computer recovery program.

For background information on Computers and Technology, see page 235 in the General Information section of the appendices. For examples of school districts that have used the best practices recommended in this chapter, see page 246 in the Best Practices section of the appendices.

FISCAL IMPACT

| RECOMMENDATION | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | TOTAL 5-YEAR (COSTS) SAVINGS | ONE TIME (COSTS) SAVINGS |
|--|----------------|------------------|------------------|------------------|------------------|---|---|
| 57. Develop and implement a comprehensive backup plan with procedures to ensure the district's backup data is adequately protected. | (\$739) | (\$739) | (\$739) | (\$739) | (\$739) | (\$3,695) | (\$8,460) |
| 58. Form a districtwide committee to develop and implement a comprehensive disaster recovery plan, complete with annual testing and plan updates. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 59. Evaluate and implement options to lock down district workstations to prevent unauthorized access. | \$0 | (\$2,796) | (\$2,796) | (\$2,796) | (\$2,796) | (\$11,184) | (\$12,405) |
| 60. Consolidate the existing help desk systems and expand the data fields in the help desk software to capture and track information to improve customer support, problem tracking, problem identification, and resolution tracking. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 61. Develop and implement a license inventory control process to track and control district software licenses. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 62. Expand existing cross-training programs to include cross-training Technology Department staff in critical administrative software. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 63. Establish and implement a staff development program to ensure all district staff achieves proficiency in technology use. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 64. Develop a comprehensive computer acquisition plan that identifies multiple funding sources to acquire computers to meet target ratios. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL-CHAPTER 9 | (\$739) | (\$3,535) | (\$3,535) | (\$3,535) | (\$3,535) | (\$14,879) | (\$20,865) |

APPENDICES

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

GENERAL INFORMATION

CHAPTER 1 EDUCATIONAL SERVICE DELIVERY

The academic goals of the state of Texas are for all students to demonstrate exemplary performance in language arts, mathematics, science, and social studies. A set of criterion-referenced assessments, the Texas Assessment of Knowledge and Skills (TAKS), aligned to the state curriculum, the Texas Essential Knowledge and Skills (TEKS), has been the tool for measuring student progress toward the goals. The Texas Education Agency (TEA) provides information to school districts and the public through the Academic Excellence Indicator System (AEIS) and the Public Education Information Management System (PEIMS). AEIS provides information on students, including their performance on TAKS, staff, and finances as well as other types of data on all Texas school districts.

The Waxahachie Independent School District (WISD) serves its students on nine campuses plus the Wilemon Education Center that houses the Disciplinary Alternative Education Program (DAEP), the Learning Center (LC), and the new Global High School, which will open in fall 2007. For 2007–08, the DAEP and LC will move to another location.

Exhibit A-1 shows the 2005–06 enrollment and racial/ethnic composition of each of the district’s nine campuses.

Peer districts the review team used for comparative purposes throughout this report were the Brenham, Corsicana, Ennis, and Sherman ISDs.

In addition to information related to the racial/ethnic composition of WISD schools, AEIS also provides data on the percentage of students that are economically disadvantaged, at risk of dropping out of school, and English Language Learners (ELL). For 2005–06, WISD had the lowest percentage of economically disadvantaged students among the peer districts, the third highest percentage of at-risk students, and the lowest percentage of ELL students. The percentage of WISD students was lower than in Regional Education Service Center X (Region 10) and the state in all three areas except for at-risk students in Region 10 (**Exhibit A-2**).

AEIS also provides information regarding the percentage of students in bilingual/ESL programs, career and technology education (CTE), gifted and talented education, and special education. When compared with the peer districts, WISD has the lowest percentage of student enrollment in bilingual/

**EXHIBIT A-1
WISD ENROLLMENT AND RACIAL/ETHNIC COMPOSITION BY CAMPUS
OCTOBER 2006**

| CAMPUS | ENROLLMENT | RACIAL/ETHNIC COMPOSITION* | | | |
|---------------------------------------|------------|----------------------------|----------|-------|-------|
| | | AFRICAN AMERICAN | HISPANIC | WHITE | OTHER |
| Marvin | 635 | 12.4% | 39.4% | 47.2% | 0.9% |
| Dunaway | 501 | 13.2% | 32.3% | 53.9% | 0.6% |
| Northside | 595 | 19.3% | 23.4% | 56.3% | 1.0% |
| Shackelford | 638 | 11.6% | 20.7% | 66.5% | 1.2% |
| Wedgeworth | 679 | 11.2% | 46.8% | 39.9% | 2.0% |
| Turner | 402 | 17.7% | 32.6% | 48.7% | 1.0% |
| Waxahachie Junior High (WJHS) | 935 | 14.7% | 29.9% | 54.1% | 1.3% |
| Waxahachie Ninth Grade Academy (WNGA) | 500 | 16.2% | 31.2% | 51.4% | 1.2% |
| Waxahachie High School (WHS) | 1,409 | 16.3% | 24.6% | 58.6% | 0.6% |
| Wilemon | 28 | 10.7% | 32.1% | 57.1% | 0.0% |

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

SOURCE: Texas Education Agency, Public Education Information Management System (PEIMS) Edit Report Fall Collection, 2006–07.

EXHIBIT A-2
PERCENTAGE OF STUDENTS
WISD, PEER DISTRICTS, REGION 10, AND STATE
2005–06

| DISTRICT | ECONOMICALLY DISADVANTAGED | AT-RISK | ENGLISH LANGUAGE LEARNER |
|-------------------|----------------------------|--------------|--------------------------|
| Waxahachie | 44.3% | 46.9% | 7.1% |
| Brenham | 47.4% | 45.1% | 7.5% |
| Sherman | 54.3% | 47.3% | 12.4% |
| Ennis | 58.4% | 53.1% | 12.9% |
| Corsicana | 61.8% | 45.4% | 13.1% |
| Region 10 | 50.6% | 45.3% | 17.5% |
| State | 55.6% | 48.7% | 15.8% |

SOURCE: Texas Education Agency, Academic Excellence Indicator System (AEIS), 2005–06.

ESL, the highest in CTE programs, and the second lowest in gifted and talented and special education. WISD has a lower percentage of student enrollment than do Region 10 and the state in bilingual/ESL programs and a higher percentage of enrollment in CTE and special education. In gifted and talented education, the percentage of student enrollment is higher than the state but lower than Region 10 (**Exhibit A-3**).

Several measures of the efficiency of districts provided through AEIS include the attendance rate, the annual dropout rate for grades 7–12, and the 4-year completion rate for grades 9–12. For 2004–05, the most recent year available, the attendance rate of students in WISD was the highest among its peer districts. The annual dropout rate for grades 7–12 was fourth among the peer districts, and the 4-year dropout rate for WISD students in grades 9–12 was third highest among the peer districts. Compared with students in Region 10 and the state, WISD students had a higher

attendance rate, a higher annual dropout rate for students in grades 7–12, and a lower 4-year dropout rate for students in grades 9–12 (**Exhibit A-4**).

STUDENT PERFORMANCE

Under TAKS, math is assessed in grades 3–11; reading is assessed in grades 3–9; and English/language arts is assessed in grades 10 and 11. Writing is assessed in grades 4 and 7; social studies in grades 8, 10, and 11; and science in grades 5, 8, 10, and 11. Students must pass an exit-level examination taken first in grade 11 in order to graduate from high school.

Between 2004–05 and 2005–06, the TAKS performance of WISD students improved on 65.4 percent of the 26 tests taken, declined on 23.1 percent, and remained the same on 11.5 percent. The percentage of WISD students passing TAKS in 2004–05 and 2005–06 as well as the change in the

EXHIBIT A-3
PERCENTAGE OF STUDENT ENROLLMENT IN SELECTED PROGRAMS
WISD, PEER DISTRICTS, REGION 10, AND STATE
2005–06

| DISTRICT | PROGRAM | | | |
|-------------------|---------------|--------------|---------------------|-------------------|
| | BILINGUAL/ESL | CTE | GIFTED AND TALENTED | SPECIAL EDUCATION |
| Waxahachie | 6.1% | 30.0% | 7.9% | 12.8% |
| Brenham | 7.2% | 29.5% | 8.6% | 13.5% |
| Sherman | 12.2% | 17.5% | 12.2% | 14.1% |
| Corsicana | 12.5% | 24.7% | 5.7% | 12.1% |
| Ennis | 12.7% | 26.5% | 8.7% | 15.9% |
| Region 10 | 16.4% | 20.0% | 8.8% | 10.7% |
| State | 14.6% | 20.3% | 7.6% | 11.1% |

SOURCE: Texas Education Agency, AEIS, 2005–06.

**EXHIBIT A-4
ATTENDANCE RATE, ANNUAL AND 4-YEAR DROPOUT RATES
WISD, PEER DISTRICTS, REGION 10, AND STATE
2004–05**

| DISTRICT | ATTENDANCE RATE | ANNUAL DROPOUT RATE GRADES 7–12 | 4-YEAR DROPOUT RATE GRADES 9–12 |
|-------------------|-----------------|---------------------------------|---------------------------------|
| Brenham | 95.2% | 0.1% | 0.3% |
| Sherman | 95.3% | 0.6% | 3.7% |
| Corsicana | 95.8% | 1.1% | 5.9% |
| Ennis | 95.9% | 0.3% | 1.2% |
| Waxahachie | 96.0% | 1.0% | 3.2% |
| Region 10 | 95.9% | 0.8% | 3.9% |
| State | 95.7% | 0.9% | 4.3% |

SOURCE: Texas Education Agency, AEIS, 2005–06.

percentage between the two years is provided in **Exhibit A-5**.

The performance of WISD students has improved over the past two years, particularly at grades 5 and 6. At those grades, the percentage of students passing mathematics was 92 percent in grade 5 and 85 percent in grade 6, and the percentage of students passing reading is 89 percent in both

grades. The percentage of students passing science, tested only in grade 5, was 85 percent. In grades 9 and 10, however, any gains have been less dramatic, and the percentage of students passing math (64 percent at grade 9 and 58 percent at grade 10) and science (66 percent at grade 10) remain at lower than desired levels.

**EXHIBIT A-5
PERCENTAGE OF WISD STUDENTS PASSING TAKS TESTS AND CHANGE IN PERCENTAGE
2004–05 AND 2005–06**

| TAKS TEST | 2004–05 | 2005–06 | GAIN (LOSS) IN PERCENTAGE |
|------------------|------------|------------|---------------------------|
| Grade 3 | | | |
| Reading | 92% | 93% | 1 |
| Mathematics | 92% | 89% | (3) |
| All Tests | 85% | 85% | No change |
| Grade 4 | | | |
| Reading | 85% | 86% | 1 |
| Mathematics | 92% | 92% | No change |
| Writing | 95% | 93% | (2) |
| All Tests | 80% | 81% | 1 |
| Grade 5 | | | |
| Reading | 80% | 89% | 9 |
| Mathematics | 91% | 92% | 1 |
| Science | 67% | 85% | 18 |
| All Tests | 63% | 76% | 13 |
| Grade 6 | | | |
| Reading | 83% | 89% | 6 |
| Mathematics | 65% | 85% | 20 |
| All Tests | 62% | 80% | 18 |

EXHIBIT A-5 (CONTINUED)
PERCENTAGE OF WISD STUDENTS PASSING TAKS TESTS AND CHANGE IN PERCENTAGE
2004–05 AND 2005–06

| TAKS TEST | 2004–05 | 2005–06 | GAIN (LOSS) IN PERCENTAGE |
|-----------------------|------------|------------|---------------------------|
| Grade 7 | | | |
| Reading | 84% | 81% | (3) |
| Mathematics | 57% | 70% | 13 |
| Writing | 85% | 87% | 2 |
| All Tests | 54% | 66% | 12 |
| Grade 8 | | | |
| Reading | 89% | 86% | (3) |
| Mathematics | 59% | 76% | 17 |
| Science | * | 77% | NA |
| Social Studies | 83% | 83% | No change |
| All Tests | 55% | 65% | 10 |
| Grade 9 | | | |
| Reading | 92% | 92% | No change |
| Mathematics | 70% | 64% | (6) |
| All Tests | 69% | 63% | (6) |
| Grade 10 | | | |
| English/Language Arts | 79% | 89% | 10 |
| Mathematics | 59% | 58% | (1) |
| Science | 59% | 66% | 7 |
| Social Studies | 88% | 89% | 1 |
| All Tests | 47% | 50% | 13 |
| Grade 11 | | | |
| English/Language Arts | 90% | 92% | 2 |
| Mathematics | 64% | 79% | 15 |
| Science | 67% | 78% | 11 |
| Social Studies | 89% | 96% | 7 |
| All Tests | 53% | 68% | 15 |

*Test not administered.

SOURCE: Texas Education Agency, AEIS, 2004–05 and 2005–06.

In addition to a number of strategies initiated to improve student performance, curriculum-based assessments are being used to assess student performance on a nine-week basis. Released TAKS tests are used as districtwide benchmark assessments in December and January for all grade levels/curriculum areas. Campuses have the option of using additional assessments based on identified needs.

When the percentage of WISD students passing all tests at each grade level is compared to students in the state, Region 10, and its peer districts, WISD students were about in the middle when compared to the students in the four peer

districts at all grade levels except at grade 5. At that grade, the percentage of WISD students passing all tests was the highest among the five districts. Compared to students in Region 10 and the state, the percentage of WISD students passing all TAKS tests was equal to or higher at all grades except grades 6, 7, and 10 when compared to Region 10 (**Exhibit A-6**).

Comparable Improvement (CI) is a measure that shows how student performance on the TAKS reading/English language arts and mathematics tests has grown from one year to the next. CI also compares the growth to that of the 40 campuses statewide that are demographically most similar to the school

EXHIBIT A-6
PERCENTAGE PASSING ALL TAKS TESTS BY GRADE
WISD, PEER DISTRICTS, REGION 10, AND STATE
2005–06

| DISTRICT | GR. 3 | GR. 4 | GR. 5 | GR. 6 | GR. 7 | GR. 8 | GR. 9 | GR. 10 | GR. 11 |
|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Corsicana | 66% | 72% | 57% | 65% | 53% | 46% | 46% | 46% | 60% |
| Sherman | 80% | 79% | 63% | 81% | 76% | 62% | 74% | 59% | 68% |
| Waxahachie | 85% | 81% | 76% | 80% | 66% | 65% | 63% | 50% | 68% |
| Brenham | 86% | 83% | 72% | 91% | 82% | 71% | 70% | 58% | 75% |
| Ennis | 93% | 82% | 70% | 82% | 67% | 64% | 54% | 42% | 65% |
| Region 10 | 78% | 75% | 64% | 82% | 67% | 60% | 59% | 53% | 68% |
| State | 77% | 74% | 64% | 78% | 65% | 58% | 57% | 50% | 66% |

SOURCE: Texas Education Agency, AEIS, 2005–06.

in question, or “target” school. Individual student Texas Growth Index (TGI) values are used as the basis for calculating a school’s CI. The TGI is an estimate of a student’s academic growth on the TAKS tests over two consecutive years in consecutive grades. Based on the growth indicated by the TGI, schools are ranked by quartiles within the 40 schools that compose the campus group that used for determining comparable improvement.

Exhibit A-7 shows information on the TGI growth and quartile rank for each WISD campus. A TGI positive value indicates that the school demonstrated a larger growth than that expected for the group of 40 schools. Conversely, a negative TGI value indicates that the school demonstrated growth smaller than that expected for the group. Three WISD campuses, Northside, WJHS, and WNGA, showed

growth on the TGI in either reading/English language arts or math when compared to schools with similar demographic characteristics; this placed them in the top 50 percent of the 40 comparison schools. Two campuses, Dunaway and Wedgeworth, were in the bottom 25 percent of their respective comparison groups in both reading/ELA and math.

AEIS provides information on a group of measures that give some indication of the college-preparedness of high schools, i.e., the ability of students in that school to perform college-level course work at institutions of higher education. Among the indicators are:

- Advanced Course/Dual Enrollment Completion;

EXHIBIT A-7
TGI GROWTH AND QUARTILE RANK
TAKS READING/ELA AND MATHEMATICS EXAMINATIONS
WISD CAMPUSES
2004–05

| CAMPUS | READING/ENGLISH LANGUAGE ARTS | | MATHEMATICS | |
|-------------|-------------------------------|----------|--------------------|----------|
| | TGI AVERAGE GROWTH | QUARTILE | TGI AVERAGE GROWTH | QUARTILE |
| Dunaway | -0.31 | 4 | -0.19 | 4 |
| Northside | -0.27 | 3 | +0.07 | 2 |
| Shackelford | -0.35 | 3 | -0.23 | 4 |
| Wedgeworth | -0.45 | 4 | -0.32 | 4 |
| Turner | -0.00 | 2 | -0.42 | 4 |
| WJHS | +0.01 | 2 | +0.41 | 1 |
| WNGA | +0.16 | 2 | +0.30 | 4 |
| WHS | -0.05 | 4 | -0.19 | 3 |

NOTE: Marvin Elementary is not included because PreK–K students are not included in TAKS testing.
 SOURCE: Texas Education Agency, AEIS, 2005–06.

- Recommended High School Program (RHSP) and Distinguished Achievement Program (DAP) Graduates;
- Advanced Placement (AP) and International Baccalaureate (IB) Results; and
- SAT/ACT Results.

Advanced course/dual enrollment completion is expressed as a percentage of students who take and complete at least one advanced or dual enrollment course compared to all students who take and complete at least one course during a given year. The percentage of WISD students completing at least one advanced or dual enrollment course in 2004–05 was the highest (21.9 percent) among the five peer districts and higher than Region 10 (20.9 percent) and the state (20.5 percent). However, the percentage of WISD graduates satisfying the requirements for the Recommended High School Program or the Distinguished Achievement Program was third among the peer districts and was lower than the percentage in Region 10 and the state. These data are provided in **Exhibit A-8**.

WISD does not offer any IB programs. AEIS provides information on SAT/ACT results including the percentage of graduates taking either the SAT or ACT, the percentage of examinees who scored at or above the criterion of 1110 on the SAT or 24 on the ACT, and the average score of students on the SAT and ACT. Compared to peer districts, WISD had the highest percentage of graduates taking either test, the third highest percentage of graduates scoring at or above the established criterion score, the fourth highest average SAT score, and the highest ACT average score. Compared to Region 10 and the state, the percentage of WISD graduates

**EXHIBIT A-8
COLLEGE-PREPAREDNESS INDICATORS
WISD, PEER DISTRICTS, REGION 10, AND STATE
2004–05**

| DISTRICT | ADVANCED COURSE/DUAL ENROLLMENT COMPLETION | RHSP/DAP GRADUATES (CLASS OF 2005) |
|-------------------|--|------------------------------------|
| Corsicana | 12.0% | 64.7% |
| Sherman | 13.7% | 73.6% |
| Ennis | 14.7% | 65.8% |
| Brenham | 17.4% | 77.1% |
| Waxahachie | 21.6% | 68.8% |
| Region 10 | 20.9% | 75.3% |
| State | 20.5% | 72.3% |

SOURCE: Texas Education Agency, AEIS, 2005–06.

taking the SAT or ACT was lower than the state but equal to the percentage in Region 10. The percentage of WISD graduates scoring at or above the established criterion on the SAT or ACT was higher than the state but lower than the percentage in Region 10 as was the average SAT score of WISD graduates. The average ACT score of WISD graduates was higher than scores in both Region 10 and the state (**Exhibit A-9**).

TEA assigns campuses and districts a state accountability rating based on the TAKS performance, 4-year completion rate, and annual dropout rate of all students and each student group—African American, Hispanic, White, and economically disadvantaged. Excluding those for alternative education campuses, possible accountability ratings include:

- *Exemplary*;
- *Recognized*;

**EXHIBIT A-9
PERCENTAGE OF STUDENTS TAKING SAT OR ACT, PERCENTAGE OF SCORES AT/ABOVE CRITERION, AND AVERAGE SCORES
WISD, PEER DISTRICTS, REGION 10, AND STATE
CLASS OF 2005**

| DISTRICT | PERCENTAGE TAKING SAT OR ACT | PERCENTAGE AT/ABOVE CRITERION | AVERAGE SAT SCORE | AVERAGE ACT SCORE |
|-------------------|------------------------------|-------------------------------|-------------------|-------------------|
| Sherman | 48.5% | 37.3% | 1097 | 20.7 |
| Brenham | 53.2% | 29.1% | 1006 | 20.8 |
| Corsicana | 55.6% | 22.5% | 970 | 20.0 |
| Ennis | 64.6% | 17.6% | 1054 | 19.1 |
| Waxahachie | 65.0% | 29.0% | 1003 | 21.3 |
| Region 10 | 65.0% | 32.2% | 1008 | 20.8 |
| State | 65.5% | 27.4% | 992 | 20.0 |

SOURCE: Texas Education Agency, AEIS, 2005–06.

- *Academically Acceptable*;
- *Academically Unacceptable*; and
- *Not Rated*.

To receive an *Exemplary* rating, 90 percent of the students must pass TAKS in each subject tested, have a four-year completion rate of 95 percent or better, and have an annual dropout rate of no higher than 0.2 percent. To receive a rating of *Recognized*, the TAKS passing rate can be no lower than 70 percent, the completion rate no lower than 85 percent, and the annual dropout rate no higher than 0.7 percent. The criteria for a rating of *Academically Acceptable* includes a TAKS passing rate of 60 percent on reading/English language arts, writing, and social studies; 40 percent on mathematics; and 35 percent on science. In addition, students must have no lower than a 75 percent completion rate and no higher than a 1.0 percent annual dropout rate. Some campuses are *Not Rated*, usually because the grade or grades served by the campus are not TAKS tested.

In 2004 and 2005, six WISD campuses received an *Acceptable* rating, two a *Recognized* rating, and one campus received a rating of *Not Rated*. In 2006, two campuses received an *Acceptable* rating, five received a rating of *Recognized*, one was *Not Rated*, and one campus received a rating of *Unacceptable*. The district’s accountability rating has been *Acceptable* all three years. No district campus has received an *Exemplary* rating during the three-year period. WNGA received an *Unacceptable* rating as a result of a failure of African American students to meet the performance standard on the TAKS math subtest. As a result, the campus was required to file a School Improvement Plan with TEA for 2006–07 outlining the performance targets, benchmarks, activities, resources, and interim timelines for addressing the issue. The accountability ratings for WISD and each campus in the district for 2004 to 2006 are provided in **Exhibit A-10**.

GLOBAL HIGH SCHOOL

In an effort to increase the number of students who study and enter careers in science, technology, engineering, and math, the district will open Global High School in fall 2007. This initiative was made possible through a \$600,000 three-year grant funded from Texas Science, Technology, Engineering, and Math (T-STEM), which is supported by TEA, the Bill and Melinda Gates Foundation, the Michael and Susan Dell Foundation, the Office of the Governor, and Communities Foundation of Texas, along with state funds and business and corporate sponsorships.

**EXHIBIT A-10
STATE ACCOUNTABILITY RATINGS
WISD AND CAMPUSES
2004 TO 2006**

| CAMPUS | 2004 | 2005 | 2006 |
|-----------------|-------------------|-------------------|-------------------|
| Marvin | Not Rated | Not Rated | Not Rated |
| Dunaway | Acceptable | Acceptable | Recognized |
| Northside | Acceptable | Recognized | Recognized |
| Shackelford | Recognized | Acceptable | Recognized |
| Wedgeworth | Acceptable | Recognized | Recognized |
| Turner | Recognized | Acceptable | Recognized |
| WJHS | Acceptable | Acceptable | Acceptable |
| WNGA | Acceptable | Acceptable | Unacceptable |
| WHS | Acceptable | Acceptable | Acceptable |
| District | Acceptable | Acceptable | Acceptable |

SOURCE: Texas Education Agency, 2006 District and Campus Accountability Rating History.

Begun in December 2005 by Executive Order of the Texas Governor’s Office, Global High will be one of 35 academies established as a part of the T-STEM Initiative to pilot innovative ways of delivering science, engineering, and math education to Texas high school students. Each academy is required to:

Provide a rigorous, well-rounded education

- Require all students to take four years of high school math and four years of high school science;
- Incorporate work-based, contextual learning with a global perspective into the curriculum;
- Participate in existing extra-curricular academic activities centered around math, science, and technology; and
- Require all students to complete an internship primarily focused in the state’s economic development clusters and/or a senior project or capstone project, presentation, and defense.

Establish a personalized, college- and work-ready culture

- Implement an advisory class that is non-graded and focused on personalizing the student experience, building relationships with students and parents, and character-building;
- Create university or college partnerships for mentoring, fostering a college-going culture, and the provision of college level courses/dual credit, teacher training, etc;
- Implement a college-going culture with the goal that all students graduate with 12 to 30 college credits;

- Create partnerships with employers to expose students to careers in science, math, engineering, healthcare, biotechnology, and technology; and
- Ensure that every student has and uses an individual graduation plan.

Provide teacher and leadership development

- Make continued investments in math and science teacher professional development, bringing together math/science, high school, and higher education faculty and private businesses;
- Require weekly common planning time for teachers;
- Require external networking opportunities for teachers and school leaders; and
- Commit to sharing best practices and participating in network activities.

Global High staff interviewed all applicants, and the first freshman class of 102 students from within and outside the district was selected by lottery. Sixty percent of the eventual 400-member student body will be economically disadvantaged, minorities, females, have limited English proficiency, are at risk of not completing high school, or students that are first generation college-goers. All Global High students will have individualized graduation plans and will have the opportunity to graduate under the Distinguished Achievement Program with 24 hours of college credit. Students must take a four-year sequence of math and science courses and participate in specified extra-curricular activities that may include UIL competitions, service learning, and technology or science fairs. In addition, all students will be required to participate in an internship focused on the state's economic development clusters or an independent study that bridges the gap between workplace and academics.

GIFTED AND TALENTED EDUCATION

Section 29.122 of the TEC requires that school districts “adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level.” Section 29.123 requires the State Board of Education (SBOE) to “develop and periodically update a state plan for the education of gifted and talented students to guide school districts in establishing and improving programs for identified students.” The SBOE plan, adopted in 1996 and revised in 2000, provides direction for the refinement of existing services and

the creation of additional curricular opportunities for gifted and talented students.

WISD serves gifted and talented (G/T) students in grades K–12 through its Enriching Academically Gifted Learners Education (EAGLE) program. Identified kindergarten pupils receive weekly lessons through the Get SET program provided by the program coordinator. In grades 1–5, gifted students are clustered in regular classes in groups of 3 to 5 students and receive services from the regular classroom teacher. In addition, pupils are served in pull-out classes taught by a campus-based gifted specialist teacher with pupils in kindergarten meeting one hour per week, pupils in grades 1–3 meeting two hours weekly, and students in grades 4 and 5 meeting three hours weekly. At grade 6, the district serves students through interdisciplinary thematic units in language arts classes and pre-AP mathematics classes. An additional once-per-week session taught by the program coordinator provides opportunities for activities relating to higher level thinking skills. Pre-AP and AP classes serve students in grades 7–12. Additionally, the following dual credit classes are offered through Navarro College: English IV, U.S. Government, Macroeconomics, Statistics, U.S. History, Calculus AB and BC, Geology, and Physical Science.

The Texas Administrative Code (TAC) Title 19, §89.2 and WISD Policy DMA (LEGAL) Professional Development: Required Staff Development requires that teachers, administrators, and counselors who provide instruction to gifted and talented students or make decisions regarding the gifted and talented program complete a specified number of hours of staff development related to the nature and needs of gifted and talented students. The district provides training sessions each summer for staff to complete either the initial 30 hours of training or the 6 hours of annual update training. All WISD administrators and counselors have completed the required number of training hours. Of 121 teachers in grades 1–6, 110 (90.9 percent) as well as all secondary teachers of pre-AP and AP courses have completed the required training.

In 2005–06, WISD had the second lowest percentage of students served, assigned teachers, and expenditures in the G/T program compared to its peer districts. Compared to Region 10 and the state, WISD was higher than the state in percentage of enrollment served in the gifted and talented program but lower than Region 10 and the state in the percentage of teachers and expenditures per student. **Exhibit A-11** shows the student enrollments and number of teachers

EXHIBIT A-11
G/T STUDENT ENROLLMENT AND NUMBER OF TEACHERS
WISD, PEER DISTRICTS, REGION 10, AND STATE
2005–06

| DISTRICT | STUDENT ENROLLMENT | | TEACHERS | |
|-------------------|--------------------|-------------|----------------|-------------|
| | NUMBER | PERCENTAGE | NUMBER | PERCENTAGE |
| Corsicana | 317 | 5.7% | 2.6 | 0.7% |
| Brenham | 432 | 8.6% | 0.0 | 0.0% |
| Waxahachie | 490 | 7.9% | 2.2 | 0.6% |
| Ennis | 497 | 8.7% | 8.6 | 2.3% |
| Sherman | 772 | 12.2% | 15.8 | 3.3% |
| Region 10 | 59,723 | 8.8% | 769.9 | 1.7% |
| State | 342,353 | 7.6% | 6,591.3 | 2.2% |

SOURCE: Texas Education Agency, AEIS, 2005–06.

in gifted and talented programs in WISD, peer districts, Region 10, and the state.

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM

State legislation requires all school districts to provide disciplinary alternative education programs (DAEP) to serve students who commit specific disciplinary or criminal offenses. Section 37.008 of the Texas Education Code requires that the DAEP:

- Is provided in a setting other than a student's regular classroom;
- Is located on or off of a regular school campus;
- Provides for the students who are assigned to the disciplinary alternative education program to be separated from students who are not assigned to the program;
- Focuses on English language arts, mathematics, science, history, and self-discipline;
- Provides for students' educational and behavioral needs;
- Provides supervision and counseling; and
- Requires each teacher in the program to meet all certification requirements.

An alternative education program may provide for a student's transfer to a different campus, a school-community guidance center, or a community-based alternative center. Although on-campus DAEPs must use certified personnel, off-campus programs may use instructional personnel as they choose for

students not receiving special education or bilingual education services.

An off-campus program is not required to comply with provisions relating to the length of the school day. However, funding for students attending the DAEP is administered in the same manner as other programs. Off-campus programs must be conducted in a completely separate facility from all campuses serving students in the regular education program.

A DAEP may not be held in the same room as an in-school suspension program or any other room that contains students not assigned to the DAEP. While districts may continue to provide transportation to students assigned to the program, WISD does not. Neither does the district allow students to engage in other activities such as eating in the cafeteria with students not assigned to the DAEP.

The WISD DAEP operates from 8:00 AM to 3:00 PM daily. Three teachers staff the program, two full-time and one part-time. The DAEP also employs two aides, one of whom also serves as secretary for the Wilemon Education Center. A campus administrator serves both the DAEP and the Learning Center. In October 2006, WISD's DAEP served 28 students—three in grade 9, three in grade 10, six in grade 11, and 16 in grade 12.

HEALTH SERVICES

The district has adequate staff to provide effective school health services to WISD students. A full-time registered nurse is assigned to each of the district's nine campuses. The district's 2006–07 nurse-to-student ratio of 1:702 places it within the guideline of 750 students per school nurse

recommended by the National Association of School Nurses (NASN). **Exhibit A-12** provides the number of nurses and nurse-to-student ratios of WISD and peer districts in 2005–06.

**EXHIBIT A-12
NURSES AND NURSE-TO-STUDENT RATIOS
WISD AND PEER DISTRICTS
2005–06**

| DISTRICT | NUMBER OF NURSES | 2005–06 STUDENT ENROLLMENT | NURSE-TO-STUDENT RATIO |
|-------------------|------------------|----------------------------|------------------------|
| Brenham | 3 | 5,039 | 1:1,679 |
| Corsicana | 8 | 5,590 | 1:698 |
| Ennis | 9 | 5,687 | 1:631 |
| Sherman | 9 | 6,348 | 1:705 |
| Waxahachie | 9 | 6,322 | 1:702 |

SOURCE: Texas Education Agency, AEIS, 2005–06, and 2005–06 Staff Salaries and FTE Counts.

Board policies that provide direction for WISD health services include the following:

- FFAA (LEGAL) and FFAA (LOCAL) Wellness and Health Services: Physical Examinations;
- FFAB (LEGAL) and FFAB (EXHIBIT) Wellness and Health Services: Immunizations;
- FFAC (LEGAL) and FFAC (LOCAL) Wellness and Health Services: Medical Treatment;
- FFAD (LEGAL) and FFAD (LOCAL) Wellness and Health Services: Communicable Diseases;
- FFAE (LEGAL) Wellness and Health Services: School-Based Health Centers; and
- FFAF (LEGAL) Wellness and Health Services: Individualized Health Plan.

All student handbooks contain information relative to the administration of medications at school, conditions under which a student may be sent home or required to see a physician, and procedures for emergency medical treatment. The district maintains a handbook for staff on clinic management, the roles of the school nurse, and district policies and procedures.

WISD nurses staff a clinic, started after the closing of the county’s health department, that provides free routine immunizations to students age 18 years or younger. The Texas Vaccines for Children (TVFC) Program operated

through the Texas Department of Health provides all vaccines at no cost to the clinic. Baylor University Hospital provides all syringes as well as the location for the clinic. Held from 4:30 PM to 6:00 PM on the second Thursday of each month, all WISD nurses participate by either giving the immunizations or checking/completing records. Due to the services provided through the clinic, the immunization rate for WISD students is high. On the most recent report filed by the district, only eleven of more than 1,500 students had not completed their immunization requirements.

Under Chapter 168.003 of the Health and Safety Code, school districts are mandated to develop an Individualized Health Plan for students diagnosed with diabetes. All nurses have completed the necessary training to comply with state directives, as well as Policy FFAF (LEGAL). Diabetic students are allowed to check, monitor, and treat diabetic issues whenever needed; supplies are kept in the nurses’ offices at elementary campuses and can be carried by older students.

Two WISD nurses are certified to teach CPR and have certified more than 200 district employees. As of August 2005, the district had purchased 22 automated external defibrillators (AED) and provided training in their use. The AEDs were available at various locations in the district, including four in athletics, four at the high school, three at the junior high school, two at the ninth grade academy, one at the administration building, and one at each elementary school and the district’s transportation facility.

CAREER AND TECHNOLOGY EDUCATION

In WISD, Career and Technology Education (CTE) courses include those in agricultural science and technology education, business and marketing education, family and consumer sciences education, health science technology education, technology education, and trade and industrial technology education. The program promotes development of a seamless secondary to postsecondary education system that allows students to progress efficiently and without repetition. CTE courses provide opportunities for students to develop the knowledge and skills necessary to obtain over 100 different industry credentials. The district’s CTE program used an advisory committee with representatives from agricultural science, family and consumer science, marketing, trades and industry, business education, health science technology education, and technology education.

WISD operates an area vocational school enrolling students from Avalon, Ferris, Maypearl, Midlothian, and Palmer ISDs in addition to its own. Students from outside the district

attend morning classes that are one, two, or three hours in length. Transportation is not provided to students from other districts. Costs that are assessed to sending districts are based on the number of hours the class is in session daily multiplied by 95 percent of WISD's average basic allotment (ABA). One-half of the billed amount is requested in November with the remainder due in April.

Seventy-six courses are listed in the 'Career and Technology Course Selection Guide' section of the *WHS 2006–07 Course*

Description Catalog. Seven courses not in the catalog are included in the *Waxahachie High School Totals by Course ID* listing. Of the 83 courses, 56 had first semester enrollments with students from area districts enrolled in 20 of the courses. The courses and enrollments as well as an indication of whether the course is open to students from area districts is shown in **Exhibit A-13**.

EXHIBIT A-13
WISD CATE COURSES AND ENROLLMENTS
FIRST SEMESTER 2006–07

| COURSE | TOTAL ENROLLMENT | AREA STUDENTS ENROLLED |
|--|------------------|------------------------|
| Agriculture Science and Technology | | |
| Introduction to World Ag | 23 | No |
| Introduction to Agricultural Mechanics | 19 | No |
| Animal Production | 8 | No |
| Ag Communications | 20 | No |
| Horticulture I | 12 | No |
| Horticulture II | * | No |
| Ag Metal Fabrication | 15 | No |
| Wildlife and Recreation Management | 29 | No |
| Home Maintenance and Improvement | 23 | No |
| Animal Science | 21 | No |
| Pre Lab Horticulture I | 5 | No |
| Family and Consumer Science Education | | |
| Preparation for Parenting | 34 | No |
| Housing | 20 | No |
| Nutrition & Food Science (Culinary Arts I) | 46 | No |
| Personal Family Development | 50 | No |
| Ready, Set, Teach I | 16 | No |
| Parent Education I | 8 | No |
| Parent Education II | * | No |
| Teen Leadership | 60 | No |
| Health Science Technology | | |
| Health Science Technology II | 17 | Yes |
| Health Science Technology III | 6 | Yes |
| Health Science Technology III EMT | * | No |
| Marketing Education | | |
| Advertising | 35 | No |
| Computer Science | | |
| AP Computer Science I | 17 | No |
| AP Computer Science II | 3 | No |
| Tech App Ind St | 6 | No |

EXHIBIT A-13 (CONTINUED)
WISD CATE COURSES AND ENROLLMENTS
FIRST SEMESTER 2006–07

| COURSE | TOTAL ENROLLMENT | AREA STUDENTS ENROLLED |
|---|-------------------------|-------------------------------|
| Technology Education | | |
| Computer Applications | 168 | No |
| Computer Multimedia and Animation Technology | 45 | Yes |
| Engineering Graphics | 6 | Yes |
| Architectural Graphics | 5 | Yes |
| Research, Design, and Development | 10 | No |
| Trade and Industrial Education | | |
| Intro to Cosmetology | 28 | No |
| Cosmetology I | 29 | Yes |
| Cosmetology II | 16 | Yes |
| Automotive Technician I-1C | 26 | Yes |
| Automotive Technician II | * | No |
| Welding I | 24 | Yes |
| Welding II | 12 | Yes |
| Auto Collision Repair & Refinishing Technology I | 35 | Yes |
| Auto Collision Repair & Refinishing Technology II | 6 | Yes |
| Building Trades I | 32 | Yes |
| Building Trades II | 5 | Yes |
| Intro to Transmission Service | 32 | No |
| 2P Auto Center III | * | No |
| Business Education | | |
| Business Computer Information Systems I | 157 | No |
| Business Computer Information Systems II | 50 | No |
| Business Image Management and Multimedia | 60 | No |
| Business Management | 59 | No |
| Accounting | 16 | No |
| Career Strategies/Cooperative Education Programs | | |
| Ag Science Career Tech I | 7 | Yes |
| Ag Science Career Tech II | * | Yes |
| Family and Consumer Science Career Prep | 24 | Yes |
| Family and Consumer Science Career Prep II | * | Yes |
| Diversified Career Prep I | 60 | Yes |
| Business Education Career Prep 1 | 24 | Yes |
| Business Education Career Prep 2 | * | Yes |

*Numbers less than five have not been cited due to the Family Educational Rights and Privacy Act (FERPA) 34CFR Part 99.1 and Texas Education Agency procedures OP 10-03.

SOURCE: WISD, WHS 2006–07 Course Catalog, WHS Totals by Course ID, November 2006.

SPECIAL EDUCATION

The Individuals with Disabilities Education Act (IDEA) is a federal law that requires districts to provide appropriate public education for all children with disabilities regardless of severity. Districts must also develop an Individual Education Plan (IEP) for each student that provides instruction and related services specifically designed to meet the unique needs of each individual's disabilities. The IEP must include input from regular education teachers and must provide students with access to the regular curriculum and regular classrooms in the "least restrictive environment."

In 2005–06, the district special education department was staffed by a director, eight diagnosticians, a transition specialist and 30.40 full-time equivalent (FTE) teachers and 46 FTE paraprofessionals. The number of special education teachers, special education student enrollment, and the special education student-to-teacher ratio are provided in **Exhibit A-14**. WISD has the highest student-to-teacher ratio among the peer districts. The district's ratio is also higher than that in Region 10 and the state.

The Special Education department prepares and makes available to all district teachers a *Special Education Teacher Handbook*. The 2006–07 handbook includes information on staff assignments and responsibilities, information on IDEA, teacher resources, information relative to the Admission, Review, and Dismissal (ARD) Committee, discipline, student transfer information, the Student Referral Team, assessments, and various classroom teacher forms. The staff prepares a similar document, *WISD Special Education District*

EXHIBIT A-14
SPECIAL EDUCATION TEACHERS, STUDENT ENROLLMENT,
STUDENT-TO-TEACHER RATIO
WISD, PEER DISTRICTS, REGION 10, AND STATE
2005–06

| DISTRICT | SPECIAL EDUCATION TEACHERS | SPECIAL EDUCATION STUDENT ENROLLMENT | SPECIAL EDUCATION STUDENTS PER TEACHER |
|------------------|----------------------------|--------------------------------------|--|
| Waxahachie | 30.4 | 797 | 26.2 |
| Corsicana | 35.2 | 678 | 19.2 |
| Ennis | 36.8 | 907 | 24.6 |
| Sherman | 55.1 | 896 | 16.2 |
| Brenham | 57.0 | 679 | 11.9 |
| Region 10 | 5,197.9 | 72,998 | 14.0 |
| State | 31,437.5 | 500,037 | 15.9 |

SOURCE: Texas Education Agency, AEIS, 2005–06.

Information 2006–07, for principals. Information included in the handbook includes district and campus special education staff, transfer students procedures, referral data and process, discipline procedures, IDEA reauthorization and AYP changes, test assessment information, Performance Based Analysis Monitoring System (PBAMS) information and the district's Continuous Improvement Plan (CIP), and information on the district's homebound program. Special education staff reviewed all sections of the handbook with principals in July 2006.

TEA received three complaints since 2004–05 related to operations of the district's special education department. In 2004–05, TEA determined it had no jurisdiction regarding the complaint. Two complaints were filed in 2005–06. In the first, TEA determined that the district did not always ensure the implementation of students' accommodations in accordance with students' IEPs. In the second, TEA found that the district did not always ensure that restraint was used in accordance with required procedures. In both cases, the district submitted corrective actions which addressed the discrepancy and were deemed acceptable by TEA.

BILINGUAL/MIGRANT EDUCATION

Texas school districts are required to offer bilingual education programs in the elementary grades if 20 or more students with limited English proficiency who speak the same language are enrolled in the same grade. English as a second language (ESL) programs are offered for English Language Learner (ELL) students in the secondary grades and at the elementary level when there are too few students to offer a bilingual program. Bilingual programs are designed to ensure that students master the content of TEKS in their first language while learning English, and in English as their English-language skills progress. Instruction in bilingual programs is in both languages. ESL programs are intensive programs of instruction designed to develop student proficiency in English and in content areas using English in all instruction.

In 2005–06, the bilingual/ESL program in WISD served 417 students, 333 in grades pre-K–5, seven in grade 6, 27 in grades 7 and 8, and 50 in grades 10–12. There are currently 15 bilingual teachers, 12 of whom are certified, and nine certified ESL teachers in the program. Of the three non-certified bilingual teachers, one is working on certification, and two are on nonrenewable permits. All bilingual teachers and six ESL teachers are assigned to grades pre-K–5. One ESL teacher has a half-day assignment each at Turner Middle

and WJHS. Two additional ESL-certified teachers are on staff at WJHS, one at WNGA, and one at WHS.

As of October 2006, the district served nine migrant students in grades K–12. The district provides assistance with supplies, clothing, and medical services. Summer school including breakfast and lunch is provided if the students wish to participate. All available services are communicated to the identified families by letter.

GUIDANCE AND COUNSELING

TEC §33.006 establishes the roles and responsibilities of public school counselors and defines the scope of guidance and counseling programs. It requires all school counselors to work with school faculty and staff, students, parents, and the community to plan, implement, and evaluate a developmental guidance and counseling program. TEA developed, and revised in 2004, *A Model Developmental Guidance and Counseling Program for Texas Public Schools: A Guide for Program Development Pre-K-12th Grade*. The guide recommends that counselors divide their time among four program components including:

- *Guidance Curriculum*: Planned lessons covering self-confidence, development, motivation to achieve, decision-making and problem-solving skills and responsive behavior;
- *Responsive Services*: Interventions on behalf of students whose immediate personal concerns or problems put their continued personal-social career and/or education development at risk;
- *Individual Planning*: Guidance for students as they plan, monitor, and manage their own educational, career, and personal-social development; and
- *System Support*: Services and management activities that indirectly benefit students.

WISD counselors are using the TEA program guide as the basis for how their time is allocated. The areas for lesson development are self-confidence, motivation to achieve, communication skills, responsible behavior, and cross-cultural effectiveness. Videos are used for some of the lessons. Three elementary schools use the *Right Choice* character education program, and two schools use *Kelso's Choices*. The WHO anti-victimization program is used to teach personal safety.

Surveys conducted among WISD staff and the community indicate that all seven groups surveyed were generally positive

about the district's guidance and counseling program. Overall, approximately 80 percent of all respondents indicated that improvements were not needed in the career counseling and college counseling programs or in counseling parents of students to meet student needs. However, over 40 percent of community respondents and 35 percent of administrators indicated that improvements were needed in career counseling. The highest percentage of respondents indicating improvement was needed with either college counseling or counseling with parents of students was the community (23.1 percent) and principals (26.7 percent), respectively. **Exhibit A-15** shows the respondent groups and responses to survey questions concerning the district's guidance and counseling program.

FEDERAL PROGRAM ENTITLEMENTS

In 2002, the United States Department of Education (USDE) reauthorized the Elementary and Secondary Education Act as the No Child Left Behind (NCLB) Act. Through NCLB, the federal government allocates entitlement funds to eligible school districts that use the funds to target supplemental education interventions for students who are having difficulty with skill mastery and in meeting academic performance expectations. The purposes of the entitlement programs are as follows:

- Title I provides funds to ensure that all children have the opportunity to receive a high-quality education and reach mastery on state academic standards and assessments;
- Title II provides funds to support and/or improve teacher quality by focusing on research-based practices to prepare, train, and recruit highly qualified teachers and principals;
- Title IV provides funds to support safe and drug-free schools and communities; and
- Title V provides funds to support activities promoting challenging academic achievement standards, improved student achievement, and overall education reform.

Exhibit A-16 shows information on the state and federal programs and allocations received by WISD for 2006–07.

**EXHIBIT A-15
SURVEY RESPONSES
COUNSELING PROGRAM IMPROVEMENTS**

DISTRICT SPECIAL PROGRAMS THAT NEED IMPROVEMENT TO MEET STUDENTS' NEEDS.

| SURVEY GROUP | NUMBER OF RESPONDENTS | PERCENTAGE YES RESPONSES | | |
|----------------------------|-----------------------|---------------------------|----------------------------|--------------------------------|
| | | CAREER COUNSELING PROGRAM | COLLEGE COUNSELING PROGRAM | COUNSELING PARENTS OF STUDENTS |
| Parents | 153 | 22.9% | 22.2% | 19.6% |
| High School Students | 16 | 18.8% | 18.8% | 6.3% |
| Community | 26 | 42.3% | 23.1% | 15.4% |
| Teachers | 208 | 14.9% | 15.4% | 19.2% |
| Principals | 15 | 13.3% | 6.7% | 26.7% |
| Administrators | 20 | 35.0% | 20.0% | 15.0% |
| Professional Support Staff | 74 | 18.9% | 20.3% | 21.6% |
| Auxiliary Staff | 19 | 21.1% | 10.5% | 21.1% |
| Total | 531 | 20.1% | 18.2% | 19.2% |

SOURCE: Review Team Surveys, 2006.

**EXHIBIT A-16
WISD STATE AND FEDERAL PROGRAMS AND ALLOCATIONS
2006-07**

| PROJECT | PROJECT BEGIN DATE | PROJECT END DATE | ALLOCATION |
|--|--------------------|------------------|--------------------|
| Partners in Education Mentoring Program | 10-01-04 | 9-30-07 | \$176,716 |
| Title IV, Part A (Drug-Free Schools) | 7-01-06 | 6-30-07 | \$25,719 |
| Headstart | 9-01-06 | 8-31-07 | \$78,459 |
| ESEA Title I | 7-01-06 | 6-30-07 | \$1,275,479 |
| Title I, Part C (Migrant) | 7-01-06 | 6-30-07 | \$20,844 |
| IDEA-B Formula | 7-01-06 | 6-30-07 | \$1,064,540 |
| IDEA-B Formula (Deaf) | 7-01-06 | 6-30-07 | \$3,631 |
| IDEA-B Discretionary (Deaf) | 7-31-06 | 8-31-07 | \$6,956 |
| IDEA-B Preschool | 7-01-06 | 6-30-07 | \$35,343 |
| IDEA-B Preschools (Deaf) | 7-01-05 | 6-30-07 | \$974 |
| State Deaf | 9-01-06 | 8-31-07 | \$69,622 |
| Voc Basic Grant/Career Tech (Carl D.Perkins) | 7-31-06 | 6-30-07 | \$67,953 |
| Title II, Part A (Recruiting) | 7-01-06 | 6-30-07 | \$277,900 |
| Title II, Part D (Technology) | 7-01-06 | 6-30-07 | \$9,480 |
| Title III (Limited English Proficient and Immigrant) | 7-01-06 | 7-15-07 | \$52,544 |
| Title V, Part A (Innovative Programs) | 7-01-06 | 6-30-07 | \$6,858 |
| Life Skills for Student Parents | 9-01-06 | 8-31-07 | \$76,296 |
| Optional Extended Year | 9-11-06 | 8-31-07 | \$25,838 |
| ARI/AMI Instruction Programs | 9-01-06 | 8-31-07 | \$92,731 |
| Total | | | \$3,367,883 |

SOURCE: WISD Business Office.

**CHAPTER 2
DISTRICT MANAGEMENT AND
COMMUNITY RELATIONS**

BOARD MEETINGS

The Board of Trustees meets monthly on the second Monday of each month. Regular meetings are held at 7:00 PM in the boardroom of the WISD Administration Building located at 411 North Gibson in Waxahachie, Texas. This meeting typically follows a posted board study session at 6:00 PM. All meetings are posted as required by law.

The public is welcome to attend all meetings and citizens wishing to address the board about specific agenda items or other issues are encouraged to register on the day of the regular board meeting before the meeting begins. Each member of the public may speak on specific agenda items during the public section of the agenda for five minutes.

The superintendent develops the agenda for board meetings with input from the board president. Board members, the superintendent, and members of the superintendent’s cabinet may offer items for inclusion on the agenda. Board packets are distributed to board members on Thursday or Friday morning before the board meeting. The information in the board packet is available on the WISD website before the meeting. The superintendent’s secretary prepares the official minutes of all open meetings.

BOARD POLICIES

WISD subscribes to the Texas Association of School Board (TASB) policies service. This is a web-based tool for publishing the district’s policy manual on the district’s website. It includes the district’s legal policies, local policies

and administrative procedures and exhibits. The use of this tool reduces the need for hardcopies of policies and procedures in the district, ensures that all staff have access to current information and provides parent and community access.

BOARD MEMBERS

The members of the Board of Trustees have extensive experience serving on the board and represent diverse work and community experiences. Board members are elected at large on staggered three-year terms. Three members have more than five years experience. **Exhibit A-17** shows the 2006–07 board membership with years of experience and member occupations. Mrs. Evelyn Coleman, a retired educator, was appointed to fill the remaining six-month term of office of a board member, Bill Kelley, who resigned.

Exhibit A-18 shows the training received by board members for 2005–06. All board members met the requirements for board training. The newly appointed board member will be required to attend training in 2006–07. There are three types of training required for board members by the Texas Administrative Code Section 61.1. Tier I is the required local orientation for new board members that should be completed within 60 days of appointment and Texas Education Code orientation or the update that is required after each session of the Texas Legislature. Tier II is the required team-building session for the board and the superintendent which was held on January 9, 2007 with all board members in attendance. Tier III is the required additional hours of continuing education, 10 hours for board members in their first year of service and five hours in following years. A portion of the board president’s training should be related to leadership duties.

**EXHIBIT A-17
WISD BOARD MEMBERS
2006–07**

| BOARD MEMBER | BOARD TITLE | YEARS OF BOARD EXPERIENCE | CURRENT TERM OF OFFICE | OCCUPATION |
|------------------|----------------|---------------------------|------------------------|-----------------------------------|
| Dr. Joe Langley | President | 7 | 2006–09 | Minister |
| Dr. Griggs DeHay | Vice President | 11 | 2005–08 | Dentist |
| James Phillips | Secretary | 6 | 2004–07 | Marketing Executive |
| John Colwell | Member | 4 | 2006–09 | Oil Jobber |
| Mark Price | Member | 4 | 2006–09 | Denton Assistant County Treasurer |
| Max Simpson | Member | 3 | 2004–07 | Retired Educator |
| Evelyn Coleman | Member | Appointed December 2006 | 2006–07 | Retired Educator |

SOURCE: Superintendent’s Office, December 2006.

**EXHIBIT A-18
WISD BOARD MEMBER TRAINING
APRIL 2005 TO MAY 2006**

| BOARD MEMBER | BOARD TRAINING HOURS | | |
|------------------|----------------------|-----------|--------------|
| | REQUIRED | PERFORMED | DEFICIENCIES |
| Dr. Joe Langley | 8.0 | 11.75 | None |
| Dr. Griggs DeHay | 8.0 | 12.50 | None |
| James Phillips | 8.0 | 33.5 | None |
| John Colwell | 8.0 | 17.50 | None |
| Mark Price | 8.0 | 13.75 | None |
| Max Simpson | 8.0 | 27.00 | None |
| Evelyn Coleman* | 16.0 | 4.75 | None |

*Appointed in December 2006, training to date includes team building session and local orientation.

SOURCE: TASB Continuing Education Report, December 2006.

LEGAL FEES

Exhibit A-19 shows the legal fees paid by WISD for the last three years. WISD uses four law firms for differing services. The district signed retainer agreements with each firm and evaluates the quality and cost of services annually.

**EXHIBIT A-19
WISD LEGAL FEES
2003–04 TO 2006–07**

| SCHOOL YEAR | STUDENT ENROLLMENT | ANNUAL LEGAL FEES | AMOUNT PER STUDENT |
|-----------------------|--------------------|-------------------|--------------------|
| 2003–04 | 5,930 | \$28,977.60 | \$4.89 |
| 2004–05 | 5,949 | \$31,741.40 | \$5.34 |
| 2005–06 | 6,215 | \$42,396.58 | \$6.82 |
| 2006–07 (Budgeted) | 6,322 | \$40,000.00 | \$6.33 |

SOURCE: WISD Assistant Superintendent/CFO, December 2006.

BOARD AND EMPLOYEE TRAVEL

All board members and employees in WISD follow the same procedures for travel reimbursement. The district has one credit card that is in the superintendent's office for use in holding hotel reservations for board members on official business. The superintendent and board members travel expenses are reimbursed using the district's reimbursement form. No payments are made without an itemized statement. Meals are reimbursed up to a maximum of \$40 per day and mileage reimbursements are determined by the *State of Texas Travel Allowance Guide*.

SUPERINTENDENT EVALUATION

The WISD board evaluates the superintendent annually and conducted the last evaluation in January 2006. Board members interviewed indicated that they were very satisfied with the superintendent's performance and that he had brought much needed professionalism to the district.

The WISD board uses the TASB's recommended performance appraisal document. This document divides the evaluations into nine different areas shown below:

- Instructional Management;
- School/Organizational Climate;
- School/Organizational Improvement;
- Personnel Management;
- Administrative, Fiscal, and Facilities Management;
- Student Management;
- School/Community Relations;
- Professional Growth and Development; and
- Board Relations.

The evaluation instrument provides a rating scale for evaluation of each factor included in the evaluation areas. The scale includes the following rating:

- 5 – Clearly Outstanding: Performance is consistently far superior to what is normally expected.
- 4 – Exceeds Expectations: Performance demonstrates increased proficiency and is consistently above expectations.
- 3 – Meets Expectations: Performance meets expectations and presents no significant problems.
- 2 – Below Expectations: Performance is consistently below expectations and significant problems exist.
- 1 – Unsatisfactory: Performance is consistently unacceptable.

COMMUNITY INVOLVEMENT

The director of Public Relations reports directly to the superintendent. This position is responsible for district media communications and serves as the external communications point for the district. The director coordinates the opens records process.

The coordinator of Partners in Education (PIE)/Community Education reports to the assistant superintendent of Human Resources. This position is responsible for parent and community volunteers and directs the community education program in the district. Both the director of Public Relations and the coordinating of Partners in Education/Community Education positions are supported by high school interns who work half-days for a semester in the office.

WISD’s Community Education program, Waxahachie Lighthouse for Learning, is three years old and offers a variety of community and continuing education classes at Waxahachie High School on Monday and Thursday nights and online. Additionally, the district also operates a community access television station that broadcasts information pertaining to WISD students and parents.

WISD EDUCATION FOUNDATION

The WISD Education Foundation was established in 1999 and awarded \$70,467 in grants to teachers since its inception. Its purpose is to enrich public education through funds raised by the foundation. Students and teachers submit grant applications for projects that train, pilot a program, test a theory, stimulate creativity, or expand the existing curriculum beyond that which can be funded by the district.

The director of Public Relations serves as the executive director of the foundation. There are 24 members nominated by the WISD Board of Trustees, the superintendent, and each campus. Directors are elected to staggered three-year terms. The foundation has four officers: president, vice-president, secretary and treasurer. The foundation has formal bylaws and an established calendar (**Exhibit A-20**). Funds

**EXHIBIT A-20
WISD EDUCATION FOUNDATION CALENDAR
2006–07**

| DATE | ACTIVITY |
|--------------------|---------------------------------------|
| July 31, 2006 | WISD Employee Fund Drive Kick-Off |
| August 3-August 25 | WISD Employee Fund Drive |
| September 18 | Foundation Board of Directors Meeting |
| September TBA | Grant Workshop |
| October TBA | Festival of Trees Meeting |
| October 27 | Deadline for grant applications |
| November 13 | Foundation Board of Directors Meeting |
| December 8 | Grants Awarded |
| January 8, 2007 | Foundation Board of Directors Meeting |
| March 5 | Foundation Board of Directors Meeting |
| March TBA | Grants Workshop |
| April 23 | Golf Tournament |
| May 14 | Foundation Board of Directors Meeting |
| May 17 | Grants Awarded |
| July 16 | Foundation Board of Directors Meeting |

NOTE: Additional meetings are held for Festival of Trees and the golf tournament as needed.

SOURCE: Director of Public Relations.

are maintained separately from district funds in an interest generating account. A detailed financial report is prepared annually and submitted to the WISD Board of Trustees for review.

Exhibit A-21 shows the grants the WISD Education Foundation awarded since its beginning.

**EXHIBIT A-21
WISD EDUCATION FOUNDATION GRANT AWARDS
2001 TO 2006**

| PROJECT | SCHOOL | GRANT AMOUNT | YEAR |
|--|------------|--------------|--------------|
| Magnificent Metamorphosis: The Life Cycle | Wedgeworth | \$1,600 | Fall, 1999 |
| Student Greenhouse | Dunaway | \$2,000 | Fall, 1999 |
| The Hachie Mart | WHS | \$2,000 | Spring, 2001 |
| Weather Station | Northside | \$1,454 | Spring, 2001 |
| Reporting Investigative Crime Stories | Turner | \$2,000 | Spring, 2001 |
| Science Olympics | WJHS | \$1,142 | Spring, 2001 |
| For the Love of Books | WHS | \$1,564 | Fall, 2001 |
| Interactive Writing Workshop | Wedgeworth | \$438 | Fall, 2001 |
| Science Enrichment | Northside | \$335 | Fall, 2001 |
| Software to Reinforce Language and Reading | Wedgeworth | \$1,474 | Fall, 2001 |
| Take-Home Learning Packs | Marvin | \$714 | Spring, 2002 |

EXHIBIT A-21 (CONTINUED)
WISD EDUCATION FOUNDATION GRANT AWARDS
2001 TO 2006

| PROJECT | SCHOOL | GRANT AMOUNT | YEAR |
|---|--------------|-----------------|--------------|
| A Calculated Effort | Dunaway | \$1,998 | Spring, 2002 |
| Worms and Recycling | Wedgeworth | \$1,471 | Spring, 2002 |
| Applications of Physical Properties of Substances | WHS | \$1,870 | Spring, 2002 |
| Hatching Baby Chicks | Wedgeworth | \$250 | Spring, 2002 |
| The Secret Garden | Marvin | \$1,975 | Fall, 2002 |
| GLOBE (Global Learning and Observation to Benefit the Environ.) | WNGA | \$1,828 | Spring, 2003 |
| From Tadpoles to Frogs | Wedgeworth | \$2,000 | Fall, 2003 |
| Integrating Technology and Literacy | Shackelford | \$2,000 | Spring, 2004 |
| Write On Track--Six Traits Writing Project | Shackelford | 1,753 | Spring, 2004 |
| Dyslexia Resource Library | Shackelford | \$709 | Fall, 2004 |
| A Kiln for Discovery | WNGA | \$1,000 | Fall, 2004 |
| Elementary Music Programs (Flow-through grant) | | \$23,113 | 2004 |
| Texas Traveling Trunk | Dunaway | \$1,600 | Spring, 2005 |
| Young Author's Extravaganza--The Gift of Books | Northside | \$1,300 | Spring, 2005 |
| Views in Black and White | Northside | \$279 | Spring, 2005 |
| Waxahachie Nature Exchange | WJHS | \$1,900 | Spring, 2005 |
| Reading A-Z | Shackelford | \$1,000 | Spring, 2005 |
| Sing and Read Frog Street Press Collection | Marvin | \$990 | Fall, 2005 |
| Emergent Readers for Students | Marvin | \$1,970 | Fall, 2005 |
| Teaching Tote Theme Kits | WHS Day Care | \$815 | Spring, 2006 |
| Lunchtime with the Bluebonnets | Northside | \$965 | Spring, 2006 |
| Graph with Me! TI Navigator | WNGA | \$2,000 | Spring, 2006 |
| Accelerated Reading Program for Students | WHS | \$1,900 | Spring, 2006 |
| Drama Kings and Queens | Northside | \$1,060 | Spring, 2006 |
| Total | | \$70,467 | |

SOURCE: Director of Public Relations, December 2006.

BUSINESS PARTICIPANTS

These businesses and service organizations contributed volunteer time, services, incentives, and monetary donations in 2005–06.

| | | |
|------------------------------|-----------------------------|---------------------------|
| A & J Power Services | ATPE | Bennett's Office Supplies |
| Advantage Self Storage | Auto Trust | Bethesda Assembly of God |
| Agri-Commercial Corporation | B & B Fun Rentals | Bile Chiropractics |
| All Sports Trophies | Band Boosters | Bloomfield Photography |
| Allen House Creative | Barbeque Pit | Body Garden |
| American Ice | Barbizon School of Modeling | Bottomline Bookkeeping |
| Anglen Tire Company | Barrington Dental | Boys and Girls Club |
| Applebee's | Bat Fire & Security | Briar Patch |
| Appreciation Benefits Center | Baylor Medical Center | Buffalo Creek Theater |
| Arch Wireless | Baylorworx | Buffalo Gap |
| Architectural Wood Design | Bealls Department Store | Burleson Honey |
| Armstrong McCall | Belk | Campuzano Mexican Food |

| | | |
|---------------------------------|---|-------------------------------------|
| Cancun's Ameri-Mex Restaurant | Dr. Robert Roye | IHOP |
| Chaparral Steel | Dr. Shawn Love | Ivey Photography |
| Cheer Spirit Club | Dr. Watson P. Roye | J & S Office Supplies |
| Cherokee Charmer Booster Club | Drama Booster Club | J. Square Professional Services |
| Chicken Express | Drs. Craig & Jennifer Barrington | Jack Scott Insurance |
| Chick-fil-A | Drs. John & Yolanda Brady | James R. Jenkins, Attorney at Law |
| Chief's Super Suds Laundromat | Drs. Stan & Priscilla Parker | JC Penney |
| Choir Booster Club | Dunaway Elementary PTO | Joe Gallo, Attorney at Law |
| CiCi's Pizza | Duramar Venus, Inc. | Joe Rust Company |
| Citizens National Bank | Education Foundation | John Wray, Attorney at Law |
| City Bike & Mower | Edward Jones | Johnny Carino's Italian Restaurant |
| City Florist | El Heraldo De Tejas | Just for You |
| City of Waxahachie | El Rancho Mexican Restaurant | KBEC Radio |
| Coldwell Banker | Ellis County Abstract | Keller Williams |
| College Street Church of Christ | Ellis County CSCD | Lady Indian Basketball Boosters |
| College Street Pub | Ellis County District Attorney's Office | Lady Indian Soccer Booster Club |
| Colonade Homes | Ellis County Extension Agency | Lady Indian Volleyball Booster Club |
| Colwell Oil Co. Inc. | Ellis County Master Gardeners | Landmark Equipment |
| Comerica Bank | Ellis County Republican Women | Law Office of Garry Brown |
| Computer Solutions | EmbroidMe | Let's Go Travel |
| Congressman Joe Barton | Emily Oliver, Artist | Lions Club |
| Cornerkick Club | Ennis Oxygen | Lonestar Barbeque & Catering |
| Curve's | Farley Street Baptist Church | Long John Silvers |
| Dallas Community Television | Farm Bureau | M2 Marketing |
| Dallas Container | Fashion Glass | Marble Slab Creamery |
| Dallas Mavericks | Ferris Avenue Baptist Church | Marilynn Mayse, Attorney at Law |
| Dallas Police Department | Finishmaster | Marvin Elementary PTO |
| Danny Pike Racing Team | Fire Mountain | Max Schuster, CPA |
| DART | First Assembly of God | McDonalds |
| David Nash Racing Team | First Baptist Church | Metrolimo |
| Dickeys Barbeque | First Bloom | Miss Emily's Baylor Hospital |
| Domino's Pizza | First United Methodist Church | Mosaic Madness |
| Don Jose's Mexicant Restaurant | Flip Factory | Navarro College |
| Donuts Plus | Flowers by Patty | New World International |
| Dr. Ben Boone | Georgia Pacific | Nino's |
| Dr. Brett Thacker | Gift Baskets | Northgate Hair Design |
| Dr. David Morehead | Gingerbread Press | Northside Elementary PTO |
| Dr. David Webb | Glen's Warehouse Carpets | O'Reilly's Auto Parts |
| Dr. David Williams | Golf Booster Club | Office Depot |
| Dr. Galen Kemp | Great Clips Salon | Oma's Jiffy Burger |
| Dr. Glenn Ledbetter | H & H Oil Co., Inc. | One Fine Day |
| Dr. Griggs DeHay | Hastings Entertainment | Optimist Club |
| Dr. James Pickens | Hawn Freeway Trailers | Outreach Health Services |
| Dr. John Bousquet | HEB | Owens Corning |
| Dr. Laura Morgan | HEB Pharmacy | Pappa Johns Pizza |
| Dr. Marc Roux | Hilltop Lanes | Park Meadows Baptist Church |
| Dr. Paul Kare | Hinds & Willet, Attorney at Law | PCI Health Training Center |
| Dr. Rick Redington | | Pearman Oil & L.P. Gas |

| | | |
|---|---------------------------------------|---|
| Pet-O-Rama | State Representative Jim Pitts | Vintage Bank |
| Pizza Hut | Studio M Design | Wal-Mart |
| Presbyterian Children’s Services | Super Tans | Walton Muffler |
| Project Graduation | Suzanne Calvert, Attorney at Law | Waxahachie Bible Church |
| Promotions, Etc. | Sylvan Learning Center | Waxahachie Century Club |
| Quarterback Club | Taco Bell | Waxahachie Chamber of Commerce |
| Quickway Signs | Target | Waxahachie Country Club |
| Quizno’s | Tennis Booster Club | Waxahachie Daily Light |
| Reed & Reed Law Office | Texas Association of Future Educators | Waxahachie Fire Department |
| Rent –A-Center | Texas Baptist Home | Waxahachie Foundation |
| Roland’s Nursery and Landscape | Texas Culinary Institute | Waxahachie Hardware |
| Ron Wilkinson Law Firm | Texas Motor Speedway | Waxahachie Jr. High PTO |
| Sally’s Beauty Supply | Texas T-Shirts | Waxahachie Jr. Service League |
| Sam’s Food Mart | Texas Workforce | Waxahachie Mother’s Club |
| Schmerse Home Builders | The Briarpatch | Waxahachie Police Department |
| Scott Furniture | The Chaska House Bed & Breakfast | Waxahachie Retired Teachers Association |
| Senior Citizens Center | The Dallas Museum of Art | Waxahachie Rotary Club |
| Shackelford Elementary PTO | The Greenery | Waxahachie Shakespeare Club |
| Shape Express | The Nay Company | Waxahachie Veterinary Clinic |
| Shooter’s Edge | The Wolf 99.5 | Wedgeworth Elementary PTO |
| Simply Diva’s | Thornhill Auto Group | Wella/Sebastian |
| Skillsnet | Trinity Abstract and Title Company | Wendy’s |
| Snippers | Turner Middle School PTO | Whataburger |
| Softball Booster Club | TXU Electric Delivery | Whitaker Metal Deck Sales |
| SouthCoast Computers | Tyler Refrigeration | Wiley’s Diamonds and Gifts |
| Southwest Airlines | United States Aluminum Corp. | Wing Stop |
| Southwest Specialties | United Way of West Ellis County | Woodmen of the World |
| Southwestern Assemblies of God University | University Assembly of God | Wyatt Mansion |
| Splash Auto Bath Car Wash | US Post Office | YMCA |
| | Video Station | |

BOOSTER CLUBS / ORGANIZATIONS

Booster Clubs offer support, financial or otherwise, in academic, athletic, band, cheerleading, choir and drill team areas at Waxahachie Ninth Grade Academy and Waxahachie High School and in some areas at Turner Middle School and Waxahachie Jr. High. These organizations meet on an individual basis at varying times. The district had the following booster clubs in 2006–07:

- Project Graduation
- Band Boosters
- Quarterback Club
- Choir Boosters
- Softball Booster Club
- Lady Indian Basketball

- Cornerkick Club
- WHS Cheerleader Spirit Club
- Cherokee Charmers
- Lady Indian Soccer
- Lady Indian Volleyball
- RBI (Runs Batted In) Club

COMMUNICATIONS

WISD has an active communications program headed by the director of Public Relations. Unlike many districts of similar size, WISD has had a formal department with an administrator level position for 12 years. According to the director, the district believes that communications is vital to building public support and that the public has the right to know about district programs and operations. The director prepares

a monthly newsletter, the War Whoop, emailed to all staff members and community members who ask to receive it. There is a weekly email to staff that covers personnel news such as births and illnesses. At the end of the year an annual newsletter is published as a supplement in the local newspaper. Press releases are prepared frequently and emailed to local media and interested community members. The director cited maintaining good relations with the local media including the radio station and the local paper. The editor of the local paper comes to each board meeting and also serves on several advisory committees. Representatives from the local radio station also serve on advisory committees.

OPEN RECORDS REQUESTS

The director of Public Relations is responsible for handling open records requests in WISD based on the written procedures described in the district’s administrative regulations. Persons making requests must do so in writing using a district form or other written document. The requestor must identify the document or documents to be requested. The requestor must include their name and address on the request. A photo identification card may be required to verify the person’s identity. The district has a schedule of charges for any copied records that is available on the district’s website. If the documents are in active use or in storage the director of Public Relations notifies the requestor in writing and sets a time and place when the requested materials will be available for inspection. The director maintains copies of all requests and, as needed, submits requests to the Texas Office of the Attorney General for a ruling on the accessibility of information.

If the cost of copying will exceed \$40, the district prepares an estimate and the availability of any less expensive method for viewing the information. A review of the information requests for 2006–07 indicated that the seven requests received during the current school year had been addressed within 10 days as required by law.

PUBLIC COMPLAINTS

Persons with complaints are encouraged to work with the applicable school or department to resolve the problem informally. If that fails the district requests that the person complete a written request and meet formally with the appropriate administrator. At the end of this meeting the administrator completes the Administrator report of Level One Conference that summarizes the facts in the complaint, the support provided, and the results of the meeting. The superintendent reviews this report, the original written complaint, and the written response. Persons with complaints that are not resolved at this level may request a Level Two hearing by completing a written request. If that meeting does not resolve the complaint the person with the complaint can request a hearing before the board.

FAMILY RESOURCE CENTER

The district has had a Family Resource Center to serve parents of minority children for at least 10 years. The center encourages family and school partnership, help strengthen parent-child interaction, provide instructional materials for parents to help their children be academically successful and to increase the family’s ability to flourish in today’s society. This program was located primarily in existing schools until September 2006. The district relocated the program to the renovated curriculum offices behind the Wilemon Education Center. According to the bilingual/ESL/Migrant coordinator, the reason for the move was due to lack of space at Marvin Elementary.

The center is manned by the Family Resource Center facilitator, a paraprofessional position, who reports to the bilingual/ESL/migrant coordinator. This paraprofessional position also supports the 10 identified migrant students in the district and spends two hours each week in each of the four schools with identified migrant students: Dunaway, Northside and Wedgeworth elementary schools and the high school. These activities include helping with homework, and providing other support services.

The schedule for the center is shown in **Exhibit A-22**.

**EXHIBIT A-22
FAMILY RESOURCE CENTER SCHEDULE
FALL 2006**

| TIME/DAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------------|--------|---------|---------------|----------|--------|
| 7:30 am to 9:00 am | Open | Open | Open | Open | Open |
| 9:15 am to 11:15 am | Closed | Closed | English Class | Closed | Open |
| 1:30 pm to 3:30 pm | Open | Open | Closed | Open | Open |

SOURCE: Bilingual/ESL/Migrant coordinator, December 2006.

The Family Resource Center contains educational books, videos and games that parents can check out to help their students. It is aimed primarily at Spanish speaking students but all parents can access the information. The center holds limited classes for parents. During the fall 2006 the center held a two hour English class for parents on Wednesday mornings led by the facilitator using video instruction. A maximum of seven parents attended this class during the fall 2006. During the fall the center also held a one hour nutrition class on October 2, 2006.

Since the onsite visit in December 2006, the district closed the Family Resource Center and moved the materials to the libraries in the two elementary schools serving the bilingual students. The paraprofessional facilitator has been reassigned to an elementary school as an instructional aide.

CHAPTER 3 HUMAN RESOURCES MANAGEMENT

OPERATIONS AND MANAGEMENT

As **Exhibit A-23** shows, payroll costs are the most significant expenditure for Texas school districts. Given the proportion of personnel costs in district budgets, effective personnel management is essential to effective financial management.

Exhibit A-23 compares the percentage of WISD payroll costs to the peer districts selected for comparative purposes for this review. Corsicana, Sherman, and Ennis are geographically close to Waxahachie. Sherman ISD and Ennis ISD are also served by the Regional Education Service Center X (Region 10) along with WISD.

While WISD payroll per student expenditure is less than the region and state averages, payroll as a percentage of district

expenditures is higher than region and state averages. At 84 percent, WISD has a higher percentage of payroll costs in its general fund expenditures than its peers. WISD's payroll cost at 67.6 percent of all funds is third highest among its peers, behind Ennis ISD at 72.1 percent and Sherman ISD at 72.4 percent.

WISD leverages its Human Resources Department staff by using Texas Association of School Board (TASB) human resource products. TASB provides compensation, classification, policy, and legal services that assist member districts in maintaining compliance with state and federal regulations. WISD uses TASB model job descriptions and adopts the related position classifications. The WISD board uses the TASB policy-maker program for district policy manuals and handbooks. The district also ensures its forms and personnel policies are in legal compliance by retaining legal counsel to review and advise on human resource activities.

Exhibit A-24 compares the personnel budget changes over a recent three-year period.

The budgetary changes noted in Exhibit A-24 reflect increased personnel activity for the district. Compensation decreased 16 percent, while during the same period department staff changed. Travel and miscellaneous increased under the current administrator by 137 percent, as did professional services by 122 percent, although the professional services budget decreased from 2004–05 to 2005–06.

STAFFING

WISD selects teaching staff through a combination of recruiter interview, resume review, and hiring committee interviews. At recruiting fairs, district staff meets and

EXHIBIT A-23 WISD AND PEER DISTRICT PAYROLL EXPENDITURES BY FUND TYPE 2005–06

| EXPENDITURE CATEGORY | PERCENTAGE OF GENERAL FUND | PER STUDENT EXPENDITURE (GENERAL FUND) | PERCENTAGE OF ALL FUNDS | PER STUDENT EXPENDITURE (ALL FUNDS) |
|-----------------------|----------------------------|--|-------------------------|-------------------------------------|
| Corsicana | 82.9% | \$4,505 | 55.4% | \$5,444 |
| Brenham | 77.3% | \$4,702 | 67.3% | \$5,496 |
| Waxahachie | 84.0% | \$5,085 | 67.6% | \$5,561 |
| Sherman | 82.6% | \$5,001 | 72.4% | \$5,719 |
| Ennis | 83.2% | \$5,042 | 72.1% | \$5,734 |
| Region 10 | 82.1% | \$5,150 | 57.2% | \$5,769 |
| State of Texas | N/A | N/A | 62.6% | \$5,800 |

SOURCE: Texas Education Agency, AEIS, 2005–06.

EXHIBIT A-24
WISD HUMAN RESOURCES DEPARTMENT BUDGET (REVISED)
2003–04 TO 2005–06

| CATEGORY | 2003–04 | 2004–05 | 2005–06 | PERCENTAGE CHANGE +/-(-) |
|---------------------------------|------------------|------------------|------------------|--------------------------|
| Staff Compensation | \$204,465 | \$152,102 | \$171,234 | (16%) |
| Legal and Professional Services | 26,069 | 82,630 | 57,916 | 122% |
| Supplies | 7,670 | 12,500 | 15,920 | 108% |
| Travel and Miscellaneous | 8,435 | 6,504 | 20,000 | 137% |
| Total | \$246,639 | \$253,736 | \$265,070 | 7% |

SOURCE: WISD Budget Reports, 2006.

informally interview candidates. Applicants are encouraged to apply for district positions by completing an online employment application. When a position becomes available, the principal reviews applications to determine which candidates best fit the needs of the school. The principal compiles a list and staff schedules applicant interviews. Principals form a hiring committee that includes staff such as the department chair for the vacant position. Each hiring committee member has a scoring matrix, and scores each interviewed applicant on like questions. The principal reviews hiring committee recommendation and in turn, makes a hiring recommendation to the superintendent. All positions are posted for internal and well as external applicants, and no decision is made for ten days after the posting.

WISD staff levels decreased by 3 percent overall from 2003–04 to 2005–06 as shown in **Exhibit A-25**. Teachers, educational aides, and central administrators all increased in numbers. Central administrators comprised the greatest increase at 93 percent, although just 6.5 actual full-time equivalent positions were added.

Each district also has a unique organizational culture that is reflected in the type and numbers of staff. **Exhibit A-26** compares WISD staffing to the region, state, and peer districts.

As shown in **Exhibit A-26**, WISD has the lowest percentage of teachers and the highest percentage of auxiliary staff. Although above the average for its region, WISD has a lower percentage of educational aides and professional support staff than its peers. The percentages reflect each district's strategies for providing educational services. The low percentage of auxiliary staff in a district may reflect a decision to outsource auxiliary services.

COMPENSATION

WISD adopted salary schedules for most district positions. **Exhibit A-27** summarizes the schedules.

The schedules provide the basic district compensation structure. The quality of service depends on the quality of staff. Attracting and retaining quality staff depends in part on

EXHIBIT A-25
WISD STAFFING LEVELS
2003–04 TO 2005–06

| POSITION | NUMBER OF FULL-TIME EQUIVALENTS | | | PERCENTAGE CHANGE +/-(-) |
|------------------------|---------------------------------|--------------|--------------|--------------------------|
| | 2003–04 | 2004–05 | 2005–06 | 2003–04 TO 2005–06 |
| Teachers | 377.6 | 371.2 | 390.1 | 3% |
| Professional Support | 50.5 | 50.9 | 45.9 | (9%) |
| Campus Administration | 18.3 | 17.4 | 17.2 | (6%) |
| Central Administration | 7.0 | 6.0 | 13.5 | 93% |
| Educational Aides | 99.5 | 110.3 | 110.4 | 11% |
| Auxiliary Staff | 266.8 | 257.1 | 264.3 | (1%) |
| Total | 819.6 | 812.9 | 841.4 | 3% |

SOURCE: Texas Education Agency, AEIS, 2003–04 to 2004–05.

EXHIBIT A-26
WISD AND PEER DISTRICT STAFF COMPARISON
2005–06

| DISTRICT | CATEGORY OF EMPLOYEE AS PERCENTAGE OF ALL DISTRICT STAFF | | | | | |
|-------------------|--|----------------------|-----------------------|------------------------|------------------|-----------------|
| | TEACHERS | PROFESSIONAL SUPPORT | CAMPUS ADMINISTRATORS | CENTRAL ADMINISTRATORS | EDUCATIONAL AIDE | AUXILIARY STAFF |
| Waxahachie | 46.4 | 5.5 | 2.0 | 1.6 | 13.1 | 31.4 |
| Ennis | 48.0 | 5.9 | 2.5 | 1.8 | 17.1 | 24.8 |
| Corsicana | 48.8 | 7.6 | 2.7 | 1.5 | 15.3 | 24.2 |
| Brenham | 54.0 | 6.6 | 2.6 | 0.8 | 15.0 | 21.0 |
| Sherman | 71.5 | 9.3 | 3.4 | 1.7 | 13.4 | 0.8 |
| Region 10 | 54.1 | 8.9 | 3.0 | 1.0 | 9.4 | 23.6 |
| State | 50.7 | 8.0 | 2.8 | 1.0 | 10.2 | 27.3 |

SOURCE: Texas Education Agency, AEIS, 2005–06.

EXHIBIT A-27
SUMMARY OF WISD SALARY SCHEDULES
2006–07

| SCHEDULE | APPLIES TO | SUMMARY DESCRIPTION OF SCALE |
|--|--|---|
| Teacher | Classroom teachers, counselors, certified librarians, registered nurses, speech therapists | <ul style="list-style-type: none"> Placement on scale based on years of service with annual salary increases for years of experience up to 25 years |
| Paraprofessional | Clerical positions (secretary, clerk, receptionists), aides, dispatcher, registrars, financial positions (accounting clerk, payroll and benefits specialists) | <ul style="list-style-type: none"> Seven levels of classification (job groups) segmented into 10 steps No written guidelines for placement on scale, although intent is to distinguish employee skills and experience. |
| Manual trades | Custodial, maintenance, grounds keeping and warehouse staff | <ul style="list-style-type: none"> Seven levels of classification (job groups) segmented into 10 steps Steps on scale applied as years of service. |
| Child nutrition | Child nutrition supervisory staff, cafeteria managers and workers | <ul style="list-style-type: none"> Five levels of classification segmented into 10 steps Steps on scale applied as years of service. |
| Bus Drivers and monitors | Bus drivers, monitors, trainer, dispatcher, crossing guard | <ul style="list-style-type: none"> Monitors and drivers have an annual minimum salary Four levels of classification (by position type) segmented into 10 steps. Steps on scale applied as years of service. Crossing guards paid a flat rate of \$20 per day. |
| Administrative, supervisory and support | Central administrators (assistant superintendents, executive directors, directors), campus administrators (principals, assistant principals), department heads, cafeteria manager and technology technicians | <ul style="list-style-type: none"> Eight levels of classification (pay grades) Minimum and maximum salary for each pay grade No written guidelines for placement within the grade or negotiating salaries/increases. |
| Special additions and supplements to base salary | | <ul style="list-style-type: none"> Supplements for additional duties such as athletics or extracurricular activities Stipends set according to the amount of time and number of students involved in the activity. Stipends for desirable qualifications such as masters or doctoral degrees, bilingual, or others as determined by the board. |

SOURCE: WISD Salary Schedules, 2006–07.

the compensation and benefits provided. **Exhibit A-28** provides a comparison of state average salaries by category of employee.

Exhibit A-28 shows a general increase to all categories. Inexperienced teachers received the higher average increase of 5 percent, while the more experienced teachers received the smallest increases of 2 percent and 3 percent. **Exhibit A-29** shows the average salary trends in WISD.

District salaries have increased for all employee groups except administrators, which decreased from 2003–04 to 2005–06. The average salaries in **Exhibit A-29** reflect changes to pay scales, as well as changes in the numbers and experience levels of employees. Comparing the percentage increases in **Exhibit A-29** to the average state increases in **Exhibit A-28**, WISD

increased its beginning teacher salaries by 13 percent while the state average for beginning teachers increased 5 percent. The most experienced WISD teachers received a 5 percent increase compared to the state increase of 3 percent. Individual district changes reflect area market and strategies to remain competitive. In categories where a district has fewer employees, such as administrators, changes to averages may reflect position turnover or other organizational change.

WISD competes against area school districts to attract the best employees, particularly teachers. Red Oak and Midlothian Independent School districts are similarly-sized, area districts. As a gauge for competitiveness in its immediate area, **Exhibit A-30** compares teacher salary schedules for the three districts.

**EXHIBIT A-28
STATE OF TEXAS AVERAGE SALARY COMPARISONS
TEACHERS, ADMINISTRATORS, AND PROFESSIONAL SUPPORT STAFF
2003–04 TO 2005–06**

| POSITION | AVERAGE SALARY | | | PERCENTAGE CHANGE +/- 2003–04 TO 2005–06 |
|--|----------------|----------|----------|---|
| | 2003–04 | 2004–05 | 2005–06 | |
| Beginning Teachers | \$32,744 | \$33,775 | \$34,505 | 5% |
| Teacher with 1–5 years of experience | \$34,774 | \$35,706 | \$36,567 | 5% |
| Teacher with 6–10 years of experience | \$37,432 | \$38,220 | \$39,008 | 4% |
| Teacher with 11–20 years of experience | \$42,989 | \$43,501 | \$43,978 | 2% |
| Teacher with 20 or more years experience | \$50,553 | \$51,215 | \$51,998 | 3% |
| Campus Administrator | \$60,822 | \$61,612 | \$62,704 | 3% |
| Central Administrator | \$74,728 | \$76,324 | \$77,499 | 4% |
| Professional Support | \$48,039 | \$48,820 | \$50,029 | 4% |

SOURCE: Texas Education Agency, AEIS, 2003–04 to 2005–06.

**EXHIBIT A-29
WISD AVERAGE SALARY COMPARISONS
TEACHERS, ADMINISTRATORS, AND PROFESSIONAL SUPPORT STAFF
2003–04 TO 2005–06**

| POSITION | AVERAGE SALARY | | | PERCENTAGE CHANGE +/- 2003–04 TO 2005–06 |
|--|----------------|----------|----------|---|
| | 2003–04 | 2004–05 | 2005–06 | |
| Beginning Teachers | \$33,536 | \$35,292 | \$37,799 | 13% |
| Teacher with 1–5 years of experience | \$35,545 | \$37,002 | \$37,583 | 6% |
| Teacher with 6–10 years of experience | \$38,142 | \$38,688 | \$39,392 | 3% |
| Teacher with 11–20 years of experience | \$45,952 | \$46,710 | \$46,443 | 1% |
| Teacher with 20 or more years experience | \$51,388 | \$52,818 | \$54,124 | 5% |
| Campus Administrator | \$66,306 | \$64,997 | \$64,384 | (3%) |
| Central Administrator | \$86,244 | \$93,639 | \$73,133 | (15%) |
| Professional Support | \$48,763 | \$50,288 | \$50,692 | 4% |

SOURCE: Texas Education Agency, AEIS, 2003–04 to 2005–06.

EXHIBIT A-30
WISD COMPARISON OF COMPENSATION SCHEDULES
2004–05

| YEARS OF SERVICE | WISD | MIDLOTHIAN ISD | | RED OAK ISD | |
|------------------|----------|----------------|---------------------------------|-------------|------------------------------|
| | ACTUAL | STEP AMOUNT | MIDLOTHIAN ISD COMPARED TO WISD | STEP AMOUNT | RED OAK ISD COMPARED TO WISD |
| 0 | \$38,100 | \$38,500 | \$400 | \$37,000 | (\$1,100) |
| 1 | \$38,550 | \$38,560 | \$10 | \$37,100 | (\$1,450) |
| 2 | \$38,936 | \$38,620 | (\$316) | \$37,400 | (\$1,536) |
| 3 | \$39,220 | \$38,740 | (\$480) | \$37,700 | (\$1,520) |
| 4 | \$39,546 | \$38,860 | (\$686) | \$38,000 | (\$1,546) |
| 5 | \$39,896 | \$39,130 | (\$766) | \$38,500 | (\$1,396) |
| 6 | \$40,277 | \$39,450 | (\$827) | \$39,000 | (\$1,277) |
| 7 | \$40,669 | \$39,820 | (\$849) | \$39,500 | (\$1,169) |
| 8 | \$41,101 | \$40,240 | (\$861) | \$40,100 | (\$1,001) |
| 9 | \$41,524 | \$40,760 | (\$764) | \$40,600 | (\$924) |
| 10 | \$42,255 | \$42,007 | (\$248) | \$41,200 | (\$1,055) |
| 11 | \$43,192 | \$43,510 | \$318 | \$42,500 | (\$692) |
| 12 | \$44,119 | \$44,410 | \$291 | \$43,200 | (\$919) |
| 13 | \$45,293 | \$45,310 | \$17 | \$43,900 | (\$1,393) |
| 14 | \$46,334 | \$46,210 | (\$124) | \$44,700 | (\$1,634) |
| 15 | \$47,302 | \$47,110 | (\$192) | \$45,500 | (\$1,802) |
| 16 | \$48,239 | \$48,010 | (\$229) | \$46,200 | (\$2,039) |
| 17 | \$49,115 | \$48,910 | (\$205) | \$47,000 | (\$2,115) |
| 18 | \$49,928 | \$49,810 | (\$118) | \$47,800 | (\$2,128) |
| 19 | \$50,722 | \$50,710 | (\$12) | \$48,500 | (\$2,222) |
| 20 | \$51,453 | \$51,610 | \$157 | \$49,200 | (\$2,253) |
| 21 | \$52,153 | \$52,510 | \$357 | \$49,900 | (\$2,253) |
| 22 | \$52,812 | \$52,710 | (\$102) | \$50,500 | (\$2,312) |
| 23 | \$53,430 | \$52,910 | (\$520) | \$51,000 | (\$2,430) |
| 24 | \$54,025 | \$53,110 | (\$915) | \$51,500 | (\$2,525) |
| 25 | \$54,285 | \$52,310 | (\$1,975) | \$52,000 | (\$2,285) |

SOURCES: WISD Employee Compensation Plan, 2006–07; Midlothian ISD Compensation Plan, 2006–07; Red Oak ISD Compensation Plan, 2006–07.

WISD is higher than its neighboring districts. Each district's salary scale has different amounts between the years of service steps, but the distance between the steps is generally consistent between the three area salary scales. On all three scales, the distance between steps for teachers with less than 10 years experience is generally 1 percent. The mid-ranges are generally 2 percent between steps. The distance between steps at 20 years and beyond is generally 1 percent for WISD and Red Oak ISD, and less than 1 percent on the Midlothian ISD scale.

WISD also provides salary supplements for additional duties such as athletics or extracurricular activities. Typically provided as stipends, salary supplements are set according to the amount of time and number of students involved in the activity. The district also provides additional pay for desirable qualifications such as masters or doctoral degrees, bilingual, or others as determined by the board.

RECRUITMENT AND RETENTION

Staff qualifications and experience are an important measure of successful human resource strategies. Turnover, the

percentage of staff leaving employment each year, is another measure of performance. **Exhibit A-31** shows teacher qualifications and experience compared to the peer district and state averages for 2005–06.

As shown in **Exhibit A-31**, WISD has fewer teachers with advanced degrees than the region or state, and has fewer teachers with advanced degrees than three of the four peers. Brenham ISD has the lowest number of teachers with advanced degrees as a percentage of teaching staff.

Only Brenham ISD has a lower turnover rate than WISD’s 10.9 percent. Brenham and Ennis ISDs teachers have an average of 13.1 years of experience, slightly higher than WISD teachers with an average of 12.8 years of experience. WISD has the highest number of students per teacher at 15.9. Because a lower student teacher ratio can create a more positive teaching experience, WISD’s higher ratio could be a factor in attracting staff with advanced degrees.

TEA develops turnover information for teaching staff based on information provided by Texas school districts. WISD has termination information for all positions, but does not analyze staff turnover for its support positions. District termination policies include interviews of terminating employees, but administrators do not routinely follow the procedure.

Employees have a grievance process that allows for complaint resolution when an employee disagrees with his or her immediate supervisor’s solution. The grievance process has three stages, culminating with a review of the complaint by the board. Each step provides for written documentation,

which each side must timely provide. The grievance policy is available through the district website.

BENEFITS

As part of employee compensation, WISD offers benefits such as insurance and retirement. WISD’s benefit philosophy is to provide an array of choices that complement individual employee lifestyles.

Benefits include a voluntary pre-tax benefit plan and district subsidized medical insurance. The district also provides voluntary coverage for dental insurance, vision insurance, life insurance, and disability insurance at employee cost. The district provides retirement programs through the state of Texas Teacher Retirement System (TRS). Employees also have access to child care provided at the high school at a reasonable rate. Local Waxahachie businesses also offer discounts to WISD employees who show a district employee identification card.

Employees are eligible for health insurance if they are active, contributing members of TRS and are scheduled to work 10 or more hours per week. Employees are eligible for other voluntary benefits if they are scheduled to work at least 20 hours per week. WISD employees also receive leave benefits required by the state and local leave provided by board policy. WISD provides five days of local leave to supplement the mandatory five days of state leave.

**EXHIBIT A-31
COMPARATIVE TEACHER EXPERIENCE AND QUALIFICATIONS
2005–06**

| DISTRICT | TEACHERS WITH MASTERS DEGREES AS PERCENT OF ALL TEACHERS | TEACHERS WITH DOCTORATE DEGREES AS PERCENT OF ALL TEACHERS | AVERAGE YEARS OF EXPERIENCE AS TEACHER | AVERAGE YEARS OF TEACHERS WITH DISTRICT | PERCENT OF TEACHER TURNOVER | NUMBER OF STUDENTS PER TEACHER |
|-----------------------|--|--|--|---|-----------------------------|--------------------------------|
| Brenham | 17.0 | 1.1 | 13.1 | 9.2 | 9.9 | 13.5 |
| Waxahachie | 19.1 | 0.0 | 12.8 | 8.1 | 10.9 | 15.9 |
| Corsicana | 20.9 | 0.0 | 12.4 | 7.9 | 16.0 | 15.3 |
| Ennis | 24.5 | 0.5 | 13.1 | 8.8 | 13.0 | 15.3 |
| Sherman | 33.2 | 0.0 | 10.8 | 7.1 | 14.3 | 13.2 |
| Region 10 | 25.9 | 0.8 | 10.6 | 6.7 | 16.1 | 15.1 |
| State of Texas | 21.2 | 0.5 | 11.5 | 7.6 | 14.6 | 14.9 |

SOURCE: Texas Education Agency, AEIS, 2005–06.

CHAPTER 4 FACILITIES MANAGEMENT

FACILITIES MANAGEMENT ORGANIZATION

The WISD executive director of Construction and Support Services is responsible for supervising four departments, Child Nutrition, Transportation, Maintenance, and Technology. The WISD maintenance function includes the areas of maintenance, warehouse, custodial, grounds, and construction. Within the Maintenance Department, a Maintenance supervisor oversees custodial services, warehouse, maintenance, and grounds operations.

BUDGET AND OPERATIONS

Exhibit A-32 shows WISD's maintenance and operations expenditure history for 2001–02 to 2005–06. Over 88 percent of the 2005–06 expenditures are in two categories: Salaries and Benefits (46.8 percent) and Contracted Services (41.8 percent). Contracted Services, which includes utility

costs and contracted repairs and services, has seen a 60.8 percent increase over the last five years; utility costs account for over 86 percent of the Contracted Services budget. The increase in Other Operating Costs was due to increases in property insurance costs. The total Maintenance and Operations budget has seen an increase of 37.2 percent over the 5-year period.

Exhibit A-33 compares WISD's maintenance and operations costs with the peer districts selected for comparative purposes for this review. WISD spent \$739 per student for maintenance and operations costs for 2004–05. This amount exceeds the state average of \$737 per student and the average cost for peer districts, which is \$705 per student.

Over the past five years, WISD averaged spending 12 percent of its total operating budget on maintenance and operations expenditures. The district's percentage of expenditures increased by 1.55 percent from 2001–02 to 2005–06 (**Exhibit A-34**).

EXHIBIT A-32 WISD MAINTENANCE AND OPERATIONS EXPENDITURE HISTORY 2001–02 TO 2005–06

| FUNCTION | 2001–02 | 2002–03 | 2003–04 | 2004–05 | 2005–06 | PERCENT CHANGE 2001–02 TO 2005–06 |
|-----------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------------------------|
| Salaries and Benefits | \$1,881,862 | \$2,095,533 | \$2,096,477 | \$2,258,258 | \$2,341,515 | 24.4% |
| Contracted Services | \$1,296,137 | \$1,506,252 | \$1,468,526 | \$1,654,503 | \$2,084,710 | 60.8% |
| Supplies | \$350,631 | \$350,057 | \$327,095 | \$308,439 | \$338,324 | (3.5%) |
| Other Operating Costs | \$81,987 | \$217,190 | \$200,339 | \$172,897 | \$164,004 | 100.0% |
| Capital Equipment | \$35,353 | \$63,260 | \$0 | \$59,375 | \$75,514 | 113.6% |
| Totals | \$3,645,970 | \$4,232,292 | \$4,092,437 | \$4,453,472 | \$5,004,067 | 37.2% |

SOURCE: WISD Assistant Superintendent/CFO, December 2006.

EXHIBIT A-33 WISD, PEER DISTRICTS, AND THE STATE MAINTENANCE AND OPERATIONS COSTS 2004–05

| DISTRICT | ENROLLMENT | ACTUAL MAINTENANCE AND OPERATIONS COSTS | MAINTENANCE AND OPERATIONS COST PER STUDENT | MAINTENANCE AND OPERATIONS COST AS A PERCENTAGE OF TOTAL BUDGET |
|----------------------|--------------|---|---|---|
| Sherman | 6,371 | \$4,312,538 | \$677 | 11.5% |
| Brenham | 4,919 | \$3,350,008 | \$681 | 11.6% |
| Ennis | 5,531 | \$3,897,073 | \$705 | 11.7% |
| Waxahachie | 5,949 | \$4,395,152 | \$739 | 12.3% |
| Corsicana | 5,451 | \$4,115,001 | \$755 | 14.2% |
| Peer Average | 5,568 | \$3,918,655 | \$705 | 12.25% |
| State Average | | | \$737 | 12.1% |

NOTE: General Fund only.

SOURCE: Texas Education Agency, PEIMS, 2004–05 Actual Financial Data.

**EXHIBIT A-34
WISD GENERAL FUND MAINTENANCE EXPENDITURES
2001-02 TO 2005-06**

| | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 5-YEAR AVERAGE |
|--|-------------|-------------|-------------|-------------|-------------|----------------|
| Maintenance and operations expenditures | \$3,617,741 | \$4,182,645 | \$4,101,373 | \$4,395,152 | \$4,958,405 | \$4,251,063 |
| Percentage of total operating expenditures | 11.1% | 11.99% | 11.91% | 12.34% | 12.65% | 12.0% |

SOURCE: Texas Education Agency, PEIMS, 2001-02 to 2005-06 Actual Financial Data.

WISD has the highest maintenance and operations expenditures per student and the second highest as a percentage of district expenditures when compared to peers (**Exhibit A-35**).

**EXHIBIT A-35
WISD AND PEER DISTRICTS
MAINTENANCE AND OPERATIONS GENERAL FUND
EXPENDITURES PER STUDENT AND PERCENTAGE OF TOTAL
GENERAL FUND EXPENDITURES
2004-05**

| DISTRICT | MAINTENANCE AND OPERATIONS EXPENDITURES PER STUDENT | PERCENTAGE OF TOTAL DISTRICT EXPENDITURES |
|-------------------|---|---|
| Sherman | \$4,312,538 | 11.54% |
| Brenham | \$3,350,008 | 11.55% |
| Ennis | \$3,897,073 | 11.66% |
| Waxahachie | \$4,395,152 | 12.34% |
| Corsicana | \$4,115,001 | 14.21% |

SOURCE: Texas Education Agency, PEIMS, 2004-05 Actual Financial Data.

INVENTORY CONTROL

Since moving into the new maintenance facility in January 2006, the maintenance inventory for plumbing supplies, custodial supplies, and general hardware has been stored in the warehouse and is a part of the automated inventory system. The current inventory report had an inventory balance of \$78,954 and showed more than 11,000 items in stock as of December 5, 2006. Some of the items included in stock are custodial supplies such as cleaners, deodorizers, and mop handles; plumbing supplies; custodial equipment parts; chair glides; gloves; and paint. However, the district has not finished entering all inventory into the system. The inventory that is not in the system is included on the shelves in the warehouse area and is recorded manually until the district includes it in the system. The district planned to complete the inventory by the end of 2006-07.

When the Maintenance Department moved to the warehouse, workers with an inventory of supplies wrote a detail of their inventory as it was moved into the warehouse. The maintenance technicians must sign parts out from the area, and warehouse staff is responsible for recording changes in the inventory system.

**CHAPTER 5
TRANSPORTATION**

MANAGEMENT

The Transportation supervisor has more than twenty years of experience in school transportation with six years as Transportation supervisor in WISD. He is active in professional organizations and attends training through both the Texas Association of Pupil Transportation and the Texas Association of School Business Officials (TASBO). The supervisor is a Certified Texas School Business Official (CTSBO) through TASBO.

ROUTE SERVICES

Exhibit A-36 shows the route data for WISD for four years, 2002-03 to 2005-06. To establish route mileage and daily ridership figures, Texas Education Agency (TEA) requires districts to gather mileage and ridership data on the first Wednesday of the month. The average of the two highest months is reported to TEA to establish ridership. Reports include information on ridership and mileage for regular, special education, and career and technology program. Although the cost for regular transportation has increased by 17 percent, the reimbursement from the state has only increased by 9.4 percent. In special education transportation, the cost has increased 20.8 percent, yet the state reimbursement has decreased by 10.2 percent.

**EXHIBIT A-36
WISD ROUTE SERVICES
REPORTS SUMMARY
2002-03 TO 2005-06**

| CATEGORY | 2002-03 | 2003-04 | 2004-05 | 2005-06 | PERCENTAGE CHANGE 2002-03 TO 2005-06 |
|--|------------------|------------------|------------------|------------------|---|
| Regular Routes | | | | | |
| Route Miles | 492,956 | 442,052 | 462,430 | 521,884 | 5.9% |
| Extracurricular Miles for Regular Program | 46,571 | 46,452 | 46,243 | 52,348 | 12.4% |
| Other Miles | 0 | 0 | 0 | 584 | 100.0% |
| Total Annual Mileage | 539,527 | 488,504 | 508,673 | 574,816 | 6.5% |
| Average Daily Riders | 1,528 | 1,624 | 1,585 | 1,699 | 11.2% |
| Hazardous Daily Riders | 139 | 95 | 53 | 77 | (44.6%) |
| Total Cost | \$857,388 | \$904,295 | \$972,857 | \$1,003,064 | 17.0% |
| Cost per Mile | \$1.59 | \$1.85 | \$1.91 | \$1.75 | 10.1% |
| Cost per Average Daily Rider* | \$514 | \$526 | \$594 | \$565 | 9.9% |
| Linear Density | .68 | .69 | .67 | .674 | 0.8% |
| Effective Allotment per Mile | \$0.88 | \$0.88 | \$0.88 | \$0.88 | 0.0% |
| State Allotment | \$370,941 | \$374,770 | \$382,441 | \$405,963 | 9.4% |
| Special Education | | | | | |
| Route Miles | 106,062 | 91,012 | 106,299 | 91,281 | (13.9%) |
| Extracurricular Miles for Special Programs | 905 | 0 | 0 | 0 | (100.0%) |
| Other Miles | 0 | 0 | 0 | 284 | 100.0% |
| Total Annual Mileage | 106,967 | 91,012 | 106,299 | 91,565 | (14.4%) |
| Average Daily Riders | 82 | 65 | 64 | 65 | (20.0%) |
| Total Cost | \$211,028 | \$215,888 | \$222,071 | \$218,201 | (3.4%) |
| Cost per Mile | \$1.97 | \$2.37 | \$2.09 | \$2.38 | 20.8% |
| Cost per Average Daily Rider | \$2,574 | \$3,321 | \$3,470 | \$3,357 | 30.4% |
| State Allotment | \$103,654 | \$90,729 | \$111,002 | \$93,079 | (10.2%) |
| Career and Technology | | | | | |
| Route Miles | 17,208 | 9,861 | 4,628 | 7,115 | (58.7%) |
| Extracurricular Miles for Special Programs | 0 | 0 | 0 | 0 | 0.0% |
| Other Miles | 0 | 0 | 487 | 515 | 100.0% |
| Total Annual Mileage | 17,208 | 9,861 | 5,115 | 7,630 | (55.7%) |
| Average Daily Riders | 58 | 45 | 48 | 62 | 6.9% |
| State Allotment | \$28,393 | \$15,679 | \$9,463 | \$14,573 | (48.7%) |
| Total State Allotment | \$502,988 | \$481,178 | \$502,906 | \$513,615 | 2.1% |

*Cost per average daily rider includes hazardous daily riders.

SOURCE: Texas Education Agency, School Transportation Route Services and Transportation Operations Cost and Mileage Reports, 2001-02 to 2005-06.

OPERATIONS

The School Transportation Operation Report is designed to establish a cost-per-mile to be used for reimbursements in the fiscal year following the report. WISD’s transportation costs have increased over 20.3 percent, while the total route mileage has increased by 16.2 percent. WISD’s cost per mile for regular routes has increased 6.1 percent over the same period. **Exhibit A-37** shows the School Transportation Operation Report over the last five years.

WISD travels the most miles per year on regular routes as compared to its peers. However, WISD’s cost per mile for regular routes, at \$1.75, is the lowest in the peer group (**Exhibit A-38**).

WISD has the second to the lowest cost per student at \$196.50 (**Exhibit A-39**).

Exhibit A-40 shows WISD’s operations costs for transportation compared to its peer districts. Brenham ISD contracts its transportation services to a private vendor.

Exhibit A-41 shows the same information, but each cost category is shown as a percentage of the total operations costs for each district. WISD spends 77.4 percent of its

Transportation budget on salaries and benefits which is higher than all peers.

Other information obtained from peer district School Transportation Operations Reports shows that WISD transports students more miles for pupil transportation than all peer districts yet has the lowest extra/co-curricular mileage (**Exhibit A-42**).

INVENTORY MANAGEMENT

WISD is implementing an inventory management system in the spring of 2007. The district currently has no inventory of parts; however, the district plans to use the same inventory management system that the grounds maintenance warehouse is using. The district keeps a minimal amount of parts on hand. Parts are acquired as they are needed. At the time of the review, there were six batteries, nine truck tires, and more than 50 bus tires in the storage area.

BUS ACCIDENTS

WISD drug tests after all bus accidents. In addition to the drug test, drivers are required to go to additional training with the district bus trainer. The district had four accidents

**EXHIBIT A-37
WISD SCHOOL TRANSPORTATION
OPERATIONS REPORTS SUMMARY
2001-02 TO 2005-06**

| CATEGORY | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | PERCENTAGE CHANGE |
|-----------------------------------|---------------|---------------|---------------|---------------|---------------|-------------------|
| Operations Costs | | | | | | |
| Salaries and Benefits | \$839,850 | \$881,465 | \$981,030 | \$1,041,739 | \$944,943 | 12.5% |
| Purchased and Contracted Services | \$54,254 | \$36,093 | \$46,225 | \$32,713 | \$40,883 | (24.6%) |
| Supplies & Materials | \$63,320 | \$33,513 | \$44,209 | \$81,903 | \$209,256 | 230.5% |
| Other Operating Expenses | \$42,806 | \$117,345 | \$48,719 | \$38,573 | \$26,183 | (38.8%) |
| Debt Service | \$0 | \$0 | \$0 | \$0 | \$0 | 0.0% |
| Capital Outlay | \$14,900 | \$0 | \$0 | \$0 | \$0 | (100.0%) |
| Total Operations Costs | \$1,015,130 | \$1,068,416 | \$1,120,183 | \$1,194,928 | \$1,221,265 | 20.3% |
| Mileage Summary | | | | | | |
| Route Mileage | 543,007 | 599,018 | 533,064 | 568,729 | 613,165 | 16.2% |
| Extra/Co-curricular Mileage | 49,236 | 47,476 | 46,452 | 46,243 | 52,348 | 6.3% |
| Non-School Organizations Mileage | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Other Mileage | 0 | 0 | 0 | 0 | 868 | 100.0% |
| Total Annual Mileage | 592,243 | 646,494 | 579,516 | 614,972 | 666,381 | 12.5% |
| Cost per Mile: Regular | \$1.65 | \$1.59 | \$1.85 | \$1.91 | \$1.75 | 6.1% |
| Cost per Mile –Special | \$2.00 | \$1.97 | \$2.37 | \$2.09 | \$2.38 | 19.0% |

SOURCE: Texas Education Agency, School Transportation Operations Reports, 2001-02 to 2005-06.

**EXHIBIT A-38
WISD AND PEER DISTRICTS
REGULAR AND SPECIAL MILES AND COSTS PER MILE
2005-06**

| SCHOOL DISTRICT | REGULAR ROUTES | | SPECIAL ROUTES | |
|-------------------|----------------|---------------|----------------|---------------|
| | MILES | COST PER MILE | MILES | COST PER MILE |
| Waxahachie | 521,884 | \$1.75 | 91,281 | \$2.38 |
| Ennis | 329,798 | \$2.08 | 84,916 | \$2.19 |
| Brenham | 384,700 | \$2.58 | 133,529 | \$2.54 |
| Corsicana | 213,744 | \$2.62 | 159,086 | \$2.27 |
| Sherman | 238,975 | \$3.62 | 64,442 | \$2.99 |

SOURCE: Texas Education Agency's School Transportation Operations Report, December 2006.

**EXHIBIT A-39
WISD AND PEER DISTRICTS PER STUDENT TRANSPORTATION EXPENDITURES
2005-06**

| SCHOOL DISTRICT | DISTRICT SQUARE MILES | TRANSPORTATION OPERATING COST | ENROLLMENT | PER STUDENT EXPENDITURE |
|-------------------|--------------------------|----------------------------------|--------------|----------------------------|
| Ennis | 265.84 | \$1,038,844 | 5,693 | \$182.48 |
| Waxahachie | 192.73 | \$1,221,265 | 6,215 | \$196.50 |
| Corsicana | 225.62 | \$1,182,381 | 5,660 | \$208.90 |
| Sherman | 77.34 | \$1,628,263 | 6,353 | \$256.30 |
| Brenham | 461.60 | \$1,642,385 | 5,061 | \$324.52 |

SOURCE: Texas Education Agency, School Transportation Route Services and Operations Reports and PEIMS Fall Enrollment, 2005-06.

**EXHIBIT A-40
WISD AND PEER DISTRICTS COMPARISON OF OPERATIONS COSTS
2005-06**

| SCHOOL DISTRICT | SALARIES AND BENEFITS | PURCHASED AND CONTRACTED SERVICES | SUPPLIES AND MATERIALS | OTHER OPERATING EXPENSES | DEBT SERVICE | TOTAL OPERATING COSTS |
|-------------------|-----------------------------|---|---------------------------|--------------------------------|--------------|-----------------------------|
| Ennis | \$675,931 | \$19,819 | \$289,283 | \$53,811 | \$0 | \$1,038,844 |
| Corsicana | \$686,666 | \$60,003 | \$282,433 | \$42,378 | \$110,901 | \$1,182,381 |
| Waxahachie | \$944,943 | \$40,883 | \$209,256 | \$26,183 | \$0 | \$1,221,265 |
| Sherman | \$1,004,596 | \$21,381 | \$256,946 | \$345,340 | \$0 | \$1,628,263 |
| Brenham | \$0 | \$1,262,491 | \$245,894 | \$134,000 | \$0 | \$1,642,385 |

SOURCE: Texas Education Agency, School Transportation Operations Reports, 2005-06.

**EXHIBIT A-41
WISD AND PEER DISTRICTS PERCENTAGE ANALYSIS OF OPERATING COST CATEGORIES
2005-06**

| SCHOOL DISTRICT | SALARIES AND BENEFITS | PURCHASED AND CONTRACTED SERVICES | SUPPLIES AND MATERIALS | OTHER OPERATING EXPENSES | DEBT SERVICE | CAPITAL OUTLAY |
|-------------------|--------------------------|---|---------------------------|-----------------------------|--------------|-------------------|
| Brenham | 0.0% | 76.9% | 15.0% | 8.2% | 0.0% | 0.0% |
| Corsicana | 58.1% | 5.1% | 23.9% | 3.6% | 9.4% | 0.0% |
| Sherman | 61.7% | 1.3% | 15.8% | 21.2% | 0.0% | 0.0% |
| Ennis | 65.1% | 1.9% | 27.8% | 5.2% | 0.0% | 0.0% |
| Waxahachie | 77.4% | 3.3% | 17.1% | 2.1% | 0.0% | 0.0% |

SOURCE: Texas Education Agency, School Transportation Operations Reports, 2005-06.

EXHIBIT A-42**WISD AND PEER DISTRICTS COMPARISON OF MILEAGE DATA, REGULAR TRANSPORTATION
2005–06**

| SCHOOL DISTRICT | ROUTE MILEAGE | EXTRA/ CO-CURRICULAR MILEAGE | NON-SCHOOL ORGANIZATIONS MILEAGE | OTHER MILEAGE | TOTAL ANNUAL MILEAGE |
|-------------------|----------------|------------------------------------|--|---------------|-------------------------|
| Sherman | 303,417 | 89,910 | 475 | 70,813 | 464,615 |
| Corsicana | 372,830 | 90,012 | 4,343 | 8,309 | 476,294 |
| Ennis | 414,714 | 75,416 | 0 | 5,106 | 495,236 |
| Brenham | 518,229 | 112,403 | 0 | 8,222 | 638,854 |
| Waxahachie | 613,165 | 52,348 | 0 | 868 | 666,381 |

SOURCE: Texas Education Agency, School Transportation Operations Reports, 2005–06.

in 2005–06; insurance claims and verification with the district showed none for 2004–05; and two accidents in 2003–04. The highest dollar amount of any one claim was \$2,625.92.

PERSONNEL RECORDS

Personnel records are maintained in the personnel office. The Transportation secretary is responsible for ensuring that all drivers are current on the state requirements for bus drivers such as driver's license, physical, and state required certification. This information is kept in the software system used for field trip reporting. The system prints a list of all drivers that are nearing expiration of required training or licensing.

VEHICLE MAINTENANCE

WISD uses Dossier for vehicle maintenance software. The system maintains preventive maintenance schedules. The Transportation supervisor prints a daily report of preventive maintenance that is needed and gives to the mechanics. The mechanics complete and preventive maintenance, notate information on the work ticket, and the Transportation supervisor inputs into the system.

For regular maintenance on vehicles, the drivers complete a work request. The mechanics evaluate the work request, enter additional information, and give to the Transportation supervisor for entering into the Dossier system. All daily pre- and post-trip reports are also given to the mechanics for review and are filed by vehicle.

FUEL SYSTEM

WISD uses an automated fueling system called Mega Tracks for maintaining fueling information. WISD employs a fuel attendant that has the job responsibilities for fueling buses each morning, verifying the amount of fuel in the fuel tanks,

and logging vehicle odometer readings. In addition to fueling duties, the fuel attendant is responsible for changing out video tapes in the cameras on each bus.

VIDEO CAMERAS ON BUSES

All buses are equipped with video cameras. The videos are operational at all times that the bus is operating. The department keeps video tapes for two weeks before reusing the tapes. The Transportation supervisor sends a one to three minute video clip by email to administrators when there is an incident.

**CHAPTER 6
FOOD SERVICES**

School districts such as Waxahachie ISD that participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) must offer free or reduced-price breakfasts and lunches to eligible children based on family income. Districts may also qualify and apply for Severe Need Breakfast reimbursement in addition to the regular breakfast reimbursement. To be eligible, at least 40 percent of each campus' total lunches served must have been free or reduced-price meals in the previous year. The district must also complete a Severe Need Breakfast reimbursement application. WISD qualified for this designation in 2006–07.

OPERATIONS MANAGEMENT

The Child Nutrition supervisor prepares the annual department budget and submits it to the assistant superintendent/CFO for review. If the assistant superintendent/chief financial officer has any issues with the submitted budget, they work together to resolve the issue and revise the budget accordingly. As part of the annual budget process, the Child Nutrition supervisor reviews equipment replacement requirements for each kitchen,

develops a replacement list, and incorporates the funding for replacement equipment into the budget.

The Child Nutrition supervisor and cafeteria managers conduct annual written performance evaluations of staff. The cafeteria managers evaluate cafeteria staff and the Child Nutrition supervisor evaluates the campus and cafeteria managers. Once the staff evaluations are complete, the Child Nutrition supervisor reviews them, keeps copies to be filed at the Child Nutrition Department, and sends the originals to the Human Resources Department to be placed in the employee's personnel file.

The Child Nutrition Department staff developed an employee handbook that covers general topics such as attendance and timekeeping and specialized written Hazard Analysis Critical Control Point (HACCP) procedures for food safety. The department also purchased generic operating procedures from the Texas Association of School Nutrition (TASN) such as for baking and cooking vegetables. The Child Nutrition supervisor has set a goal for the cafeteria managers and Child Nutrition staff to review and customize the generic TASN procedures for WISD use by the end of the 2006–07 school year.

Child Nutrition Department staff receive both formal and on the job training. Formal training consists of coursework to become level 1 certified by the Texas Association of School Nutrition, which includes 16 hours each of safety and sanitation training. Cafeteria managers provide employees

with on the job training and cover topics related to safety, sanitation, food preparation, and equipment use.

MEAL PARTICIPATION

Exhibit A-43 compares WISD's meals served for the three-year period from 2003–04 to 2005–06 to its peer districts: Brenham, Ennis, Corsicana, and Sherman ISDs. WISD had the highest increase in the percentage of lunches served at 15.4 percent, followed by Brenham ISD at 11.9 percent. For breakfasts served, Sherman ISD had the largest percentage increase at 41.5 percent, followed by Brenham ISD at 8 percent and Corsicana ISD at 6.6 percent.

Exhibit A-44 compares lunch and breakfast participation rates for WISD and its peers in 2005–06. Lunch participation rates range from a high of 63 percent at both Sherman and Corsicana ISDs to a low of 52 percent at Ennis ISD. Breakfast participation rates range from a high of 33 percent at Sherman ISD to a low of 16 percent at WISD.

FOOD SERVICE FINANCIAL MANAGEMENT

Food service operations are expected to be self-supporting. When this does not occur, the general operating fund or General Fund must subsidize operations, which diverts funding from instructional activities. WISD's food services cost per student at \$354 is the lowest among all peer districts (**Exhibit A-45**). Food service costs at WISD are 4.3 percent of the district's expenditures, which is the lowest among the peers, slightly lower than Corsicana and Ennis ISDs.

EXHIBIT A-43 MEAL STATISTICS PEER COMPARISONS 2003–04 TO 2005–06

| DISTRICT | 2003–04 | 2004–05 | 2005–06 | PERCENTAGE CHANGE FROM 2003–04 |
|-----------------------|----------------|----------------|----------------|-----------------------------------|
| Lunch | | | | |
| Waxahachie ISD | 484,531 | 494,748 | 559,147 | 15.4% |
| Brenham ISD | 450,679 | 482,647 | 504,458 | 11.9% |
| Corsicana ISD | 528,334 | 547,901 | 589,571 | 11.6% |
| Ennis ISD | 461,856 | 489,082 | 503,557 | 9.0% |
| Sherman ISD | 687,577 | 684,770 | 713,537 | 3.8% |
| Breakfast | | | | |
| Waxahachie ISD | 159,793 | 159,488 | 166,373 | 4.1% |
| Brenham ISD | 169,183 | 172,953 | 182,794 | 8.0% |
| Corsicana ISD | 255,635 | 265,994 | 272,408 | 6.6% |
| Ennis ISD | 200,238 | 209,928 | 205,348 | 2.6% |
| Sherman ISD | 259,964 | 313,116 | 367,742 | 41.5% |

SOURCE: Texas Department of Agriculture, Child Nutrition Program District Profiles, 2003–04 to 2005–06.

**EXHIBIT A-44
FOOD SERVICE MEAL PARTICIPATION COMPARISONS – WISD AND PEER DISTRICTS
2005–06**

| DISTRICT | LUNCHES SERVED | LUNCH AVERAGE DAILY PARTICIPATION (ADP)* | BREAKFASTS SERVED | BREAKFAST ADP |
|----------------|----------------|--|-------------------|---------------|
| Waxahachie ISD | 559,147 | 54% | 166,373 | 16% |
| Ennis ISD | 503,557 | 52% | 205,348 | 21% |
| Brenham ISD | 504,458 | 61% | 182,794 | 22% |
| Corsicana ISD | 589,571 | 63% | 272,408 | 29% |
| Sherman ISD | 713,537 | 63% | 367,742 | 33% |

*ADP is calculated as the number of average daily meals served divided by the Average Daily Attendance.
SOURCE: Texas Department of Agriculture, Food Service Programs District Profiles, 2005–06.

**EXHIBIT A-45
FOOD SERVICE COST COMPARISONS
2004–05**

| MEASURE | WAXAHACHIE ISD | BRENHAM ISD | ENNIS ISD | SHERMAN ISD | CORSICANA ISD |
|---|----------------|--------------|--------------|--------------|---------------|
| Students (membership) | 5,949 | 4,919 | 5,531 | 6,371 | 5,451 |
| Total expenditures | \$48,906,074 | \$40,189,542 | \$44,012,994 | \$50,335,617 | \$53,571,685 |
| Total food service expenditures costs | \$2,106,310 | \$2,281,839 | \$2,057,899 | \$2,604,595 | \$2,331,693 |
| Food service cost per student | \$354 | \$464 | \$372 | \$409 | \$428 |
| Food service cost as percent of total costs | 4.3% | 5.7% | 4.7% | 5.2% | 4.4% |

SOURCE: Texas Education Agency, PEIMS Standard Reports (Actuals), 2004–05.

Meal prices are a factor that affects both meal participation and revenue. Meals prices should cover the cost of meals, yet be affordable. WISD’s meal prices changed twice since

2002–03. **Exhibit A-46** presents a comparison of meal prices charged to students, teachers, and adults by WISD and its peers.

**EXHIBIT A-46
MEAL PRICES PEER DISTRICT COMPARISONS
2006–07**

| MEAL | ELEMENTARY STUDENT | SECONDARY STUDENTS | ADULTS (STAFF) | ADULTS (VISITORS) |
|------------------|--------------------|--------------------|----------------|-------------------|
| Lunch | | | | |
| Waxahachie | \$2.00 | \$2.25 | \$2.75 | \$2.75 |
| Ennis | \$1.75 | \$2.00 | \$2.50 | \$2.50 |
| Brenham | \$1.75 | \$2.00 | \$2.50 | \$3.00 |
| Corsicana | \$1.50 | \$2.00 | \$2.65 | \$3.00 |
| Sherman | \$1.65 | \$1.75 | \$2.25 | \$2.50 |
| Breakfast | | | | |
| Waxahachie | \$1.25 | \$1.25 | \$1.50 | \$1.50 |
| Ennis | \$1.25 | \$1.25 | \$1.50 | \$1.50 |
| Brenham | \$1.00 | \$1.00 | \$1.25 | \$1.25 |
| Corsicana | \$1.00 | \$1.00 | \$1.85 | \$2.10 |
| Sherman | \$0.60 | \$0.60 | \$1.00 | \$1.00 |

SOURCE: WISD Child Nutrition supervisor; Brenham and Sherman ISD Peer District Questionnaires, January 2007; Ennis ISD website, www.Ennis.k12.tx.us; and Corsicana ISD Child Nutrition Director.

As shown in **Exhibit A-46**, WISD generally has the highest student lunch prices, and along with Ennis ISD has the highest student breakfast prices.

STUDENT NUTRITION

The Texas Education Code (TEC) §38.013 and §38.014 require school districts to develop and implement coordinated health programs for elementary school students. In addition, TEC 28.004 requires each school district to establish a local school health advisory council (SHAC). A component of these programs is nutrition services.

The Child Nutrition supervisor is a member of the district's student health advisory council that meets to determine student health needs. The Child Nutrition supervisor also developed the district's wellness policy. As of December 2006, the district nutrition education program consists of the campus managers providing pamphlets and brochures to the cafeteria managers to use as promotional materials at their schools. One of the campus managers is receiving training to meet district certification requirements and will provide nutrition education programs to students once she has been certified.

CHAPTER 7 FINANCIAL MANAGEMENT

STAFFING AND MANAGEMENT

The assistant superintendent/Chief Financial Officer (CFO) reports to the superintendent and is responsible for all financial functions in WISD, except warehouse and textbook management. A general ledger supervisor, accounts payable clerk, accounts receivable/purchase order clerk, payroll supervisor, payroll clerk, benefits clerk, grants writer/accountant, and secretary support the assistant superintendent/CFO. The assistant superintendent/CFO is also responsible for the PEIMS reporting. The PEIMS staff is not included in the Finance organization since they have no financial management duties.

The assistant superintendent/CFO's secretary is the receptionist for the Finance Department and is responsible for initiating purchase orders for Finance, entering cash receipts into the accounting system, filing purchase orders and other financial documents. The secretary also assists in preparation of financial presentations, typing letters, assisting with district elections and assisting other financial staff as necessary.

The general ledger supervisor is responsible for preparing cash flow forecasts; handling day-to-day cash and investment operations; preparing the monthly investment reports; managing broker dealer relationships and related documentation; preparing the monthly financial statements; reconciling monthly bank statements; preparing journal entries; reviewing and approving all travel requests; preparing budget amendments and transfers; approving all purchase orders; preparing bids, advertising bids and accepting responses to bids; training employees on the financial management software; and supervising the accounts payable and accounts receivable/purchase order clerk.

The accounts payable clerk is responsible for receiving all invoices; balancing the credit card statements; matching invoices to a purchase order and receiving report; entering the invoices for payment; printing and mailing the checks; and filing the invoice and supporting documentation by vendor.

The accounts receivable/purchase order clerk is responsible for verifying cash receipts, issuing receipts, depositing the cash at the bank; reviewing and coding utility bills for payment; compiling information and filing for E-rate rebates on the telephone bills; collecting returned checks; and preparing and entering journal entries for tax receipts.

The grant writer/accountant is responsible for maintaining the fixed and controlled asset listing; accounting and reporting for state and federal special revenue funds and grant funds; approving purchase orders for grant and entitlement funds; filing reports for the Medicaid Administrative Claims (MAC); completing the annual comparability report; and assisting with the filing of applications for funding.

The payroll supervisor is responsible for scheduling and executing the payroll activities; processing all payroll tax payments; filing all state and federal payroll reports; balancing and paying all payroll deductions; entering data in the payroll system; running the monthly payroll checks; reviewing the semi-monthly payroll; ensuring direct deposits are made; running salary negotiations for budgeting; and adding new positions for budgeting.

The payroll clerk is responsible for entering employee absences; entering substitute days; entering extra duty pay; entering employee time; balancing the semi-monthly payroll; running the semi-monthly payroll checks; assisting employees with payroll related questions; and completing verifications of income.

The benefits clerk is responsible for maintaining all benefit records; conducting employee enrollments; filing and monitoring property and casualty claims; filing and monitoring workers' compensation claims; acting as the liaison with insurance carriers for the district; entering and reconciling all benefit deductions; communicating with and assisting employees regarding benefits; chairing the employee benefit committee; and acting as the interpreter for the administration building.

The warehouse supervisor is responsible for ensuring all fixed and controlled assets received at the warehouse are tagged; completing inventory control sheets and sending them to the Finance Department; and delivering the assets to the schools and departments. The warehouse supervisor ensures all technology related equipment is delivered to the Technology Department for processing.

CASH MANAGEMENT AND OPERATIONS

The superintendent, assistant superintendent/CFO, and the general ledger supervisor are the district's investment officers.

The staffing of the Finance Department allows the district to provide adequate segregation of duties between positions responsible for cash management. No one individual has complete control of any cash transaction. All Finance employees are covered by the district's public employee dishonesty policy of \$100,000 with specific coverage of \$50,000 for money and securities. Also, cash and securities on the district's premises are covered up to \$5,000. The district has a policy of limiting cash to \$50 per location.

The district bid its depository contract as required by the TEC, Chapter 45, Subchapter G in 2003. The district mailed bid notices to each of the six banks in the district and received two bid applications and selected the best value for the district as the depository bank. The TEC requires school districts to bid their depository contract at least once every two biennia or every four years. Districts may renew the

depository contract for one biennium if the terms and conditions of the contract and the services provided by the depository bank are satisfactory to them. The district elected to renew the depository contract in 2005.

The district maintains eight interest bearing accounts with the depository bank and one other bank account, including the activity and scholarship fund accounts. The depository bank pledges collateral of \$5 million in the form of a letter of credit from the Federal Home Loan Bank of Dallas. The letter of credit expired in 2005 as a result of an error at the depository bank, and the district established procedures to ensure the letter of credit does not expire in the future.

The general ledger supervisor reconciles the district's bank accounts in a timely manner each month. Each month the general ledger supervisor prepares a cash position report for the Board of Trustees' review and approval. **Exhibit A-47** shows a summary of the cash position report for the month of August 2006.

All funds received from the state and tax collector are deposited directly to one of the district's investment pool accounts and then transferred, as needed to fund disbursements, and to the accounts at the depository bank in order to maximize interest earnings. The general ledger supervisor prepares monthly investment reports showing all investment activity for the month to the Board of Trustees for review and approval. On August 31, 2006, the district reported investments totaling \$15.4 million in certificates of deposit at the depository bank, two investment pools and discount notes. The trust fund investments are for scholarships. **Exhibit A-48** shows the amount invested in each product.

CASH AND INVESTMENT POLICIES AND PROCEDURES

WISD issues accounts payable checks each week and payroll checks three times a month. The accounts payable checks include the district's centralized activity funds. The district has written procedures for accounts payable checks, bank

**EXHIBIT A-47
WISD CASH POSITION REPORT
AUGUST 31, 2006**

| DESCRIPTION | GENERAL FUND | DEBT SERVICE FUND | CAPITAL PROJECTS FUND | TOTAL |
|-----------------------|------------------|-------------------|-----------------------|------------------|
| Beginning Balance | \$226,340 | \$3,571 | \$25,748 | \$255,659 |
| Deposits | \$4,123,568 | \$4,292,000 | \$600,000 | \$9,015,568 |
| Disbursements | (\$3,778,513) | (\$4,295,142) | (\$547,846) | (\$8,621,501) |
| Ending Balance | \$571,395 | \$429 | \$77,902 | \$649,726 |

SOURCE: WISD, Cash Position Report, August 2006.

**EXHIBIT A-48
WISD INVESTMENTS
AUGUST 31, 2006**

| INVESTMENT | TOTAL |
|----------------------------|---------------------|
| Certificates of Deposit | \$47,522 |
| Lone Star Investment Pool | \$2,718,612 |
| MBIA Class Investment Pool | \$3,278,305 |
| Discount Notes | \$9,379,580 |
| Total | \$15,424,019 |

SOURCE: WISD, Annual Audit Report, August 31, 2006.

reconciliations, activity funds, accounts receivable, and petty cash that reflect actual operations.

WISD complies with most requirements of the PFIA. The district has an investment policy approved by the Board of Trustees, an investment strategy approved by the board, an annual review of the policy and strategy by the board, investment policy presented to and acknowledged by companies, an annual compliance audit, and investment reports submitted to the Board of Trustees quarterly and annually.

WISD uses the Texas Association of School Boards (TASB) policy service to maintain and update district policies. Board policy CDA (LEGAL) contains all the elements required by the PFIA. Board policy CDA (LOCAL) provides more specific guidance on investments. CDA (LOCAL) states, “the main goal of the investment program is to ensure its safety and maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.”

The policy also lists the investments allowed and states, “from those investments authorized by law and described further in CDA (LEGAL), the Board of Trustees shall permit investment of District funds in only the following investment types, consistent with the strategies and maturities defined in this policy:

- Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009;

- Certificates of deposit and share certificates as permitted by Government Code 2256.010;

- Fully collateralized repurchase agreements permitted by Government Code 2256.011;

- A securities lending program as permitted by Government Code 2256.0115;

- Banker’s acceptances as permitted by Government Code 2256.012;

- Commercial paper as permitted by Government Code 2256.013;

- No-load money market mutual funds and no-load mutual funds as permitted by Government Code 2256.014;

- A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015; and

- Public funds investment pools as permitted by Government Code 2256.016.”

The policy also lays out investment strategies for the general fund, debt service fund, capital projects fund and agency funds. WISD investments comply with board policy CDA (LOCAL).

CASH FLOW FORECASTS

WISD prepares cash flow forecasts monthly. The general ledger supervisor prepares a cash flow forecast at the beginning of the year and updates it with actual information monthly. The original cash flow forecast and the revised forecast are both presented to the Board of Trustees for review and approval. **Exhibit A-49** shows a portion of the November 2006 cash flow forecast with actual information for September 2006.

Exhibit A-50 shows the cash flow projection with actual revenues and expenditures through November 2006.

The district did not have to borrow to meet cash flow needs and based on the forecasts, the district will not have to borrow to meet cash needs in the near future.

INSURANCE COVERAGE

WISD insures itself against a variety of losses through the Texas School Property Casualty Cooperative for an annual premium of \$195,608. The district is in the second year of a three-year agreement and receives a discount of 3.5 percent on the cost of the policy. The district received an appraisal of all real property owned by the district as a part of the policy

EXHIBIT A-49
WISD CASH FLOW FORECAST
NOVEMBER 30, 2006

| | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
|-----------------------|---------------------|---------------------|---------------------|---------------------|
| Beginning Balance | \$12,795,473 | \$14,527,802 | \$13,518,669 | \$11,557,869 |
| Local Tax Revenue | \$88,301 | \$125,000 | \$995,000 | \$7,020,000 |
| State/Other Revenue | \$5,371,663 | \$3,331,800 | \$968,000 | \$1,072,000 |
| Payroll Expenses | (\$3,002,125) | (\$3,045,000) | (\$3,056,000) | (\$3,025,000) |
| Accounts Payable | (\$725,510) | (\$1,420,933) | (\$867,800) | (\$806,875) |
| Ending Balance | \$14,527,802 | \$13,518,669 | \$11,557,869 | \$15,817,994 |

SOURCE: WISD, cash flow projection, November 2006.

EXHIBIT A-50
WISD ACTUAL CASH FLOW REVENUES AND EXPENDITURES
NOVEMBER 30, 2006

| DESCRIPTION | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
|-----------------------|---------------------|---------------------|---------------------|---------------------|
| Beginning Balance | \$12,795,473 | \$14,527,802 | \$15,455,422 | \$12,789,628 |
| Local Tax Revenue | \$88,301 | \$656,289 | \$1,050,848 | \$7,020,000 |
| State/Other Revenue | \$5,371,663 | \$4,156,817 | \$689,928 | \$1,072,000 |
| Payroll Expenses | (\$3,002,125) | (\$3,070,566) | (\$3,077,669) | (\$3,025,000) |
| Accounts Payable | (\$725,510) | (\$814,920) | (\$1,328,901) | (\$806,875) |
| Ending Balance | \$14,527,802 | \$15,455,422 | \$12,789,628 | \$17,049,753 |

SOURCE: WISD, cash flow projection, November 2006.

to ensure that buildings were adequately insured. The district maintains a list of all vehicles for insurance purposes. **Exhibit A-51** shows a summary of this coverage effective September 1, 2006.

The district also provides an athletics and activities insurance plan for students at an annual cost of \$26,788 and a catastrophic accident plan for students at an annual cost of \$3,025. The district provides workers' compensation coverage for employees at an annual cost of \$260,654.

EXHIBIT A-51
WISD INSURANCE COVERAGE
SEPTEMBER 2006

| COVERAGE | LIMIT | DEDUCTIBLE | COST |
|-------------------------------------|-------------------|------------|------------------|
| Replacement Cost Limit on Buildings | \$120,484,697 | \$10,000 | \$156,630 |
| Wind, Hurricane and Hail | | \$25,000 | Included |
| General Liability | \$1,000,000 | \$1,000 | \$5,659 |
| Employee Benefits Coverage | \$100,000 | \$1,000 | Included |
| Fire Legal Liability | \$500,000 | \$1,000 | Included |
| Educator's Legal Liability | \$1,000,000 | \$5,000 | \$15,563 |
| Crime – Employee Dishonesty | \$100,000 | \$1,000 | \$259 |
| Money and Securities | \$50,000 | \$1,000 | Included |
| Automobile (Limit in Thousands) | \$100/\$300/\$100 | \$500 | \$24,592 |
| Multi-year contract discount | | | (\$7,095) |
| Total | | | \$195,608 |

SOURCE: WISD, renewal quotation, July 27, 2006.

The district pays \$225 toward each employee's health care insurance from TRS – ActiveCare statewide health coverage program for public education employees. The district offers, with the cost paid by employees, dental insurance, vision insurance, cancer insurance, life insurance, and disability insurance. The district also provides access to a Section 125 cafeteria plan for employees to pretax their costs for health insurance, medical reimbursements, and dependent care expenses. All of these plans are available to employees through an online enrollment program.

BOND ISSUES

WISD passed a \$59.2 million bond proposition on November 7, 2006 with 76 percent of the voters voting for the proposition. The district's current underlying ratings are A by Moody's and A by Fitch. The new bonds were sold with the AAA-rating based upon the Permanent School Fund Guarantee. The Board of Trustees met to approve the sale of the bonds on January 22, 2007.

The district has four outstanding bond issues as of January 2007. The issues include both current interest and capital appreciation bonds. The amount of bonds outstanding includes the principal in the current interest bond (CIB) amount and the accreted interest on the capital appreciation bonds (CAB) in each issue. Interest is accreted to reflect the amount due if the bonds were paid off at August 31, 2006. **Exhibit A-52** shows the principal due on the district's outstanding bonds.

FINANCIAL PERFORMANCE

WISD received a Financial Integrity Rating System of Texas (FIRST) rating of Superior Achievement for 2004–05, for the fourth year in a row. The primary goal of FIRST is to achieve quality performance in the management of school districts' financial resources, a goal made more significant

due to the complexity of accounting associated with the Texas' school finance system.

The FIRST accountability rating system assigns one of four financial accountability ratings to Texas school districts: the highest being Superior Achievement, followed by Above-Standard Achievement, Standard Achievement, and Substandard Achievement.

WISD also increased the fund balance in the General Fund from \$1.1 million in 2001–02 to almost \$12 million in 2005–06, an increase of 998.3 percent. In November 2006, the Board of Trustees designated \$4.5 million of the fund balance for future capital acquisitions. **Exhibit A-53** shows summary information on revenues, expenditures, and fund balance from September 1, 2002 to August 31, 2006. During this period, revenues increased by 9.7 percent and expenditures increased by 9 percent.

TEA requires districts to calculate an optimum fund balance as part of their annual external audit. One of the rating criteria in FIRST is whether or not the district's total fund balance is within 50 percent to 150 percent of the optimum fund balance. WISD met the FIRST criteria for fund balance in three of the last four years. **Exhibit A-54** compares the total fund balance of the general fund to the optimum fund balance.

ADMINISTRATIVE TECHNOLOGY

WISD uses a financial management software program that includes all accounting functions and is capable of generating reports for the general ledger, subsidiary ledgers, and budget-to-actual expenditure reports. The budget-to-actual reports include expenditures, encumbrances, and budget balances and are available to schools and departments online. Finance, school campus and department staff said the financial management software meets their needs.

EXHIBIT A-52 WISD OUTSTANDING BONDS JANUARY 31, 2007

| ISSUE | INTEREST RATE | TYPE BOND | PRINCIPAL DUE |
|--|-----------------|-----------|----------------------|
| 1997 School Building and Refunding Bonds | 4.5% to 5.5% | CIB | \$6,727,638 |
| 2000 School Building and Refunding Bonds | 4.875% to 6.78% | CIB | \$6,236,158 |
| 2002 School Building and Refunding Bonds | 5.13% to 5.96% | CIB | \$34,224,017 |
| 2007 School Building Bonds | 4.0% to 5.0% | CIB/CAB | \$59,249,477 |
| Accreted Interest – All Issues | | CAB | \$34,061,903 |
| Total | | | \$140,499,193 |

SOURCE: WISD, annual audit report, August 31, 2006; official statement, January 22, 2007.

EXHIBIT A-53
WISD GENERAL FUND SUMMARY
2002-03 TO 2005-06

| DESCRIPTION | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
|--------------------------------|--------------------|--------------------|---------------------|---------------------|
| Beginning Fund Balance | \$1,091,796 | \$2,905,931 | \$6,455,393 | \$10,096,342 |
| Revenues | \$36,712,046 | \$38,287,717 | \$39,656,436 | \$40,264,288 |
| Expenditures | \$35,206,634 | \$34,769,522 | \$36,021,620 | \$38,358,529 |
| Other Financing Sources (Uses) | \$308,723 | \$31,267 | \$6,133 | (\$10,912) |
| Ending Fund Balance | \$2,905,931 | \$6,455,393 | \$10,096,342 | \$11,991,189 |

SOURCE: WISD, Annual Financial Audits, 2002-03 to 2005-06.

EXHIBIT A-54
WISD FUND BALANCE COMPARISON
2002-03 TO 2005-06

| DESCRIPTION | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
|---|--------------|---------------|---------------|---------------|
| Fund Balance | \$2,905,931 | \$6,455,393 | \$10,096,342 | \$11,991,189 |
| Optimum Fund Balance | \$3,436,521 | \$4,788,872 | \$5,454,721 | \$8,764,117 |
| Percentage of Total Fund Balance to Optimum Fund Balance | 84.6% | 134.8% | 185.1% | 136.8% |

SOURCE: WISD, Annual Financial Audits, 2002-03 to 2005-06.

WISD has used the same software since 2000 and upgraded to a Windows-based version in 2002. The general ledger supervisor is responsible for training all new employees on the use of the financial management software. The software vendor has a library of online tutorials that employees may use to learn about specific features, and the software vendor holds annual user group meetings that Finance staff members attend.

The financial management software supports the standards for accounting systems defined by TEC §44.007 and is able to accommodate the standard forms required by TEA. TEA defines the standards that school districts must meet in the Financial Accountability System Resource Guide (FASRG).

ACCOUNTING AND PAYROLL

WISD has a business procedures manual that is updated annually and is available electronically on the district's network. A business procedures manual serves as documentation of the district's accounting policies and procedures and provides a formal communication to the user about processes used to create and complete financial transactions. The manual contains information on several accounting processes for end users, including: accounts payable procedures, purchase orders, approved vendors, payroll, benefits, and activity funds. Finance holds an annual training session for school and department secretaries to review procedures.

WISD also has documentation for a variety of internal office procedures, including: benefit procedures, budget procedures, grant procedures, general ledger procedures, general office procedures, journal entry procedures, payroll procedures, and year-end accounting procedures. Many of these recorded procedures are part of the Finance Department's effort to ensure employees are adequately cross-trained, so that if an employee had an extended absence their job could be done by others in the office.

WISD provides the Board of Trustees with a monthly financial report, including: cash position, cash flow forecast, revenue received, investment report, summary revenue and expenditure information, budget summary by fund and function, proposed budget amendments, a tax collection report, and the month's check register. The financial information, except for the check register, is available to the public on the district's website.

WISD issues three payrolls during the month. Auxiliary employees, including cafeteria, transportation and maintenance, are paid on the fifteenth and the last day of the month. Professional, administrative and paraprofessional employees are paid on the twenty-fourth of each month. The majority of employees are on direct deposit. Employees paid on the twenty-fourth do not receive a direct deposit stub since they are able to look at their direct deposit stub online using the employee access system. Auxiliary employees receive

a direct deposit stub. During October 2006, the district issued 70 payroll checks and reported 1,253 direct deposits.

EXTERNAL AUDIT

The TEC §44.008 requires school districts to undergo an annual external audit performed by a certified public accountant. The scope of the external audit is financial in nature and designed to provide reasonable assurance that the financial statements fairly present the district's financial condition. The same firm conducted the annual financial audit for 2003–04 to 2005–06. The audits cover the period between September 1 of the previous calendar year and August 31 of the next year. All of the audit reports stated that the financial statements were a fair representation of the district's financial condition, and did not report any material weaknesses in internal controls. The district last changed auditors for 2003–04 as the result of issuing a request for proposals.

TAX APPRAISAL AND COLLECTIONS

The Seventy-ninth Legislature, Third Called Session, 2006, enacted legislation to address school funding issues. This legislation also provided additional funding to offset the loss of funds from the requirement for school districts to compress or reduce their Maintenance and Operations (M&O) tax

rate. For 2006–07, the compressed M&O tax rate equaled the district's adopted rate for 2005–06 times .8867. A district with \$1.50 M&O rate in 2005–06 would be compressed to \$1.33. For WISD, the 2006–07 compressed rate is \$1.31 since they were below the \$1.50 limit.

WISD's total tax rate decreased by 6.6 percent from 2002–03 to 2006–07. The M&O component decreased by 8.6 percent during this period and is at the maximum compressed rate plus four cents allowed by the legislation. WISD's tax rate for debt service increased 6.7 percent. **Exhibit A-55** shows the changes in the WISD tax rate from 2002–03 to 2006–07.

WISD contracts with Ellis County to collect its taxes and pays the county \$1 per parcel for their services. The district contracts with a delinquent tax attorney for the collection of delinquent taxes. The taxpayer pays the firm a 20 percent penalty of the taxes due as a fee for their services.

Exhibit A-56 shows the tax levy, current year levy collected, delinquent taxes collected, and penalty and interest collected for 2002–03 to 2005–06. WISD has total tax collections ranging from 99.8 percent to 102.4 percent of the levy. Tax collections are above 100 percent of the levy because of the collection of delinquent taxes and penalties and interest on those taxes.

EXHIBIT A-55 TAX RATE AND PERCENTAGE CHANGE 2002–03 TO 2006–07

| TAX TYPE | 2002–03 | 2003–04 | 2004–05 | 2005–06 | 2006–07 | PERCENTAGE CHANGE |
|----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-------------------|
| Maintenance and Operations | \$1.4850 | \$1.4372 | \$1.4858 | \$1.4858 | \$1.3573 | (8.6%) |
| Debt Service | \$0.2250 | \$0.2018 | \$0.2307 | \$0.2350 | \$0.2400 | 6.7% |
| Total Tax Rate | \$1.7100 | \$1.6390 | \$1.7165 | \$1.7208 | \$1.5973 | (6.6%) |

SOURCE: WISD, Annual Audits, 2002–03 to 2005–06; Board of Trustees minutes, August 28, 2006.

EXHIBIT A-56 TAX COLLECTIONS 2002–03 TO 2005–06

| DESCRIPTION | 2002–03 | 2003–04 | 2004–05 | 2005–06 | PERCENTAGE CHANGE |
|--|--------------|---------------|---------------|---------------|-------------------|
| Tax Levy | \$25,534,568 | \$28,162,213 | \$34,052,787 | \$36,357,760 | 42.4% |
| Current Taxes | \$24,794,054 | \$27,408,518 | \$33,065,255 | \$35,355,488 | 42.6% |
| Delinquent Taxes | \$686,090 | \$733,688 | \$1,366,574 | \$801,550 | 16.8% |
| Penalties and Interest | * | \$351,338 | \$447,690 | \$509,724 | NA |
| Total Collections | \$25,480,144 | \$28,493,544 | \$34,879,519 | \$36,666,762 | 43.9% |
| Percentage of Total Collections to Levy | 99.8% | 101.2% | 102.4% | 100.8% | |

*Penalties and Interest for this year were not available.

SOURCE: WISD, Annual Audits, 2002–03 to 2005–06.

PURCHASING POLICIES AND PROCEDURES

Section three of the TEA Financial Accountability System Resource Guide (FASRG) describes purchasing as a major management process with links to overall accountability initiatives. The FASRG describes these links as:

“Strategic Link. The overall mission of purchasing is to use available fiscal resources to obtain the maximum product or service for the resources expended.

Operational Link. Purchasing supports instructional delivery, administration, and other services. Performance and goal achievement throughout the school district depend on its effectiveness.

Tactical Link. The purchasing process influences day-to-day financial functions including budget management, accounting, and accurate financial reporting.”

This underscores the importance of an effective purchasing program. The FASRG also enumerates several factors that present challenges to the purchasing function in public schools, including numerous compliance requirements.

Texas school districts must comply with the TEC, Chapter 44, Subchapter B in the procurement of goods and services. WISD Board Policy CH (LEGAL) includes the legal requirements of the TEC in addition to other methods of purchasing allowed by the Texas Government Code. WISD Board Policy CH (LOCAL) provides additional governance to the purchasing function and delegates the Board of Trustees’s authority to determine the purchasing method to the superintendent or designee and to make budgeted purchases of less than \$25,000. The Board of Trustees reserves the authority to approve purchases that cost or aggregate to a cost of \$25,000 or more.

WISD purchasing procedures require all purchases to be initiated using a requisition through the district’s automated purchasing system. The procedures address other issues, including purchases between \$10,000 and \$25,000, unauthorized purchases, reimbursement for purchases made from personal funds, and emergency purchases.

An approved vendor list for all catalog purchases, office, and school supply purchases is given to each school and department and purchases may only be made from vendors on this approved list. Vendors may also be selected from Regional Education Service Center XVIII (Region 18), Texas Cooperative Purchasing Network, Buy Board, The Interlocal Purchasing System (TIPS) and Texas Building and

Procurement Commission bid/vendor lists, since WISD is in a cooperative purchasing agreement with these entities.

PURCHASING OPERATIONS

WISD’s purchasing process is outlined in the purchasing procedures issued to schools and departments. Based on interviews and reviews of selected purchases, the process outlined in the procedures is used by the district. The process to make a purchase at the schools is:

The requestor fills out a purchase order request;

The school secretary verifies budgeted funds are available;

The school secretary verifies vendor selection;

The principal approves or denies the purchase;

The secretary enters the request as a requisition in the purchasing system;

The accounts receivable/purchase order clerk converts the requisition to a purchase order;

The accounts receivable/purchase order clerk prints the purchase order, reviews the coding of the purchase order, verifies the vendor is approved, and confirms the merchandise is appropriate;

The general ledger supervisor or grants writer/accountant approves the purchase order;

The original and payment authorization copy of the purchase order are returned to the school and the receiving copy of the purchase order is sent to the warehouse;

The school sends the original to the vendor to place the order; and

The school signs the payment authorization copy and sends it to the Finance Department when the order is received from the warehouse.

School principals and school and department secretaries interviewed, all reported that the purchasing process allows them to obtain necessary items in a timely manner. In 2005–06, the district issued 6,663 purchase orders to procure \$10,773,240 of goods and services for the district. The purchasing system is part of the financial management software and is fully integrated with the finance and budget modules.

WAREHOUSING

The warehouse supervisor reports to the executive director of Construction and Support Services and is responsible for warehousing in WISD. A warehouse supervisor, two drivers, and a shipping/receiving clerk support the warehouse supervisor.

The district moved into its new warehouse facility in January 2006. The interior of the warehouse is divided into two storage compounds and a receiving/shipping area with chain link fence. The warehouse facility operates as the central receiving location for the district and stores food service items, maintenance supplies and parts, operations supplies and paper in the warehouse. Food service items include food service supplies, food stuffs, commodities, refrigerated products and frozen food products stored in the food service compound, while maintenance items include a variety of electrical, plumbing, HVAC and other parts. Operations items consist of mostly custodial supplies. The inventory of janitorial supplies and maintenance parts was inventoried and transferred from the old warehouse to the new warehouse.

The warehouse facility operates as the central receiving and storage location for the district. Deliveries are accepted at the warehouse throughout the day. Shipments received are opened and items are counted and matched to the receiving copy of the purchase order. Once counts are verified and any discrepancies are documented, the items are entered into the financial software as received items. The receiving copy of the purchase order and packing slip are sent to Finance for payment processing.

All furniture and equipment received at the warehouse is bar coded, except for technology equipment that is the responsibility of the Technology Department. Inventory control sheets are filled out for the new merchandise and sent to the Finance Department.

WISD uses three delivery trucks to make deliveries to the schools and departments. Food service deliveries are made each morning and deliveries to schools and departments are made as necessary. Warehouse personnel also pick up and deliver district mail daily at each campus and department. Each week a driver picks up used and dirty mops throughout the district. These mops are brought to the warehouse to be washed and then returned to the schools.

TEXTBOOKS

The textbook administration division of TEA oversees the selection and distribution of textbooks for all public schools in Texas. According to the textbook administration division, "Texas is one of 22 states with a process for approval or adoption of instructional materials. The Texas Constitution, Article VII, Section 3, requires that the State Board of Education (SBOE) set aside sufficient money to provide free textbooks for children attending the public schools in the state."

Textbooks that are free from factual errors and contain material covering each element of essential knowledge and skills are available for selection by local school districts. These textbooks are considered conforming and are provided to the districts at no cost. The textbooks are the property of the state as long as they remain in adoption by the state. The districts are responsible to the state for lost textbooks. Once the textbooks go out of adoption, the district may return the textbooks to the state or dispose of them in a manner approved by the state.

School districts must comply with Chapter 31 of TEC in adoption, use and disposition of textbooks. TEC §31.104(a) states, "The Board of Trustees of a school district or the governing body of an open-enrollment charter school may delegate to an employee the authority to requisition, distribute and manage the inventory of textbooks in a manner consistent with this chapter and rules adopted under this chapter."

WISD uses a Board of Trustees approved committee to select textbooks for adoption. The committee is chaired by the executive director of Curriculum/Instruction and has 12 members, including 11 teachers. The district will select all secondary math textbooks from the list of approved textbooks during 2006–07.

CONTRACTING PROCESS

The general ledger supervisor is the central repository for contracts and professional service agreements in WISD. WISD does not contract out any functional areas of the districts operations, such as transportation or food service. The district has an exclusive long-term contract with a beverage company. The contract is for 15 years and was effective in August 1998. The district received an initial payment of \$900,000 for agreeing to the contract, receives commissions from the sales of the products and an annual payment of \$20,000 in 2006–07. The annual payment is used to fund scholarships and disbursed to the schools to

fund projects and purchases not included in the budget. **Exhibit A-57** shows the distribution of the funds for 2006–07.

**EXHIBIT A-57
WISD BEVERAGE CONTRACT FUNDS
2006–07**

| SCHOOL/PROGRAM | AMOUNT |
|---------------------------------------|-----------------|
| Scholarships | \$5,000 |
| Waxahachie High School Awards Program | \$5,000 |
| Waxahachie High School | \$2,000 |
| Waxahachie Junior High School | \$1,250 |
| Turner Middle School | \$1,000 |
| Waxahachie High School Track Meet | \$1,000 |
| Waxahachie Ninth Grade Academy | \$1,000 |
| Dunaway Elementary School | \$750 |
| Marvin Elementary School | \$750 |
| Northside Elementary School | \$750 |
| Shackelford Elementary School | \$750 |
| Wedgeworth Elementary School | \$750 |
| Total | \$20,000 |

SOURCE: WISD, General Ledger Supervisor, November 2006.

**CHAPTER 8
SAFETY AND SECURITY**

In its 2000 publication, *Keeping Texas Children Safe*, the Texas School Performance Review (TSPR) identifies the steps to an effective safety and security program (**Exhibit A-58**).

The strategies in **Exhibit A-58** complement the behavior management requirements set by the Texas Legislature for Texas schools. The Texas Education Code requires districts to adopt a student code of conduct. Districts must remove students who engage in serious misconduct from regular education settings to disciplinary alternative education programs. Districts must also share specific information about the student arrests or criminal conduct with law enforcement.

In addition to safe environment based on appropriate student behavior, school districts must also provide physical security for students, staff, buildings, and grounds. The 1998 U.S. Department of Justice report *Security Concepts and Operational Issues* observes that security operations often require a balance among effectiveness, affordability, and acceptability. Determining who or what needs protection, the type of

**EXHIBIT A-58
KEEPING TEXAS CHILDREN SAFE IN SCHOOL
JANUARY 2000**

| STRATEGY | STEPS TO BE TAKEN |
|--------------|--|
| Prevention | Know your goals and objectives: where your district is going and what you want to accomplish. |
| | Establish clear expectations for students, parents, teachers and administrators. |
| | Address warning signs before they turn into trouble. |
| Intervention | Look for trouble before it finds you. |
| | Recognize trouble when you see it. |
| | Have individuals in the right place and at the right time to intervene. |
| Enforcement | Have a plan of action appropriate for the occasion and practice it. |
| | Leave no room for double standards. |
| | Ensure that discipline management extends inside and outside the classroom. |
| | Alternative programs are not just a matter of compliance with the law; they are many students' last chance at success. |

SOURCE: Texas School Performance Review, Keeping Texas Children Safe in Schools, January 2000.

security threat, and facility constraints are essential components needed to design an effective security operation. To assist districts in making these assessments, the Texas Legislature authorized a school safety program at Texas State University which develops templates for school security audits.

The district has implemented a number of programs to increase district safety (**Exhibit A-59**).

Of the programs shown in **Exhibit A-59**, WISD additionally tests the application of the crisis management plan and security systems. The district drills on evacuation procedures and security staff checks for unlocked doors. Drills provide real-time training for evacuations of special populations such as disabled students.

The district updated its crisis management plan for 2006–07, and other components of the district security plan are reviewed when a need is identified—primarily through the budget process.

In October of 2006, WISD performed the security audit required of all school districts.

EXHIBIT A-59
WISD SAFETY AND SECURITY PROCEDURES
2006–07

| PLAN, PROCEDURE, PROGRAM | PURPOSE | MONITORING PROCEDURES |
|-------------------------------|--|--|
| Crisis Management Plan | Orderly evacuation, communication, and resolution of emergencies caused by weather, community events, school-based incidents or other unexpected occurrences affecting staff, students or district property. | Fire drills are conducted periodically on an unannounced basis. Schools also perform lockdown drills. After incidents, participants debrief to determine what can be improved. |
| Visitor Identification Policy | Identify all persons on campus by having them report to the office, sign-in and receive an identification badge. Badge is specific to the school and describes area authorized for visit. | Individual enforcement as unidentified persons are observed on property. Signs direct visitors to office, staff monitors main entrance. Visitors may be required to show identification. |
| Student Safety Procedures | Students wear identification. Assemblies reinforce safety rules. | Hallway monitoring for student compliance. Students receive consequences for not wearing identification. |
| Master Key Control | Reduce unauthorized access to schools by assignment of electronic key cards to staff. | Key card programming limits access based on individual staff needs. Lost cards are reported and staff is charged for new cards. |
| Electronic Building Security | Deter or identify criminal activity by strategically placed video cameras, alarms, and electronic doors. | A contract service monitors alarms. Staff monitors and reviews digital video images as necessary. |

SOURCE: WISD staff interviews, Review Team Onsite Visit, 2005, Crisis Management Plan, 2006.

PLANNING AND BUDGETS

The district included goals for maintaining a safe district in its annual planning process. In its 2004–05 district improvement plan (DIP), the district addresses violence prevention and intervention with the goal of providing and maintaining safe, clean, and up-to-date facilities. The identified actions for reaching the goal are:

- Continue to provide and maintain a safe and orderly environment conducive to learning throughout the district.
- Increase visibility at High School and Junior High. Portable security desks at entrances.
- Weekly security meeting.
- Daily check on all schools accessibility to perimeter doors.
- Provide every exterior door in the district with a code for reporting.
- Install cameras at entry doors and parking lots of all facilities.
- Entry doors will be monitored by office personnel and be equipped with buzzers to alert office personnel.
- Install keyless entry to all facilities with alarms for unsecured doors.

- Work directly with Waxahachie Police Department, County Sheriffs, and Ellis County Juvenile Services Department concerning students or adults violating the Texas Penal Code.
- Security will patrol school neighborhood to gain familiarity and identify suspicious activities.
- Maintain security radios in each campus office.
- Canine companies will check building unannounced.
- Add one additional Security/Police personnel to District.
- All University Interscholastic League and Co-Curricular sponsors and coaches will be certified in CPR and first aid.
- WISD Security Department will become WISD Police Department.
- Visitors at all campuses are required to get a visible visitor ID to wear into the school.
- Waxahachie Police Department Special Weapons and Tactics team will train on school campuses and facilities.
- High School student parking lots will lock down after start of school.

WISD implemented the identified strategies, with the exception of converting the Security Department to a police department.

Exhibit A-60 shows per-student-security expenditures for WISD and the peer districts selected for comparative purposes for this review.

As shown in **Exhibit A-60**, WISD is below the state average in security expenditures. The expenditure amounts among Texas school districts can vary substantially, based on a number of factors. Not all Texas districts have their own police department. Some districts rely on local area law enforcement to respond to calls or provide a school resource officer, which can result in lower per student expenditures. WISD keeps costs low by hiring uncertified security staff rather than commissioned police officers.

DISCIPLINE MANAGEMENT

The U.S. Department of Education’s 1998 publication, *Early Warning, Timely Response*, defines a well functioning school as one that fosters “learning, safety, and socially appropriate behaviors. These schools have a strong academic focus and support students in achieving high standards, foster positive relationships between school staff and students, and promote meaningful parental and community involvement. Most prevention programs in effective schools address multiple factors and recognize that safety and order are related to children’s social, emotional, and academic development.”

Exhibit A-61 shows discipline incidents for WISD students compared to peer districts. For all three years WISD had the highest count of behavior incidents than its peer districts.

Exhibit A-62 further shows that in 2004–05 that for violation of student code of conduct and disruptive behavior that WISD had a greater rate of per student incident at 1.33 than its peer districts. The total incidents are less than one

**EXHIBIT A-60
SAFETY AND SECURITY EXPENDITURES
WISD AND PEER DISTRICTS
2004–05**

| DISTRICT | EXPENDITURES | PERCENTAGE OF GENERAL FUND | PER STUDENT EXPENDITURE |
|-------------------|----------------------|----------------------------|-------------------------|
| Brenham | \$90,334 | 0.3% | \$18 |
| Ennis | \$107,845 | 0.3% | \$19 |
| Waxahachie | \$167,568 | 0.5% | \$28 |
| Sherman | \$225,481 | 0.6% | \$35 |
| Corsicana | \$231,334 | 0.8% | \$42 |
| Region 10 | \$33,892,838 | 0.8% | \$51 |
| State | \$222,250,998 | 0.7% | \$51 |

SOURCE: Texas Education Agency, AEIS, 2005–06, which reports actual expenditures for 2004–05.

**EXHIBIT A-61
COMPARISON OF STUDENT BEHAVIOR INCIDENT COUNTS
WISD AND PEER DISTRICTS
2002–03 TO 2004–05**

| DISTRICT | 2002–03 | 2003–04 | 2004–05 |
|-------------------|--------------|--------------|--------------|
| Sherman | 412 | 453 | 484 |
| Corsicana | 823 | 903 | 966 |
| Ennis | 1,646 | 1,804 | 1930 |
| Brenham | 3,290 | 3,600 | 3858 |
| Waxahachie | 6,580 | 7,200 | 7,716 |

SOURCE: Texas Education Agency, PEIMS, 2002–03 to 2004–05.

per student among the peer districts. However, it should be noted that incident rates are dependent upon subjective factors such as how a district classifies an incident or the accuracy of the reporting process in an individual district.

**EXHIBIT A-62
DISCIPLINE INCIDENTS PER STUDENT
WISD AND PEER DISTRICTS
2004–05**

| DISCIPLINE OFFENSES | INCIDENTS PER STUDENT | | | | |
|--|-----------------------|---------------|------------|------------|------------|
| | ENNIS | WAXAHACHIE | BRENHAM | CORSICANA | SHERMAN |
| Violation of student code of conduct | 0.60 | 0.88 | 0.70 | 0.98 | 1.16 |
| Disruptive Behavior | 0.0000 | 0.0015 | 0.0017 | 0.0010 | 0.000 |
| Total for all general misconduct and criminal offenses* | .37 | 1.33 | .83 | .18 | .08 |

*All offenses include other reported offenses in addition to the general misconduct violations shown in the exhibit.

SOURCE: Texas Education Agency, PEIMS, 2004–05.

CHAPTER 9 COMPUTERS AND TECHNOLOGY

TECHNOLOGY BUDGETS

Exhibit A-63 compares WISD's per student technology expenditures to the peer districts (selected for comparative purposes for this review) as measured through PEIMS reporting for function 53, data processing services. WISD's per student expenditure of \$41 is in the middle of the peer group, higher than Ennis and Sherman ISDs and lower than Corsicana and Brenham ISDs. WISD's per student expenditure is less than one-half that of the state average. However, the per-student expenditure could be affected by various decisions such as where districts organizationally place certain functions such as PEIMS reporting or instructional technology. In WISD, these functions are not in the Technology Department, therefore contributing to a lower per student expenditure.

EXHIBIT A-63 TECHNOLOGY EXPENDITURES WAXAHACHIE ISD AND PEER DISTRICTS 2004-05

| DISTRICT | EXPENDITURES | ENROLLMENT | PER STUDENT EXPENDITURE |
|-------------------|----------------------|------------------|-------------------------|
| Ennis | \$117,188 | 5,531 | \$21 |
| Sherman | \$187,411 | 6,371 | \$29 |
| Waxahachie | \$245,318 | 5,949 | \$41 |
| Corsicana | \$346,807 | 5,451 | \$64 |
| Brenham | \$355,960 | 4,919 | \$72 |
| State | \$402,072,261 | 4,383,264 | \$92 |

SOURCE: Texas Education Agency, PEIMS Standard Reports (Actuals), 2004-05.

WISD's technology budget expenditures as measured by PEIMS reporting function 53 (data processing services) increased since 2000-01. Expenditures per student increased from \$32 in 2000-01 to \$41 in 2004-05, a 28 percent increase. **Exhibit A-64** shows the technology expenditures from 2000-01 to 2004-05.

WISD secured external funding such as grants and E-Rate to assist it in improving its technology and telecommunications infrastructure. **Exhibit A-65** shows WISD's grant and E-Rate funding for the period from 2002-03 to 2005-06. WISD's funding from these sources during the four-year period increased 23 percent.

EXHIBIT A-64 WISD TECHNOLOGY EXPENDITURES 2000-01 TO 2004-05

| YEAR | EXPENDITURES | ENROLLMENT | PER STUDENT EXPENDITURE |
|---------|--------------|------------|-------------------------|
| 2004-05 | \$245,318 | 5,949 | \$41 |
| 2003-04 | \$142,584 | 5,846 | \$24 |
| 2002-03 | \$172,198 | 5,798 | \$30 |
| 2001-02 | \$228,648 | 5,659 | \$40 |
| 2000-01 | \$179,127 | 5,645 | \$32 |

SOURCE: Texas Education Agency, PEIMS Standard Reports (Actuals), 2000-01 to 2004-05.

EXHIBIT A-65 WISD TECHNOLOGY GRANTS AND E-RATE FUNDING 2002-03 TO 2005-06

| YEAR | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
|---|------------------|------------------|------------------|------------------|
| Technology Allotment | \$160,000 | \$175,934 | \$165,468 | \$158,946 |
| Title II, Part D (Enhancing Technology) | \$13,094 | \$38,343 | \$33,725 | \$21,598 |
| E-Rate | \$54,850 | \$57,942 | \$95,427 | \$99,082 |
| Totals | \$227,944 | \$272,219 | \$294,620 | \$279,626 |

SOURCE: The Universal Service Administrative Company, 2002-03 to 2005-06, www.sl.universalservice.org/funding; WISD Audited Financial Reports, 2002-03 to 2005-06.

TECHNOLOGY PLANNING AND EVALUATION

The E-Rate program as well as No Child Left Behind legislation requires districts to have approved technology plans to be eligible to participate in these programs. The district completes annual technology planning and submits its technology plan TEA for approval. TEA approved the *Waxahachie ISD Technology Plan 2006-07* ("plan") for a period of one year with an expiration date of June 30, 2007. The district's technology committee met in December 2006 to begin work on the 2007-08 plan. Committee membership includes the district's technology consultant, who is a parent in the district, as well as representatives from the curriculum/instruction and technology departments, elementary and secondary campuses, and the district's Board of Trustees.

The existing approved plan includes an executive summary, needs assessment and five goals with associated objectives, strategies and budgets. The goals include:

- WISD will promote technology integration to improve student achievement and teacher effectiveness.

- WISD will improve the quality of its data management services to promote sound decision making at the classroom, campus, and central office levels.
- WISD will provide access to curriculum, distance learning opportunities, and district facilities outside the normal school setting.
- WISD will replace hardware and network technology on a defined refresh cycle.
- WISD will develop processes to identify emerging technology, determine value potential of the technology, and evaluate success.

The final part of the plan describes the evaluation processes and methods that the district will use to assess progress towards completing the plan's goals.

In addition to the methods identified in its technology plan, WISD also uses the Texas School Technology and Readiness (STaR) chart to evaluate progress in implementing technology. TEA's Educational Technology Advisory Committee (ETAC)

developed the STaR chart, which is an online resource tool for self-assessment of a school district's efforts to effectively integrate technology across the curriculum. Districts use the STaR Chart in technology planning, budgeting for resources, and evaluating progress in local technology projects.

The STaR Chart profiles the district's status toward reaching the goals of the State's *Long-Range Plan for Technology, 2006–2020* (LRPT). The profile indicators place the district at one of four levels of progress in each key area of the LRPT: Early Technology, Developing Technology, Advanced Technology, or Target Technology. The Key Area totals or score provided in the STaR chart allows for interpretation of the results.

Exhibit A-66 identifies the focus areas within each of the four STaR chart areas.

Exhibit A-67 shows WISD's Campus STaR results for 2004–05. The district's self-evaluation is that the majority of WISD's campuses are in the Developing Technology Stage of readiness for three of the four key areas: teaching and learning, educator preparation and development, and administration

**EXHIBIT A-66
TEXAS CAMPUS STaR CHART ASSESSMENT AREAS AND SCORING**

| KEY AREA | FOCUS AREAS | SCORES DEPICTING LEVELS OF PROGRESS |
|--|---|--|
| Teaching and Learning | <ul style="list-style-type: none"> • Patterns of classroom use • Frequency/design of instructional setting using digital content • Content area connections • Technology application TEKS implementation • Student mastery of technology applications (TEKS) • Online learning | <ul style="list-style-type: none"> • Early technology (6–8 points) • Developing technology (9–14 points) • Advanced technology (15–20 points) • Target technology (21–24 points) |
| Educator Preparation and Development | <ul style="list-style-type: none"> • Professional development experiences • Models of professional development • Capabilities of educators • Technology professional development participation • Levels of understanding and patterns of use • Capabilities of educators with online learning | <ul style="list-style-type: none"> • Early technology (6–8 points) • Developing technology (9–14 points) • Advanced technology (15–20 points) • Target technology (21–24 points) |
| Leadership, Administration and Instructional Support | <ul style="list-style-type: none"> • Leadership and vision • Planning • Instructional support • Communication and collaboration • Budget • Leadership and support for online learning | <ul style="list-style-type: none"> • Early technology (5–7 points) • Developing technology (8–12 points) • Advanced technology (13–17 points) • Target technology (18–20 points) |
| Infrastructure for Technology | <ul style="list-style-type: none"> • Students per computers • Internet access connectivity/speed • Other classroom technology • Technical support • Local Area Network/Wide Area Network • Distance Learning Capacity | <ul style="list-style-type: none"> • Early technology (5–7 points) • Developing technology (8–12 points) • Advanced technology (13–17 points) • Target technology (18–20 points) |

SOURCE: Texas Education Agency, Campus STaR Chart, 2006.

EXHIBIT A-67
WISD TEXAS CAMPUS STaR CHART RESULTS
2004–05

| CAMPUS | LEVELS OF PROGRESS | | | |
|---------------------------------------|-----------------------------------|---|---|--|
| | KEY AREA I: TEACHING AND LEARNING | KEY AREA II: EDUCATOR PREPARATION AND DEVELOPMENT | KEY AREA III: ADMINISTRATION AND SUPPORT SERVICES | KEY AREA IV: INFRASTRUCTURE FOR TECHNOLOGY |
| Wilemon Education/ Learning Center | Early Tech (7) | Developing Tech (12) | Developing Tech (10) | Developing Tech (11) |
| Waxahachie High School | Advanced Tech (15) | Advanced Tech (15) | Developing Tech (11) | Advanced Tech (15) |
| Waxahachie Ninth Grade Academy | Developing Tech (12) | Developing Tech (12) | Developing Tech (12) | Advanced Tech (15) |
| Waxahachie Junior High | Developing Tech (12) | Developing Tech (14) | Developing Tech (12) | Advanced Tech (15) |
| Turner Middle | Developing Tech (12) | Developing Tech (13) | Developing Tech (12) | Advanced Tech (15) |
| Northside Elementary | Developing Tech (12) | Developing Tech (13) | Developing Tech (12) | Advanced Tech (15) |
| Dunaway Elementary | Developing Tech (12) | Developing Tech (12) | Developing Tech (12) | Advanced Tech (14) |
| Shackelford Elementary | Developing Tech (12) | Developing Tech (12) | Developing Tech (12) | Advanced Tech (15) |
| Wedgeworth Elementary | Developing Tech (12) | Developing Tech (12) | Developing Tech (12) | Advanced Tech (15) |
| Marvin Elementary | Developing Tech (12) | Developing Tech (12) | Developing Tech (12) | Advanced Tech (15) |

SOURCE: Texas Education Agency, Campus STaR Chart Summary, 2004–05.

and support services. The district is in the Advanced Technology stage of readiness at nine of 10 campuses in the fourth key area, Infrastructure for Technology.

In addition to the campus STaR chart, beginning with the 2006–07 school year, TEA is requiring teachers to complete the Texas Teacher's STaR chart. Previously, completion of the Teacher STaR chart was voluntary. Like the Campus STaR chart, the Teacher STaR chart focuses on the four areas of the State long-range technology plan: Teaching and Learning; Educator Preparation and Development; Leadership, Administration and Instructional Support; and Infrastructure for Technology. It also contains four levels of progress in each area: early tech, developing tech, advanced tech and target tech. The goal for all Texas teachers is to reach target tech, the highest level of the STaR Chart. The first two key areas, (1) teaching and learning and (2) educator preparation and development, integrate with the Campus STaR chart assessment.

TECHNOLOGY PURCHASING

In procuring technology, districts are required to comply with the purchasing requirements outlined in the Texas Education Code (TEC). WISD complies with the TEC by purchasing computers through one of several approved methods: use of Catalog Information Systems Vendors

(CISV) or cooperatives through various agencies such as the Texas Building and Procurement Commission (TBPC), The Cooperative Purchasing Network (TCPN), a purchasing cooperative sponsored by Regional Education Service Center IV (Region 4), Region 18 cooperatives, and the Texas Association of School Boards (TASB). The district also uses local vendors that it qualifies each year for technical support.

In September 2006, the district implemented the digital review process to review and evaluate the value of proposed hardware and software purchases associated with proposed instructional programs. The district developed a standardized form that requires the user proposing the program to identify the goals of the proposed program including the marketing strategy, training, and support. This form also requires the user to identify implementation considerations such as the type of hardware needed, the delivery and personnel needed to support the installation, and documentation of any problems. The form contains an evaluation section to identify the method for evaluation to determine if the program reached its goals and the pilot implementation of the program was successful.

TECHNOLOGY MAINTENANCE AND SUPPORT PLANS

The district budgets computer and equipment replacement for a five-year rotation. To maximize the use of computers, the district purchases warranties for new equipment for a minimum of three and maximum of five years. At the end of the replacement cycle, the district declares the equipment as surplus and either sells the equipment at a public auction or disposes of it through an approved recycling program.

The district uses cost analysis to determine whether to maintain or replace equipment. According to the district's technology maintenance plan, the district will maintain its computers/equipment until completion of the replacement cycle or when replacement parts are no longer available from the manufacturer through the warranty program. After the warranty expires, the district will maintain the computer until the repair costs exceed the fair market value of the computer. If the repair costs exceed the market value, the district will replace the computer, tag it for disposal, remove it from active inventory, and store it in the technology warehouse, a storage area within the building that houses the Technology Department, until the district disposes of it.

SCHOOL DISTRICT BEST PRACTICES

A number of best practices in other Texas school districts were identified during the review. A brief description of the identified best practice with the related recommendation is included here.

CHAPTER 1 EDUCATIONAL SERVICE DELIVERY

| NO. | RECOMMENDATION | DISTRICTS WHO HAVE IMPLEMENTED SIMILAR BEST PRACTICES |
|-----|---|---|
| 2 | Adopt a board policy that provides a system for the development and management of the curriculum. | Fort Bend, Brownsville, and Cedar Hill ISDs, among a number of other districts, include well-written curriculum management policies in their policy manuals. Usually codified as EG (Local) Curriculum Development, such a policy establishes common standards for what is to be taught, how it is to be presented in written form, and how it should be evaluated. |
| 4 | Implement a process for program evaluation that ensures that all programs are evaluated on a regular basis to determine their effectiveness. | Kerrville ISD identifies several programs each year for an in depth evaluation using a locally developed Program Evaluation Model. The model includes three phases: organization and design, information collection, and analysis and conclusion. Galena Park ISD uses a systematic ongoing evaluation process and calendar that is integrated into the program development cycle. The district evaluates one districtwide department or core area and one support service annually. The data collected are used to plan and revise all educational programs over a five-year period. |
| 6 | Develop a long-range plan for staff development that addresses the design, delivery, and evaluation of the district's staff development program that is sharply focused, job-embedded, responsive to teacher-identified needs, integrated with district student performance goals, and ongoing. | Mesquite ISD collects and evaluates large amounts of data to drive decisions regarding where students academic skills are in relation to where they should be. Staff development is provided in a variety of ways with campus-based in-service a priority that is promoted and supported by the system. The district provides the training and resources to campuses to support their staff development efforts. Pebble Hills Elementary in the El Paso ISD examined its instructional practices, student achievement data, and current research on effective professional development. The staff then established a staff development model that includes research-based practices, mentoring, model lessons, coaching, and problem-solving around specific problems in the practice of teaching. |
| 8 | Develop and implement strategies to improve student participation in and performance on Advanced Placement (AP) exams. | Sherman ISD (peer district) has a high percentage of students taking AP exams (19.8 percent), a high percentage of students scoring 3, 4, or 5 (77.4 percent), and a high percent of total scores of 3 or above (61.0 percent). The district indicates that factors contributing to this success include parent interest and involvement in the program, early student participation in more academically difficult classes, an emphasis on and willingness by teachers to participate in relevant staff development, and the provision of staff time to coordinate and recruit for the program. |
| 9 | Analyze the design and performance of the Disciplinary Alternative Education Program, modifying it to meet or exceed statutory requirements, and ensuring program components meet the educational and behavioral needs of the students. | Wharton ISD's disciplinary alternative education program uses a number of programs to encourage academic progress and behavior modification. An orientation conference with the parents and student attempts to keep students motivated and help build self-esteem. The staff continually monitors the students' academic progress and their level of self-responsibility using programs such as Adults Make the Rules so Make the Adults Love You, Life's Lessons, Texana Star Counseling, Ropes Challenge Team Course, and a drug counseling and treatment program provided through a private provider. Incentives for students making good academic and behavioral choices include an hour on the football field or basketball court once a week, free computer time during the school day, special order lunches, and a movie day once each grading period. |

CHAPTER 2 DISTRICT MANAGEMENT AND COMMUNITY RELATIONS

| NO. | RECOMMENDATION | DISTRICTS WHO HAVE IMPLEMENTED SIMILAR BEST PRACTICES |
|-------------|---|--|
| 13 | Develop and implement a long term planning process that includes adequate analysis of alternative strategies, informed decision-making, rigorous monitoring of strategy implementation, and comprehensive evaluation of results. | Galena Park, Kerrville and Round Rock ISDs, among a number of other districts, have a multi year planning process. Goals are implemented through the achievement of annual objectives using identified strategies. The results are evaluated annually. Board members, district administrators, parents, and teachers have opportunities to participate in the process. |
| 14 | Improve the communication effectiveness of the district website and individual campus websites by developing minimum standards for website information, adding navigation tools based on specific users such as parents or volunteers, and adhering to all state mandated posting requirements. | Round Rock ISD and McKinney ISD are districts with user friendly websites that contain a variety of timely information. Both districts organize information on their websites by type of users such as parents and staff to improve website navigation. This approach allows interested users to quickly locate items of interest and to see the depth of information available. |
| Other Ideas | Establish a bond oversight committee to ensure that the community continues to have a role in the bond process and to maintain the community trust that helped achieve bond program approval by the voters. | <p>Round Rock ISD (RRISD) recently formed a Citizens' Bond Oversight Committee with a purpose to review the status of capital projects, bond expenditures, project schedules, and the timelines of bond projects. It is comprised of fourteen members and a committee chairperson. The committee chairperson is appointed by the board president from a pool of candidates submitted by members of the board. Seven members of the committee are nominated by the board of trustees individually. The committee members appointed by the board have expertise in the areas of finance, architecture, construction project management, or are active members of the PTA, Round Rock ISD Partners in Education Foundation, or a site based committee. The remaining seven members of the committee are chosen from applications solicited from the RRISD community and are appointed by the superintendent.</p> <p>Committee members serve staggered three-year terms. Meetings are held at a minimum on a quarterly basis to review the progress of capital projects. The committee chairperson reports to the Long Range Planning Committee as to the committee's activities after each meeting. The committee chairperson also provides a quarterly board report.</p> <p>The duties and responsibilities of the Citizens' Bond Oversight Committee include the following, in addition to other duties and responsibilities as may be delegated to the committee from time to time by the board of trustees:</p> <ul style="list-style-type: none"> • Review the financial status of the voter-approved bond program through periodic financial reports such as financial statements, investment reports, contracts, budget amendments, and approved bid awards. • Monitor the progress of voter-approved capital projects through periodic staff presentations and reports. • Review the Citizens' Bond Oversight Committee Charter annually. <p>Austin ISD appointed 22 local citizens to a Community Bond Oversight Committee to ensure that bond projects remained faithful to the scope of work approved by Austin voters in September 2004. This committee reviews and evaluates information on all projects and expenditures of bond funds; designs, with staff assistance, electronic surveys to assess key campus stakeholders' levels of satisfaction with the quality of work; reviews and evaluates the survey results; reviews and evaluates any proposed changes to the individual project scope of work to the voter-approved 2004 bond program; conducts public hearings on substantive proposed changes prior to board action on the changes; and reports orally and in writing to the superintendent and board in January, May, and September of each year.</p> |

CHAPTER 3 HUMAN RESOURCES MANAGEMENT

| NO. | RECOMMENDATION | DISTRICTS WHO HAVE IMPLEMENTED SIMILAR BEST PRACTICES |
|-----|--|---|
| 16 | Develop and implement formula-based staffing standards for all employee groups that will allow the district to adjust staffing quickly to meet fluctuations in workload and control costs. | <p>Hays CISD (HCISD) has developed staffing guidelines for principals, assistant principals, counselors, librarians, campus technologists, nurses, athletic directors, athletic trainers, teachers, and non-exempt support staff. Guidelines are specific to the type of school, enrollments, and use a formula to adjust for schedules and adopted classroom ratios.</p> <p>For example, under the HCISD plan high schools have one principal, one assistant principal per grade level, and an academic dean for schools with grade 12. High schools have one counselor per grade level, with the principal designating which counselor is responsible for crisis, special assistance, and vocational counseling. Enrollment defines librarian resources, with one librarian per campus with enrollment of fewer than 1200 students. Enrollment between 1201 and 2000 increases the number of librarians by .5 positions. Each high school has one campus technologist, nurse, athletic director, male athletic trainer for boys' athletics, and female trainer for girls' athletics.</p> <p>Teacher allocation for high schools is based on individual program needs, with allocation for regular and elective classes calculated by dividing projected student enrollment by 28, multiplying by 7, and dividing by 6. This formula is based on the adopted student teacher ratio of 28:1 for 6 or 7 class periods. HCISD bases its staffing plan on projected student enrollment determined by demographic data.</p> |
| 17 | Design a recruiting program that includes early projection of annual personnel needs, targeted strategies for attracting candidates with preferred qualifications for all regular and substitute positions, an aggressive recruitment schedule, and follow up activities to maintain applicant interest and to assess the effectiveness of recruitment activities. | <p>Galena Park ISD (GPISD) developed a comprehensive plan that targets top applicants early in the recruitment process by analyzing a number of vacancy indicators to determine the number of teachers needed to fill upcoming year vacancies. Other strategies employed by GPISD include:</p> <ul style="list-style-type: none"> • developing a recruitment schedule for the year and selecting fairs from the Recruiters Guide, a publication that lists the projected attendance and diversity of candidates for each education related job fair; • delegating hiring authority to recruiters based on the recruiter's evaluation during candidate interviews; • Issuing an offer documented in an "Agreement to Contract" letter, binding the district to providing a position for the applicant in the upcoming school year; and • keeping in contact with the applicant through additional letters and phone calls made in the months following the offer of employment. |
| 18 | Develop a formal compensation policy based on recognized compensation practices, update salary schedules based on market analysis and related materials to reflect that policy, and require a periodic review of all compensation schedules for market competitiveness, internal equity, and continued effectiveness against district goals. | <p>Dallas ISD (DISD) developed a clear, comprehensive, written compensation plan. DISD's guidelines start with a compensation philosophy statement, which affirms that each component of its compensation program is consistent with the mission and needs of the organization and employees. The plan includes a belief statement: recognition of accomplishments is a signification factor in motivating DISD's employees. The philosophy statements set the foundation for development of DISD's compensation programs.</p> <p>DISD's guidelines also include basic principles governing compensation that consider district goals and set standards that compensation must be fair and internally equitable, sensitive to the demands of the market, and easy to communicate and understand. The plan then provides detailed discussions of the steps in the district's compensation design process. The plan includes guidelines for transferring between positions, treatment of employees above maximum scheduled salary, demotions, promotions, and eligibility for salary increases. District salary schedules coordinate with the plan and include detailed descriptions on how various scales are applied.</p> |

CHAPTER 3 HUMAN RESOURCES MANAGEMENT (CONTINUED)

| NO. | RECOMMENDATION | DISTRICTS WHO HAVE IMPLEMENTED SIMILAR BEST PRACTICES |
|-----|--|--|
| 21 | <p>Modify existing district leave policy to include goals based on an analysis of attendance data and leave trends that identifies the causes of absenteeism, highlights areas where absences have the greatest effect on service delivery, or identifies other issues that might support a targeted strategy.</p> | <p>Hays CISD (HCISD) has a comprehensive leave policy that defines use of leave procedures. State leave must be used first, as it accumulates with no maximum for accruals. HCISD designates state leave accrued under prior law for health events. Leave accrued after May 30, 1995 is for any purpose.</p> <p>Personal use of leave has additional guidelines. Employees must request personal leave three days in advance, and the leave is subject to the availability of substitute teachers. No more than three consecutive personal days are allowed, and personal leave cannot be taken in the first 10 days of the school year, for five days on either side of a semester break, the last 10 days of the school year, days before or after a holiday, the first or last day of a grading period, TAKS testing days, or staff development days.</p> <p>HCISD grants 15 days of local leave to full time employees, and grants 7.5 days of local leave to part-time employees. After employees exhaust all state leave, local leave can be used. Local leave accruals cap, and employees can only accumulate 60 days of local leave.</p> |

CHAPTER 4 FACILITIES MANAGEMENT

| NO. | RECOMMENDATION | DISTRICTS WHO HAVE IMPLEMENTED SIMILAR BEST PRACTICES |
|-----|---|--|
| 23 | <p>Fully implement the district's automated work order system so that management can monitor productivity, track costs, and analyze trends.</p> | <p>Rockwall ISD (RISD) schools enter maintenance needs work orders online, which improves repair turn-around time. The work order software is purchased and supported through Regional Education Service Center X and resides on a network server at Rockwall High School. Once the RISD Maintenance Department receives a work order, a maintenance staff member prints the request, stamps it with a date, and sends the request to the director of Maintenance who assigns the job to a maintenance worker. The Maintenance Department secretary electronically transfers the request to the maintenance technicians' workstation. When the task is completed, the worker enters the time required and any supplies and materials used, and then returns a copy with their daily timesheet. Maintenance electronically sends a status of the work order to the school for verification. The Maintenance Department keeps a paper copy of the work order as back up documentation.</p> |
| 27 | <p>Establish formal standards, procedures, and training requirements for Maintenance Department personnel.</p> | <p>Galveston ISD significantly changed its custodial operations and procedures to improve the cleanliness of its schools. The district initiated a five-week training program for all supervisors, building engineers, and senior custodians regarding cleaning practices and initiated an annual training program for all Operations Department staff conducted by district vendors on the proper use of chemicals and equipment.</p> <p>Eanes ISD uses a custodial work schedule. This work schedule includes a listing of each room with square footage of each, the type of work to be completed, and the time that it takes to complete. It includes vacuuming carpet, cleaning hardwood floors, cleaning and sanitizing fixtures, checking and filling soap and paper dispensers, and emptying the trash.</p> |
| 28 | <p>Develop guidelines for the effective use of maintenance contracts.</p> | <p>Eanes ISD has three facilities service contracts. The contracts are for services with a plumbing and electrician firm. By utilizing a time and material bid, the department schedules these services for backlogged work, emergency responses, and additional projects as needed. The bid includes the use of the contractors' truck tools and equipment, a helper if necessary, and a mark up on purchased materials if materials are not readily available from internal sources. In most cases, Eanes ISD has the materials, just needs the manpower.</p> |

CHAPTER 4 FACILITIES MANAGEMENT (CONTINUED)

| NO. | RECOMMENDATION | DISTRICTS WHO HAVE IMPLEMENTED SIMILAR BEST PRACTICES |
|------------|---|---|
| 29 | Develop a long-range district facility master plan that extends beyond the current bond proposal. | <p>Bastrop ISD developed a Long-Range Facilities Plan using a committee of citizens. The district administration acted as resources to the committee but were not active, voting committee members. The committee recommended maximum capacities for elementary schools, middle schools, and high schools. The committee reported its recommendation to the board of trustees. The committee reviewed demographic information, including meeting with the district demographer, and provided the district with a timeline of future building projects.</p> <p>Galena Park ISD has a comprehensive facility master planning process that includes enrollment projections, educational and space requirements, and building condition assessments. Senior district staff review and evaluate the district's progress in implementing the facility master plan, and the board receives a monthly construction progress report.</p> |
| 30 | Develop and implement a procedure for monitoring and acceptance of construction projects, including identification of a complete project team and a formal commissioning process. | <p>Galena Park ISD has onsite inspections of facilities under construction by inspectors, project managers, and maintenance staff. Weekly progress meetings with minutes are recorded.</p> <p>Bastrop ISD includes maintenance employees in the overview of district construction projects beginning with the planning of the facilities. The district involves the plumber, HVAC technician, carpenter, and electrician in addition to the director of Support Services and the Maintenance director in meetings with both architects and contractors. Each maintenance employee has an area to review and monitor.</p> |
| 33 | Develop and implement a local energy policy and formal energy conservation plan for the district and its campuses. | Galena Park ISD has written formal energy conservation guidelines for all district staff that outlines district goals on energy conservation and sets specific temperature ranges for energy use. District guidelines assign responsibility for energy conservation to specific positions. These written guidelines help the district effectively control its utility costs. |

CHAPTER 5 TRANSPORTATION

| NO. | RECOMMENDATION | DISTRICTS WHO HAVE IMPLEMENTED SIMILAR BEST PRACTICES |
|------------|---|--|
| 38 | Develop and implement district procedures to ensure consistent enforcement of discipline management for school buses. | Katy ISD has district procedures for discipline management on buses. The procedures include bus safety rules, conduct rules, and guidelines for disciplinary action. |
| 39 | Develop a comprehensive training program for bus drivers that should include an additional day of training. | <p>Comal ISD provides training in addition to the state required training for bus drivers. Local training includes department orientation, defensive driving skills, classes in student management, bus loading and unloading class, and policies and procedures. Drivers are on probation for the first 90 days. Bus technicians, used on special needs routes, assist drivers in loading, unloading, and supervision of students. These technicians are required to receive attend district classes in student management, bus loading and unloading, and policies and procedures.</p> <p>Round Rock ISD provides initial training of at least 8 hours behind-the-wheel plus four hours of observation and driving a loaded school bus with a trainer observing. Applicants may receive two hours of classroom training in commercial drivers license preparation. In addition to state required training, drivers are required to successfully complete the National Safety Council Defensive Driving course. All employees also receive training in special needs transportation. Basic courses in student management, route driving, student loading and unloading, and securing wheelchairs, as well as additional specialized training for individual students when needed, are required. All drivers also must successfully complete the Crisis Prevention Institute "How to Prevent Problem Behavior on Your School Bus" training course. Additional required training includes Baldrige Quality Management Techniques, radio usage class, safe school bus pedestrian crossings, pre-trip inspections, and drug and alcohol awareness. Other required annual training for drivers includes blood borne pathogens, sexual harassment awareness, back awareness and lifting techniques, and railroad grade crossing safety. The Transportation Department holds monthly safety training meetings.</p> |

CHAPTER 6 FOOD SERVICES

| NO. | RECOMMENDATION | DISTRICTS WHO HAVE IMPLEMENTED SIMILAR BEST PRACTICES |
|-----|---|--|
| 41 | Expand initiatives to increase application return rates for free and reduced-price meals to identify eligible students and increase compensatory education revenue. | <p>Donna ISD School Nutrition Services Department used a multi-pronged approach to identify eligible students for free and reduced price lunches. The Food Service director trained managers and cashiers to process applications so that students could drop off the applications at the cafeteria as well as at the front office. The Food Service director also contacted principals, explaining the importance of the application process and, as a result, School Nutrition Services set up a station at schools that students stopped at during school registration.</p> <p>To get applications returned, the School Nutrition Services Department also sponsored a competition. The competition rewarded the first five schools that turned in 100 percent of their applications with free ice cream. As a result of the competition, seven schools had 100 percent applications, and the School Nutrition Services Department provided the schools with free ice cream.</p> |
| 42 | Implement strategies that increase student breakfast participation for increased student health and performance as well as increased revenues. | <p>Midland, La Marque, Galena Park, Ysleta, Water Valley, Sherman (peer district) ISDs: All of these districts have implemented some type of universal breakfast, breakfast in the classroom, or grab and go breakfast program. Midland's program was nationally recognized.</p> |
| 43 | Develop and implement strategies to increase secondary school student lunch participation. | <p>Sherman ISD (peer district): This district has two specialty lines (Asian food and pasta) to stimulate participation. Peer districts selected for this review as well as Texas districts that have received national recognition for excellence in their food service operations use a variety of strategies to increase student lunch participation at the secondary levels. The district surveys its students to determine their likes and dislikes.</p> <p>Brenham ISD (peer district) uses 10 points of service to speed its high school lunch service and has promotions several times a year.</p> <p>Montgomery ISD (MISD) a designated "District of Excellence in Child Nutrition" by the School Nutrition Association uses many strategies to increase participation. For example, MISD converted a la carte menu items into reimbursable meals to increase participation. MISD has two lines, a submarine sandwich line featuring fresh baked bread, and a deli line with a cold turkey/cheese wrap and yogurt that qualify as reimbursable meals. Cafeteria staff pre-package the deli meal to speed service. In addition, MISD staff obtains feedback every day informally to identify the menu items that students like and don't like. Managers work the service lines and talk with students as they go through the lines. MISD also uses limited branding—using manufacturer's brand name products in its menus.</p> |
| 44 | Develop cost allocation methodologies and allocate all appropriate overhead costs to the Child Nutrition program budget. | <p>Galena Park ISD's Student Nutrition Services Department aggressively monitors and uses its available fund balance to allocate overhead costs to its Food Service Fund budget. The district's Student Nutrition Services Department budget funds utilities (based on a percent of facility use), capital equipment, kitchen renovations, garbage removal, fees for check printing, delivery truck and fuel, printing, reproduction and postage costs, equipment maintenance costs, promotional materials, and maintenance and computer support. The director of Student Nutrition Services works jointly with the director of Finance and Budget to analyze costs annually and adjusts budget allocations as appropriate.</p> <p>In 2003–04, the cost allocations represented approximately four percent of the total Student Nutrition Services Department operating expenditures.</p> |

CHAPTER 7 FINANCIAL MANAGEMENT

| NO. | RECOMMENDATION | DISTRICTS WHO HAVE IMPLEMENTED SIMILAR BEST PRACTICES |
|-----|---|---|
| 46 | Ensure that all conflict of interest questionnaires and conflicts disclosure statements received by the school district are posted on the district's website. | Ennis ISD (peer district) posts information about the requirement, blank conflict of interest questionnaires (CIQ) and conflicts disclosure statements (CIS), completed CIS forms and completed CIQ forms on its website. |
| 47 | Attend the investment training required by the Public Funds Investment Act to ensure the district is in compliance with all requirements of the act. | Hays CISD designates employees that actually perform investment activities on a day-to-day basis as the investment officers of the district. |
| 49 | Fully implement the time management system available in the administrative software system and direct employees to use the system. | Burleson ISD has fully implemented the time management system available in the district's administrative software. The district uses the same software that Waxahachie ISD uses. |
| 52 | Update capital assets and controlled assets records. | Karnack ISD maintains and updates a list of all capital and controlled assets. |

CHAPTER 8 SAFETY AND SECURITY

| NO. | RECOMMENDATION | DISTRICTS WHO HAVE IMPLEMENTED SIMILAR BEST PRACTICES |
|-----|---|---|
| 54 | Expand the district's discipline management model to include strategies for early identification and intervention, update the Student Code of Conduct to ensure effective sanctions, provide staff with adequate training and support to implement the strategies, and monitor for performance. | <p>Galena Park ISD's (GPISD) DAEP program design includes rehabilitative services to reduce student recidivism. The program provides group and individual student counseling, social services, parenting classes for students with children, and parenting classes for parents with children in the DAEP. The curriculum matches state protocols and aligns with regular district classes so returning students do not fall behind.</p> <p>The DAEP provides a very structured environment for its students. Parents must attend the orientation so they understand the expectations of the program. Initial assignments are from 8 to 20 days for general misbehavior. Students who return face a 30-day assignment. Repeated assignment increases the length of the student's stay. To ensure students are not assigned for minor misbehavior, the DAEP principal must approve the placement.</p> <p>The GPISD program provides positive rewards as well as consequences. The program has five levels of achievement, and each level has different privileges. All students start at level three, but misbehavior can cause a student to drop to a lower level. If the student is achieving, the student may move to a higher level. Privileges are lost if a student is moved to level one or two. By moving to level five, students may receive early release back to their home school.</p> <p>Students returning to their home school participate in a reintegration program. Parents and students must meet with the assistant principal of the home school prior to reentry. Counselors from the DAEP visit students at the home school and monitor their progress.</p> |
| 55 | Plan the district's safety and security strategies by analyzing the performance of its existing programs, identifying district needs, and conducting a cost benefit analysis of proposed programs. | <p>Round Rock ISD created a District Safety Committee to review district safety and security programs and industry best practices and provide input to the district as to their application.</p> <p>The committee consists of district and community members who serve staggered three-year terms. The committee meets quarterly, and information from the committee meetings is presented to the board.</p> |

CHAPTER 9 COMPUTERS AND TECHNOLOGY

| NO. | RECOMMENDATION | DISTRICTS WHO HAVE IMPLEMENTED SIMILAR BEST PRACTICES |
|-----|---|--|
| 57 | Develop and implement a comprehensive backup plan with procedures to ensure the district's backup data is adequately protected. | Brenham ISD (peer district) does tape backups and rotations that are more extensive than the grandfather-father-son industry standard recommended. The latest backup tapes are transported offsite with the individual assigned to perform the backup. An additional backup is copied on an offsite storage server each night. |
| 58 | Form a districtwide committee to develop and implement a comprehensive disaster recovery plan, complete with annual testing and plan updates. | Glen Rose ISD developed a comprehensive disaster recovery plan for handling the loss of its information systems. The plan includes emergency contacts for its technology staff, the district, and software and hardware vendors. It contains protocols for both partial and complete recoveries to ensure that the technology staff is knowledgeable in every aspect of recovery and restoration. The plan also outlines designated alternate sites dependent upon the type of outage that occurs, includes system redundancy and fault protection protocols, and contains a tape backup plan. Brenham ISD (peer district) has a plan that provides for disaster preparation before campuses and buildings are closed down or evacuated. There is provision to keep essential systems up for as long as necessary. Backups are done offsite. There is a plan for business continuity after the emergency has passed and a plan for restoring systems. |
| 59 | Evaluate and implement options to lock down district workstations to prevent unauthorized access. | Nacogdoches ISD's Technology Services Department in this district implemented a lockdown on all district computers, which electronically prohibited unlicensed software from being downloaded onto district computers. The district used two types of technology to implement the lockdown: group policies on district servers that allow the administrator to give certain functions to the user, and Internet filtering software that prevents designated content from being viewed. |
| 63 | Establish and implement a staff development program to ensure all district staff achieves proficiency in technology use. | Galena Park ISD (GPISD) has a comprehensive training program for all teachers, clerical staff, and administrators. The program establishes goals for proficiency, timelines for achievement, and a process for evaluating whether standards are met. GPISD's Technology Proficiency Standards program has objective standards for staff. Each standard is measured through observation, testing, or submitting a project that is evaluated by a grading rubric. GPISD's technology department offers training, but it is not mandatory if an employee can pass the proficiency test without it. The district's website also contains extensive online training manuals. Brenham ISD (peer district) has components for an integrated staff development program including: documented standards of proficiency for teachers and non-teaching staff; standards linked to the teacher performance appraisal system; mandatory training requirements for teachers and non-teaching staff; and methods to evaluate proficiency. |
| 64 | Develop a comprehensive computer acquisition plan that identifies multiple funding sources to acquire computers to meet target ratios. | Texas City ISD achieved the TEA-recommended ratio through a combination of funding sources including grants, technology loans, and the annual technology allotment. Galena Park ISD used one-time funding in its computer acquisition. The district developed a computer acquisition plan that allocated bond funds to purchase computers for every school to meet the TEA recommended ratio. The district implemented a districtwide standard of at least four computers for every classroom and one computer for every five students. To develop the standard, the district identified the following information for each school: number of classrooms, number of students, and number of student computers. |

CHAPTER 9 COMPUTERS AND TECHNOLOGY (CONTINUED)

| NO. | RECOMMENDATION | DISTRICTS WHO HAVE IMPLEMENTED SIMILAR BEST PRACTICES |
|------------|----------------|--|
| 64 (Cont.) | | <p>Navasota ISD meets the student access standards at four of its six campuses. According to the director of Technology, the district has achieved this feat by replacing computers every three to five years and using E-Rate discounts to fund technology such as student and teacher workstations, wireless laptop carts, software, and interactive whiteboards used with a computer and projector to create a touch screen display.</p> <p>Dallas ISD (DISD) uses partnerships and outreach efforts to increase its student workstations. In many of the partnerships, DISD assigns specific district staff to solicit used computer donations from other governmental agencies, businesses, and the general public. DISD receives the computers and then refurbishes them for district use.</p> <p>DISD also has a partnership with the Texas Correctional Industries (TCI) Computer Recovery Program. Under the program, TCI receives surplus and salvage data processing equipment from state agencies and other organizations, refurbishes and upgrades it, and distributes it to Texas public schools. Districts request to receive these systems by completing a form that can be downloaded from the Texas Department of Criminal Justice website. TCI prioritizes requests according to a district's poverty rating from TEA. The DISD special projects specialist estimates that since 2002, DISD has received more than 2,000 free computers through this program. Other districts that have received computers through this program include Houston, Huntsville, Copperas Cove, Laredo, and Masonic Home.</p> |

PARENT SURVEY

PART A: DEMOGRAPHIC DATA

Note: Percentages may not add to 100% due to rounding or multiple responses.

| STATEMENT | CATEGORY | | |
|----------------------|-------------|-------|--------|
| | NO RESPONSE | MALE | FEMALE |
| 1. Gender (Optional) | 2.0% | 16.3% | 81.7% |

| STATEMENT | NO RESPONSE | CATEGORY | | | | |
|-------------------------|-------------|----------|------------------|----------|-------|-------|
| | | ANGLO | AFRICAN-AMERICAN | HISPANIC | ASIAN | OTHER |
| 2. Ethnicity (Optional) | 4.6% | 82.4% | 1.3% | 9.2% | 0.0% | 2.6% |

| STATEMENT | NO RESPONSE | CATEGORY | | | |
|--|-------------|-----------|------------|------------------|--|
| | | 0-5 YEARS | 6-10 YEARS | 11 OR MORE YEARS | |
| 3. How long have you lived/worked in Waxahachie ISD? | 1.3% | 22.9% | 28.1% | 47.7% | |

| STATEMENT | CATEGORY | |
|---|---|-------|
| | GRADE LEVEL | |
| 4. What grade level(s) do your children attend? | Pre-Elementary (Pre-Kindergarten, Kindergarten) | 16.3% |
| | Elementary (Grades 1-5) | 54.2% |
| | Middle School (Grades 6-8) | 39.2% |
| | High School (Grades 9-12) | 47.7% |
| | Not Applicable (Administrators) | 3.9% |

PART B: SURVEY QUESTIONS

A. DISTRICT LEADERSHIP, ORGANIZATION, AND MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 1. The time allowed for public input at meetings by the school board. | 0.7% | 5.2% | 26.1% | 18.3% | 6.5% | 43.1% |
| 2. The effectiveness of the school board in its role as a policy maker for the district. | 5.2% | 4.6% | 32.0% | 29.4% | 9.8% | 19.0% |
| 3. The superintendent's effectiveness as an instructional leader and business manager. | 7.8% | 7.2% | 26.1% | 28.8% | 7.8% | 22.2% |
| 4. The level of cooperation between the superintendent and the board in working together. | 2.6% | 6.5% | 22.2% | 28.8% | 7.2% | 32.7% |

B. EDUCATIONAL SERVICE DELIVERY

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------------------------------|---------|--|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 5. The district's effectiveness in meeting the needs of the college-bound student. | 0.0% | 8.5% | 23.5% | 33.3% | 9.8% | 24.8% |
| 6. The district's effectiveness in meeting the needs of the work-bound student. | 0.0% | 5.9% | 22.9% | 32.7% | 9.8% | 28.8% |
| 7. The effectiveness of the district's educational programs in meeting the needs of the students. | 0.0% | 7.8% | 35.9% | 32.0% | 13.1% | 11.1% |
| 8. The effectiveness of the district's special programs in meeting the needs of students. | 2.0% | 16.3% | 28.8% | 26.1% | 12.4% | 14.4% |
| 9. The effectiveness of the district in immediately notifying a parent if a child is absent from school. | 5.9% | 9.2% | 16.3% | 24.2% | 16.3% | 28.1% |
| 10. The overall quality of district teachers. | 0.0% | 4.6% | 23.5% | 37.9% | 24.8% | 9.2% |
| 11. Students access, when needed, to a school nurse. | 0.7% | 2.0% | 10.5% | 37.9% | 37.9% | 11.1% |
| 12. The equal access that all schools have to educational materials such as computers, television monitors, science labs and art classes | 1.3% | 7.8% | 20.9% | 32.7% | 23.5% | 13.7% |
| 13. The ability of the school library to meet student needs for books and other resources. | 0.0% | 4.6% | 22.2% | 25.5% | 34.6% | 13.1% |
| 14. District educational programs that need improvement to meet the students' needs: | | | | | | |
| Reading | 26.1% | English or Language Arts | 20.3% | Physical Education | | 7.8% |
| Writing | 23.5% | Computer Instruction | 13.7% | Business Education | | 6.5% |
| Mathematics | 33.3% | Social Studies (history or geography) | 12.4% | Vocational Education (Career & Technology Education) | | 11.1% |
| Science | 19.6% | Fine Arts | 11.1% | Foreign Language | | 15.7% |
| 15. District special programs that need improvement to meet the students' needs: | | | | | | |
| Library Service | 9.2% | Summer School Programs | | | | 12.4% |
| Honors/Gifted and Talented Education | 20.9% | Alternative Education Programs | | | | 17.0% |
| Special Education | 14.4% | English as a Second Language Programs | | | | 11.1% |
| Head Start and Even Start Programs | 3.3% | Dropout Prevention Programs | | | | 18.3% |
| Dyslexia | 13.7% | Career Counseling Program | | | | 22.9% |
| Student Mentoring | 15.0% | College Counseling Program | | | | 22.2% |
| Advanced Placement | 10.5% | Counseling Parents of Students | | | | 19.6% |
| Literacy | 9.8% | | | | | |

C. COMMUNITY INVOLVEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 16. The effectiveness and regularity of the district's communication with parents | 3.9% | 13.1% | 30.7% | 26.1% | 13.7% | 12.4% |
| 17. The availability of district facilities for community use. | 0.7% | 9.2% | 20.3% | 28.1% | 10.5% | 31.4% |
| 18. The availability of volunteers at all schools to help with student and school programs. | 0.7% | 10.5% | 20.3% | 35.3% | 15.7% | 17.6% |
| 19. The effectiveness of the district's parent involvement programs. | 2.0% | 15.0% | 24.2% | 30.7% | 13.1% | 15.0% |

D. FACILITIES CONSTRUCTION, USE AND MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 20. The ability for parents, citizens, students, faculty, staff and the board to participate and provide input into facility planning. | 9.2% | 16.3% | 17.6% | 24.8% | 4.6% | 27.5% |
| 21. The cleanliness of schools. | 2.0% | 4.6% | 23.5% | 36.6% | 20.3% | 13.1% |
| 22. Buildings are properly maintained in a timely manner. | 2.0% | 6.5% | 22.2% | 39.9% | 14.4% | 15.0% |

E. FINANCIAL/ASSET AND RISK MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 23. The effectiveness of site-based budgeting in involving principals and teachers in the budget process. | 3.3% | 7.2% | 19.0% | 17.6% | 4.6% | 48.4% |
| 24. The ability of the public to provide sufficient input during the budget process. | 8.5% | 14.4% | 20.9% | 7.8% | 3.9% | 44.4% |
| 25. The district's financial reports are available and easy to understand and read. | 3.3% | 9.8% | 20.9% | 13.7% | 3.9% | 48.4% |
| 26. The ability of the superintendent and administrators to effectively manage the district's budget. | 2.6% | 8.5% | 21.6% | 18.3% | 5.2% | 43.8% |

F. PURCHASING, WAREHOUSING, AND TEXTBOOKS

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 27. The quality of the goods and services purchased by the district. | 0.7% | 2.6% | 34.0% | 32.7% | 9.2% | 20.9% |
| 28. Students' access to textbooks in a timely manner. | 3.9% | 8.5% | 22.9% | 41.2% | 5.9% | 17.6% |
| 29. The condition and age of textbooks. | 2.0% | 5.9% | 26.8% | 40.5% | 8.5% | 16.3% |

G. FOOD SERVICES

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 30. The temperature, appearance, and taste of the cafeteria's food. | 6.5% | 15.0% | 30.1% | 18.3% | 5.9% | 24.2% |
| 31. The length of time students have to eat. | 8.5% | 11.1% | 34.6% | 28.1% | 3.3% | 14.4% |
| 32. Discipline and order in the cafeteria. | 5.9% | 5.2% | 26.1% | 34.0% | 7.8% | 20.9% |
| 33. The helpfulness and friendliness of cafeteria staff. | 2.0% | 5.9% | 26.8% | 27.5% | 18.3% | 19.6% |
| 34. The cleanliness and sanitary condition of district cafeteria facilities. | 0.7% | 1.3% | 19.6% | 41.8% | 16.3% | 20.3% |

H. TRANSPORTATION

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 35. The level of discipline maintained by the bus driver on the bus. | 5.2% | 5.2% | 12.4% | 13.1% | 2.0% | 62.1% |
| 36. The level of safety at bus pick-up stops and drop-off zones at schools. | 3.3% | 2.0% | 14.4% | 24.8% | 6.5% | 49.0% |
| 37. The on-time arrival and departure of buses. | 0.0% | 1.3% | 13.7% | 26.8% | 6.5% | 51.6% |
| 38. Buses regularly arrive in time for students to eat breakfast. | 0.7% | 0.7% | 9.8% | 19.0% | 5.9% | 64.1% |
| 39. The overall cleanliness and maintenance of buses. | 0.7% | 1.3% | 11.1% | 24.2% | 5.2% | 57.5% |

I. SAFETY AND SECURITY

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 40. Your perception of the student's level of safety and security at school. | 1.3% | 5.2% | 24.2% | 35.3% | 21.6% | 12.4% |
| 41. The district's effectiveness in addressing gang issues if they exist. | 2.6% | 7.2% | 22.9% | 17.6% | 7.2% | 42.5% |
| 42. The district's effectiveness in addressing drug issues if they exist. | 6.5% | 13.7% | 20.9% | 20.3% | 5.2% | 33.3% |
| 43. The district's effectiveness in addressing vandalism issues if they exist. | 1.3% | 5.2% | 26.1% | 21.6% | 4.6% | 41.2% |
| 44. The working relationship that security personnel have with principals, teachers, staff and students. | 2.6% | 5.2% | 15.0% | 25.5% | 13.1% | 38.6% |
| 45. The equity, consistency and fairness of discipline students receive for misconduct. | 5.9% | 14.4% | 23.5% | 30.1% | 7.8% | 18.3% |
| 46. The condition of school grounds (existence of safety hazards). | 2.0% | 2.0% | 23.5% | 39.9% | 19.6% | 13.1% |

J. COMPUTERS AND TECHNOLOGY

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 47. The ability and knowledge of teachers to teach computer science and other technology-related courses. | 0.7% | 4.6% | 14.4% | 33.3% | 16.3% | 30.7% |
| 48. The age and condition of computers and their usefulness in applying new technology. | 0.7% | 4.6% | 14.4% | 36.6% | 14.4% | 29.4% |
| 49. Student access to sufficient computers for students to learn and apply technology. | 0.0% | 6.5% | 17.6% | 34.0% | 15.0% | 26.8% |
| 50. Easy student access to the Internet. | 0.7% | 3.9% | 15.7% | 36.6% | 13.7% | 29.4% |

ADMINISTRATOR SURVEY

PART A: DEMOGRAPHIC DATA

Note: Percentages may not add to 100% due to rounding or multiple responses.

| STATEMENT | CATEGORY | | |
|----------------------|-------------|-------|--------|
| | NO RESPONSE | MALE | FEMALE |
| 1. Gender (Optional) | 0.0% | 40.0% | 60.0% |

| STATEMENT | CATEGORY | | | | | |
|-------------------------|-------------|-------|------------------|----------|-------|-------|
| | NO RESPONSE | ANGLO | AFRICAN-AMERICAN | HISPANIC | ASIAN | OTHER |
| 2. Ethnicity (Optional) | 5.0% | 90.0% | 0.0% | 5.0% | 0.0% | 0.0% |

| STATEMENT | CATEGORY | | | |
|--|-------------|-----------|------------|------------------|
| | NO RESPONSE | 0-5 YEARS | 6-10 YEARS | 11 OR MORE YEARS |
| 3. How long have you lived/worked in Waxahachie ISD? | 0.0% | 35.0% | 20.0% | 45.0% |

| STATEMENT | CATEGORY | |
|--|---|--------|
| | GRADE LEVEL | |
| 4. What grade level(s) do you supervise? | Pre-Elementary (Pre-Kindergarten, Kindergarten) | 0.0% |
| | Elementary (Grades 1-5) | 0.0% |
| | Middle School (Grades 6-8) | 0.0% |
| | High School (Grades 9-12) | 0.0% |
| | Charter School | 0.0% |
| | Not Applicable (Administrators) | 100.0% |

PART B: SURVEY QUESTIONS

EMPLOYEE SPECIFIC INFORMATION

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 1. The ability of staff to quickly and easily purchase needed goods and services. | 0.0% | 15.0% | 20.0% | 15.0% | 50.0% | 0.0% |
| 2. The competitiveness of district salaries with similar positions in the job market. | 0.0% | 10.0% | 35.0% | 40.0% | 15.0% | 0.0% |
| 3. The effectiveness of the district's program to orient new employees. | 0.0% | 5.0% | 30.0% | 30.0% | 30.0% | 5.0% |

EMPLOYEE SPECIFIC INFORMATION (CONTINUED)

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 4. The district's effectiveness in identifying and rewarding competence and excellent performance. | 10.0% | 10.0% | 35.0% | 40.0% | 5.0% | 0.0% |
| 5. The district's effectiveness in dealing appropriately with employees who perform below the standard of expectation (up to and including termination) | 20.0% | 25.0% | 40.0% | 10.0% | 0.0% | 5.0% |
| 6. The ability of the district's health insurance package to meet my needs. | 5.0% | 25.0% | 25.0% | 30.0% | 0.0% | 15.0% |
| 7. The fairness and timeliness of the district's grievance process. | 5.0% | 10.0% | 5.0% | 25.0% | 0.0% | 55.0% |

A. DISTRICT LEADERSHIP, ORGANIZATION, AND MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 8. The time allowed for public input at meetings by the school board. | 0.0% | 0.0% | 35.0% | 20.0% | 25.0% | 20.0% |
| 9. The effectiveness of the school board in its role as a policy maker for the district. | 5.0% | 0.0% | 45.0% | 25.0% | 10.0% | 15.0% |
| 10. The superintendent's effectiveness as an instructional leader and business manager. | 5.0% | 5.0% | 30.0% | 25.0% | 20.0% | 15.0% |
| 11. The level of cooperation between the superintendent and the board in working together. | 5.0% | 0.0% | 35.0% | 15.0% | 15.0% | 30.0% |

B. EDUCATIONAL SERVICE DELIVERY

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 12. The district's effectiveness in meeting the needs of the college-bound student. | 0.0% | 10.0% | 10.0% | 40.0% | 20.0% | 20.0% |
| 13. The district's effectiveness in meeting the needs of the work-bound student. | 0.0% | 5.0% | 15.0% | 45.0% | 15.0% | 20.0% |
| 14. The effectiveness of the district's educational programs in meeting the needs of the students. | 0.0% | 5.0% | 15.0% | 35.0% | 25.0% | 20.0% |
| 15. The effectiveness of the district's special programs in meeting the needs of students. | 0.0% | 5.0% | 30.0% | 25.0% | 20.0% | 20.0% |

B. EDUCATIONAL SERVICE DELIVERY (CONTINUED)

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------------------------------|---------|--|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 16. The effectiveness of the district in immediately notifying a parent if a child is absent from school. | 0.0% | 5.0% | 10.0% | 20.0% | 20.0% | 45.0% |
| 17. The overall quality of district teachers. | 0.0% | 0.0% | 15.0% | 45.0% | 20.0% | 20.0% |
| 18. Students access, when needed, to a school nurse. | 0.0% | 0.0% | 0.0% | 25.0% | 45.0% | 30.0% |
| 19. The equal access that all schools have to educational materials such as computers, television monitors, science labs and art classes | 0.0% | 15.0% | 5.0% | 35.0% | 30.0% | 15.0% |
| 20. The ability of the school library to meet student needs for books and other resources. | 0.0% | 5.0% | 10.0% | 40.0% | 25.0% | 20.0% |
| 21. District educational programs that need improvement to meet the students' needs: | | | | | | |
| Reading | 25.0% | English or Language Arts | 15.0% | Physical Education | | 10.0% |
| Writing | 30.0% | Computer Instruction | 10.0% | Business Education | | 0.0% |
| Mathematics | 50.0% | Social Studies (history or geography) | 5.0% | Vocational Education (Career & Technology Education) | | 10.0% |
| Science | 25.0% | Fine Arts | 5.0% | Foreign Language | | 10.0% |
| 22. District special programs that need improvement to meet the students' needs: | | | | | | |
| Library Service | 5.0% | Summer School Programs | | | | 25.0% |
| Honors/Gifted and Talented Education | 10.0% | Alternative Education Programs | | | | 30.0% |
| Special Education | 20.0% | English as a Second Language Programs | | | | 20.0% |
| Head Start and Even Start Programs | 15.0% | Dropout Prevention Programs | | | | 35.0% |
| Dyslexia | 10.0% | Career Counseling Program | | | | 35.0% |
| Student Mentoring | 25.0% | College Counseling Program | | | | 20.0% |
| Advanced Placement | 20.0% | Counseling Parents of Students | | | | 15.0% |
| Literacy | 0.0% | | | | | |

C. COMMUNITY INVOLVEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 23. The effectiveness and regularity of the district's communication with parents | 0.0% | 5.0% | 20.0% | 30.0% | 25.0% | 20.0% |
| 24. The availability of district facilities for community use. | 0.0% | 0.0% | 15.0% | 35.0% | 25.0% | 25.0% |
| 25. The availability of volunteers at all schools to help with student and school programs. | 0.0% | 0.0% | 15.0% | 35.0% | 25.0% | 25.0% |

C. COMMUNITY INVOLVEMENT (CONTINUED)

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 26. The effectiveness of the district's parent involvement programs. | 0.0% | 10.0% | 15.0% | 30.0% | 25.0% | 20.0% |

D. FACILITIES CONSTRUCTION, USE AND MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 27. The ability for parents, citizens, students, faculty, staff and the board to participate and provide input into facility planning. | 0.0% | 15.0% | 25.0% | 15.0% | 25.0% | 20.0% |
| 28. The cleanliness of schools. | 0.0% | 0.0% | 20.0% | 30.0% | 35.0% | 15.0% |
| 29. Buildings are properly maintained in a timely manner. | 0.0% | 0.0% | 20.0% | 40.0% | 25.0% | 15.0% |

E. FINANCIAL/ASSET AND RISK MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 30. The effectiveness of site-based budgeting in involving principals and teachers in the budget process. | 5.0% | 10.0% | 10.0% | 35.0% | 10.0% | 30.0% |
| 31. The ability of the public to provide sufficient input during the budget process. | 5.0% | 25.0% | 15.0% | 20.0% | 5.0% | 30.0% |
| 32. The district's financial reports are available and easy to understand and read. | 5.0% | 0.0% | 20.0% | 25.0% | 20.0% | 30.0% |
| 33. The ability of the superintendent and administrators to effectively manage the district's budget. | 0.0% | 5.0% | 15.0% | 40.0% | 25.0% | 15.0% |

F. PURCHASING, WAREHOUSING, AND TEXTBOOKS

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 34. The quality of the goods and services purchased by the district. | 0.0% | 0.0% | 20.0% | 50.0% | 20.0% | 10.0% |
| 35. Students' access to textbooks in a timely manner. | 0.0% | 10.0% | 15.0% | 50.0% | 5.0% | 20.0% |
| 36. The condition and age of textbooks. | 0.0% | 10.0% | 15.0% | 45.0% | 5.0% | 25.0% |

G. FOOD SERVICES

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 37. The temperature, appearance, and taste of the cafeteria's food. | 0.0% | 0.0% | 25.0% | 40.0% | 25.0% | 10.0% |
| 38. The length of time students have to eat. | 0.0% | 15.0% | 25.0% | 30.0% | 0.0% | 30.0% |
| 39. Discipline and order in the cafeteria. | 5.0% | 0.0% | 30.0% | 20.0% | 10.0% | 35.0% |
| 40. The helpfulness and friendliness of cafeteria staff. | 0.0% | 0.0% | 5.0% | 45.0% | 30.0% | 20.0% |
| 41. The cleanliness and sanitary condition of district cafeteria facilities. | 0.0% | 0.0% | 5.0% | 40.0% | 35.0% | 20.0% |

H. TRANSPORTATION

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 42. The level of discipline maintained by the bus driver on the bus. | 5.0% | 0.0% | 5.0% | 25.0% | 0.0% | 65.0% |
| 43. The level of safety at bus pick-up stops and drop-off zones at schools. | 0.0% | 10.0% | 5.0% | 25.0% | 0.0% | 60.0% |
| 44. The on-time arrival and departure of buses. | 0.0% | 0.0% | 0.0% | 25.0% | 5.0% | 70.0% |
| 45. Buses regularly arrive in time for students to eat breakfast. | 0.0% | 0.0% | 0.0% | 25.0% | 5.0% | 70.0% |
| 46. The overall cleanliness and maintenance of buses. | 0.0% | 0.0% | 5.0% | 20.0% | 15.0% | 60.0% |

I. SAFETY AND SECURITY

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 47. Your perception of the student's level of safety and security at school. | 0.0% | 5.0% | 15.0% | 40.0% | 15.0% | 25.0% |
| 48. The district's effectiveness in addressing gang issues if they exist. | 0.0% | 10.0% | 35.0% | 10.0% | 10.0% | 35.0% |
| 49. The district's effectiveness in addressing drug issues if they exist. | 0.0% | 25.0% | 25.0% | 15.0% | 10.0% | 25.0% |
| 50. The district's effectiveness in addressing vandalism issues if they exist. | 5.0% | 5.0% | 25.0% | 25.0% | 5.0% | 35.0% |
| 51. The working relationship that security personnel have with principals, teachers, staff and students. | 5.0% | 5.0% | 20.0% | 20.0% | 10.0% | 40.0% |

I. SAFETY AND SECURITY (CONTINUED)

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 52. The equity, consistency and fairness of discipline students receive for misconduct. | 5.0% | 5.0% | 20.0% | 25.0% | 5.0% | 40.0% |
| 53. The condition of school grounds (existence of safety hazards). | 0.0% | 0.0% | 10.0% | 35.0% | 20.0% | 35.0% |

J. COMPUTERS AND TECHNOLOGY

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 54. The ability and knowledge of teachers to teach computer science and other technology-related courses. | 0.0% | 5.0% | 5.0% | 35.0% | 10.0% | 45.0% |
| 55. The age and condition of computers and their usefulness in applying new technology. | 0.0% | 5.0% | 20.0% | 40.0% | 20.0% | 15.0% |
| 56. Student access to sufficient computers for students to learn and apply technology. | 5.0% | 15.0% | 20.0% | 25.0% | 15.0% | 20.0% |
| 57. Easy student access to the Internet. | 0.0% | 10.0% | 10.0% | 50.0% | 10.0% | 20.0% |

PRINCIPAL SURVEY

PART A: DEMOGRAPHIC DATA

Note: Percentages may not add to 100% due to rounding or multiple responses.

| STATEMENT | CATEGORY | | |
|----------------------|-------------|-------|--------|
| | NO RESPONSE | MALE | FEMALE |
| 1. Gender (Optional) | 6.7% | 46.7% | 46.7% |

| STATEMENT | NO RESPONSE | CATEGORY | | | | |
|-------------------------|-------------|----------|------------------|----------|-------|-------|
| | | ANGLO | AFRICAN-AMERICAN | HISPANIC | ASIAN | OTHER |
| 2. Ethnicity (Optional) | 0.0% | 80.0% | 13.3% | 6.7% | 0.0% | 0.0% |

| STATEMENT | NO RESPONSE | CATEGORY | | | |
|--|-------------|-----------|------------|------------------|--|
| | | 0-5 YEARS | 6-10 YEARS | 11 OR MORE YEARS | |
| 3. How long have you lived/worked in Waxahachie ISD? | 0.0% | 20.0% | 33.3% | 46.7% | |

| STATEMENT | CATEGORY | |
|--|---|-------|
| | GRADE LEVEL | |
| 4. What grade level(s) do you supervise? | Pre-Elementary (Pre-Kindergarten, Kindergarten) | 6.7% |
| | Elementary (Grades 1-5) | 33.3% |
| | Middle School (Grades 6-8) | 26.7% |
| | High School (Grades 9-12) | 26.7% |
| | Not Applicable (Administrators) | 0.0% |

PART B: SURVEY QUESTIONS

EMPLOYEE SPECIFIC INFORMATION

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 1. The ability of staff to quickly and easily purchase needed goods and services. | 0.0% | 20.0% | 20.0% | 40.0% | 20.0% | 0.0% |
| 2. The competitiveness of district salaries with similar positions in the job market. | 13.3% | 33.3% | 20.0% | 26.7% | 6.7% | 0.0% |
| 3. The effectiveness of the district's program to orient new employees. | 0.0% | 0.0% | 53.3% | 26.7% | 20.0% | 0.0% |
| 4. The district's effectiveness in identifying and rewarding competence and excellent performance. | 6.7% | 6.7% | 60.0% | 20.0% | 0.0% | 6.7% |

EMPLOYEE SPECIFIC INFORMATION (CONTINUED)

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 5. The district's effectiveness in dealing appropriately with employees who perform below the standard of expectation (up to and including termination) | 6.7% | 13.3% | 66.7% | 13.3% | 0.0% | 0.0% |
| 6. The ability of the district's health insurance package to meet my needs. | 0.0% | 6.7% | 60.0% | 26.7% | 0.0% | 6.7% |
| 7. The fairness and timeliness of the district's grievance process. | 0.0% | 26.7% | 13.3% | 40.0% | 0.0% | 20.0% |

A. DISTRICT LEADERSHIP, ORGANIZATION, AND MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 8. The time allowed for public input at meetings by the school board. | 0.0% | 0.0% | 20.0% | 46.7% | 26.7% | 6.7% |
| 9. The effectiveness of the school board in its role as a policy maker for the district. | 0.0% | 26.7% | 20.0% | 40.0% | 6.7% | 6.7% |
| 10. The superintendent's effectiveness as an instructional leader and business manager. | 6.7% | 13.3% | 26.7% | 26.7% | 13.3% | 13.3% |
| 11. The level of cooperation between the superintendent and the board in working together. | 6.7% | 6.7% | 20.0% | 46.7% | 0.0% | 20.0% |

B. EDUCATIONAL SERVICE DELIVERY

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 12. The district's effectiveness in meeting the needs of the college-bound student. | 0.0% | 6.7% | 20.0% | 33.3% | 26.7% | 13.3% |
| 13. The district's effectiveness in meeting the needs of the work-bound student. | 0.0% | 6.7% | 20.0% | 40.0% | 20.0% | 13.3% |
| 14. The effectiveness of the district's educational programs in meeting the needs of the students. | 0.0% | 0.0% | 13.3% | 66.7% | 13.3% | 6.7% |
| 15. The effectiveness of the district's special programs in meeting the needs of students. | 0.0% | 0.0% | 20.0% | 33.3% | 33.3% | 13.3% |

B. EDUCATIONAL SERVICE DELIVERY (CONTINUED)

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------------------------------|---------|--|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 16. The effectiveness of the district in immediately notifying a parent if a child is absent from school. | 0.0% | 13.3% | 40.0% | 33.3% | 6.7% | 6.7% |
| 17. The overall quality of district teachers. | 0.0% | 0.0% | 13.3% | 40.0% | 40.0% | 6.7% |
| 18. Students access, when needed, to a school nurse. | 0.0% | 0.0% | 0.0% | 26.7% | 66.7% | 6.7% |
| 19. The equal access that all schools have to educational materials such as computers, television monitors, science labs and art classes | 0.0% | 0.0% | 13.3% | 60.0% | 20.0% | 6.7% |
| 20. The ability of the school library to meet student needs for books and other resources. | 0.0% | 0.0% | 0.0% | 40.0% | 53.3% | 6.7% |
| 21. District educational programs that need improvement to meet the students' needs: | | | | | | |
| Reading | 33.3% | English or Language Arts | 20.0% | Physical Education | | 13.3% |
| Writing | 20.0% | Computer Instruction | 6.7% | Business Education | | 0.0% |
| Mathematics | 53.3% | Social Studies (history or geography) | 6.7% | Vocational Education (Career & Technology Education) | | 6.7% |
| Science | 60.0% | Fine Arts | 0.0% | Foreign Language | | 26.7% |
| 22. District special programs that need improvement to meet the students' needs: | | | | | | |
| Library Service | 0.0% | Summer School Programs | | | | 33.3% |
| Honors/Gifted and Talented Education | 6.7% | Alternative Education Programs | | | | 46.7% |
| Special Education | 6.7% | English as a Second Language Programs | | | | 26.7% |
| Head Start and Even Start Programs | 6.7% | Dropout Prevention Programs | | | | 13.3% |
| Dyslexia | 0.0% | Career Counseling Program | | | | 13.3% |
| Student Mentoring | 6.7% | College Counseling Program | | | | 6.7% |
| Advanced Placement | 26.7% | Counseling Parents of Students | | | | 26.7% |
| Literacy | 20.0% | | | | | |

C. COMMUNITY INVOLVEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 23. The effectiveness and regularity of the district's communication with parents | 0.0% | 0.0% | 33.3% | 46.7% | 6.7% | 13.3% |
| 24. The availability of district facilities for community use. | 0.0% | 0.0% | 6.7% | 60.0% | 26.7% | 6.7% |
| 25. The availability of volunteers at all schools to help with student and school programs. | 0.0% | 0.0% | 13.3% | 53.3% | 26.7% | 6.7% |
| 26. The effectiveness of the district's parent involvement programs. | 0.0% | 0.0% | 20.0% | 46.7% | 20.0% | 13.3% |

D. FACILITIES CONSTRUCTION, USE AND MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 27. The ability for parents, citizens, students, faculty, staff and the board to participate and provide input into facility planning. | 6.7% | 0.0% | 20.0% | 40.0% | 26.7% | 6.7% |
| 28. The cleanliness of schools. | 0.0% | 6.7% | 0.0% | 46.7% | 40.0% | 6.7% |
| 29. Buildings are properly maintained in a timely manner. | 0.0% | 6.7% | 33.3% | 40.0% | 13.3% | 6.7% |

E. FINANCIAL/ASSET AND RISK MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 30. The effectiveness of site-based budgeting in involving principals and teachers in the budget process. | 0.0% | 6.7% | 26.7% | 40.0% | 20.0% | 6.7% |
| 31. The ability of the public to provide sufficient input during the budget process. | 6.7% | 13.3% | 46.7% | 20.0% | 6.7% | 6.7% |
| 32. The district's financial reports are available and easy to understand and read. | 0.0% | 6.7% | 33.3% | 40.0% | 6.7% | 13.3% |
| 33. The ability of the superintendent and administrators to effectively manage the district's budget. | 0.0% | 0.0% | 46.7% | 26.7% | 20.0% | 6.7% |

F. PURCHASING, WAREHOUSING, AND TEXTBOOKS

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 34. The quality of the goods and services purchased by the district. | 0.0% | 0.0% | 26.7% | 60.0% | 6.7% | 6.7% |
| 35. Students' access to textbooks in a timely manner. | 0.0% | 13.3% | 33.3% | 33.3% | 6.7% | 13.3% |
| 36. The condition and age of textbooks. | 0.0% | 0.0% | 53.3% | 33.3% | 0.0% | 13.3% |

G. FOOD SERVICES

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 37. The temperature, appearance, and taste of the cafeteria's food. | 0.0% | 20.0% | 33.3% | 20.0% | 13.3% | 13.3% |
| 38. The length of time students have to eat. | 0.0% | 0.0% | 40.0% | 33.3% | 13.3% | 13.3% |
| 39. Discipline and order in the cafeteria. | 0.0% | 0.0% | 13.3% | 73.3% | 0.0% | 13.3% |
| 40. The helpfulness and friendliness of cafeteria staff. | 0.0% | 0.0% | 6.7% | 66.7% | 20.0% | 6.7% |
| 41. The cleanliness and sanitary condition of district cafeteria facilities. | 0.0% | 0.0% | 0.0% | 53.3% | 40.0% | 6.7% |

H. TRANSPORTATION

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 42. The level of discipline maintained by the bus driver on the bus. | 6.7% | 26.7% | 53.3% | 0.0% | 0.0% | 13.3% |
| 43. The level of safety at bus pick-up stops and drop-off zones at schools. | 0.0% | 0.0% | 33.3% | 40.0% | 0.0% | 26.7% |
| 44. The on-time arrival and departure of buses. | 0.0% | 0.0% | 46.7% | 26.7% | 13.3% | 13.3% |
| 45. Buses regularly arrive in time for students to eat breakfast. | 0.0% | 0.0% | 20.0% | 20.0% | 46.7% | 13.3% |
| 46. The overall cleanliness and maintenance of buses. | 0.0% | 0.0% | 0.0% | 60.0% | 26.7% | 13.3% |

I. SAFETY AND SECURITY

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 47. Your perception of the student's level of safety and security at school. | 0.0% | 0.0% | 6.7% | 46.7% | 33.3% | 13.3% |
| 48. The district's effectiveness in addressing gang issues if they exist. | 0.0% | 0.0% | 20.0% | 53.3% | 6.7% | 20.0% |
| 49. The district's effectiveness in addressing drug issues if they exist. | 0.0% | 0.0% | 26.7% | 46.7% | 6.7% | 20.0% |
| 50. The district's effectiveness in addressing vandalism issues if they exist. | 0.0% | 0.0% | 20.0% | 53.3% | 20.0% | 6.7% |
| 51. The working relationship that security personnel have with principals, teachers, staff and students. | 0.0% | 0.0% | 20.0% | 40.0% | 33.3% | 6.7% |
| 52. The equity, consistency and fairness of discipline students receive for misconduct. | 0.0% | 0.0% | 6.7% | 46.7% | 40.0% | 6.7% |
| 53. The condition of school grounds (existence of safety hazards). | 0.0% | 0.0% | 20.0% | 46.7% | 26.7% | 6.7% |

J. COMPUTERS AND TECHNOLOGY

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 54. The ability and knowledge of teachers to teach computer science and other technology-related courses. | 0.0% | 6.7% | 26.7% | 40.0% | 13.3% | 13.3% |
| 55. The age and condition of computers and their usefulness in applying new technology. | 0.0% | 6.7% | 13.3% | 33.3% | 33.3% | 13.3% |
| 56. Student access to sufficient computers for students to learn and apply technology. | 0.0% | 6.7% | 6.7% | 53.3% | 26.7% | 6.7% |
| 57. Easy student access to the Internet. | 0.0% | 6.7% | 0.0% | 53.3% | 26.7% | 13.3% |

TEACHER SURVEY

PART A: DEMOGRAPHIC DATA

Note: Percentages may not add to 100% due to rounding or multiple responses.

| STATEMENT | CATEGORY | | |
|----------------------|-------------|-------|--------|
| | NO RESPONSE | MALE | FEMALE |
| 1. Gender (Optional) | 1.4% | 15.4% | 83.2% |

| STATEMENT | CATEGORY | | | | | |
|-------------------------|-------------|-------|------------------|----------|-------|-------|
| | NO RESPONSE | ANGLO | AFRICAN AMERICAN | HISPANIC | ASIAN | OTHER |
| 2. Ethnicity (Optional) | 3.4% | 88.9% | 2.9% | 3.8% | 0.0% | 1.0% |

| STATEMENT | CATEGORY | | | |
|--|-------------|-----------|------------|------------------|
| | NO RESPONSE | 0-5 YEARS | 6-10 YEARS | 11 OR MORE YEARS |
| 3. How long have you lived/worked in Waxahachie ISD? | 1.0% | 22.1% | 27.9% | 49.0% |

| STATEMENT | CATEGORY | |
|--|---|-------|
| | GRADE LEVEL | |
| 4. What grade level(s) do you supervise? | Pre-Elementary (Pre-Kindergarten, Kindergarten) | 1.0% |
| | Elementary (Grades 1-5) | 3.0% |
| | Middle School (Grades 6-8) | 3.0% |
| | High School (Grades 9-12) | 36.1% |
| | Not Applicable (Administrators) | 0.5% |

PART B: SURVEY QUESTIONS

EMPLOYEE SPECIFIC INFORMATION

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 1. The ability of staff to quickly and easily purchase needed goods and services. | 7.2% | 20.2% | 32.2% | 26.4% | 11.1% | 2.9% |
| 2. The competitiveness of district salaries with similar positions in the job market. | 1.0% | 13.0% | 40.4% | 36.1% | 7.7% | 1.9% |
| 3. The effectiveness of the district's program to orient new employees. | 0.5% | 6.3% | 29.3% | 37.0% | 19.7% | 7.2% |

EMPLOYEE SPECIFIC INFORMATION (CONTINUED)

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 4. The district's effectiveness in identifying and rewarding competence and excellent performance. | 8.7% | 19.7% | 37.0% | 22.6% | 5.3% | 6.7% |
| 5. The district's effectiveness in dealing appropriately with employees who perform below the standard of expectation (up to and including termination) | 9.6% | 17.3% | 33.2% | 15.4% | 2.9% | 21.6% |
| 6. The ability of the district's health insurance package to meet my needs. | 4.3% | 12.5% | 42.3% | 23.6% | 5.3% | 12.0% |
| 7. The fairness and timeliness of the district's grievance process. | 1.9% | 5.3% | 17.8% | 13.9% | 2.9% | 58.2% |

A. DISTRICT LEADERSHIP, ORGANIZATION, AND MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 8. The time allowed for public input at meetings by the school board. | 1.0% | 3.4% | 20.7% | 27.4% | 10.1% | 37.5% |
| 9. The effectiveness of the school board in its role as a policy maker for the district. | 3.4% | 4.8% | 26.0% | 35.1% | 15.4% | 15.4% |
| 10. The superintendent's effectiveness as an instructional leader and business manager. | 8.7% | 13.5% | 27.9% | 26.0% | 10.1% | 13.9% |
| 11. The level of cooperation between the superintendent and the board in working together. | 1.9% | 4.8% | 19.2% | 29.3% | 12.5% | 32.2% |

B. EDUCATIONAL SERVICE DELIVERY

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 12. The district's effectiveness in meeting the needs of the college-bound student. | 0.0% | 6.7% | 18.3% | 37.0% | 18.3% | 19.7% |
| 13. The district's effectiveness in meeting the needs of the work-bound student. | 0.0% | 3.4% | 18.3% | 41.8% | 14.4% | 22.1% |
| 14. The effectiveness of the district's educational programs in meeting the needs of the students. | 0.0% | 5.3% | 25.0% | 42.8% | 18.3% | 8.7% |

B. EDUCATIONAL SERVICE DELIVERY (CONTINUED)

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------------------------------|---------|--|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 15. The effectiveness of the district's special programs in meeting the needs of students. | 1.0% | 6.3% | 22.6% | 39.4% | 21.2% | 9.6% |
| 16. The effectiveness of the district in immediately notifying a parent if a child is absent from school. | 1.9% | 6.3% | 21.2% | 28.4% | 15.9% | 26.4% |
| 17. The overall quality of district teachers. | 0.0% | 0.5% | 8.2% | 40.9% | 42.8% | 7.7% |
| 18. Students access, when needed, to a school nurse. | 0.5% | 0.0% | 4.3% | 29.3% | 57.2% | 8.7% |
| 19. The equal access that all schools have to educational materials such as computers, television monitors, science labs and art classes | 2.9% | 8.2% | 21.2% | 34.6% | 24.0% | 9.1% |
| 20. The ability of the school library to meet student needs for books and other resources. | 0.0% | 2.9% | 12.0% | 34.1% | 43.3% | 7.7% |
| 21. District educational programs that need improvement to meet the students' needs: | | | | | | |
| Reading | 22.1% | English or Language Arts | 13.0% | Physical Education | | 5.8% |
| Writing | 20.7% | Computer Instruction | 9.1% | Business Education | | 4.8% |
| Mathematics | 26.0% | Social Studies (history or geography) | 8.2% | Vocational Education (Career & Technology Education) | | 8.7% |
| Science | 20.7% | Fine Arts | 6.3% | Foreign Language | | 8.2% |
| 22. District special programs that need improvement to meet the students' needs: | | | | | | |
| Library Service | 5.3% | Summer School Programs | | | | 14.9% |
| Honors/Gifted and Talented Education | 15.4% | Alternative Education Programs | | | | 22.6% |
| Special Education | 15.4% | English as a Second Language Programs | | | | 16.8% |
| Head Start and Even Start Programs | 2.9% | Dropout Prevention Programs | | | | 17.3% |
| Dyslexia | 11.5% | Career Counseling Program | | | | 14.9% |
| Student Mentoring | 16.3% | College Counseling Program | | | | 15.4% |
| Advanced Placement | 9.1% | Counseling Parents of Students | | | | 19.2% |
| Literacy | 12.5% | | | | | |

C. COMMUNITY INVOLVEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 23. The effectiveness and regularity of the district's communication with parents | 0.0% | 4.8% | 28.4% | 33.7% | 21.2% | 12.0% |
| 24. The availability of district facilities for community use. | 0.0% | 3.4% | 17.8% | 37.5% | 20.7% | 20.7% |
| 25. The availability of volunteers at all schools to help with student and school programs. | 0.5% | 5.8% | 21.6% | 37.0% | 22.1% | 13.0% |
| 26. The effectiveness of the district's parent involvement programs. | 1.4% | 9.1% | 24.0% | 36.5% | 15.9% | 13.0% |

D. FACILITIES CONSTRUCTION, USE AND MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 27. The ability for parents, citizens, students, faculty, staff and the board to participate and provide input into facility planning. | 4.3% | 13.5% | 21.2% | 29.8% | 11.5% | 19.7% |
| 28. The cleanliness of schools. | 1.4% | 2.4% | 20.2% | 38.5% | 24.5% | 13.0% |
| 29. Buildings are properly maintained in a timely manner. | 1.9% | 6.3% | 21.2% | 37.0% | 20.7% | 13.0% |

E. FINANCIAL/ASSET AND RISK MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 30. The effectiveness of site-based budgeting in involving principals and teachers in the budget process. | 5.8% | 11.5% | 21.2% | 25.0% | 12.0% | 24.5% |
| 31. The ability of the public to provide sufficient input during the budget process. | 3.8% | 13.5% | 24.5% | 14.4% | 5.3% | 38.5% |
| 32. The district's financial reports are available and easy to understand and read. | 2.4% | 8.2% | 22.6% | 17.8% | 8.2% | 40.9% |
| 33. The ability of the superintendent and administrators to effectively manage the district's budget. | 2.9% | 8.7% | 21.6% | 26.4% | 10.1% | 30.3% |

F. PURCHASING, WAREHOUSING, AND TEXTBOOKS

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 34. The quality of the goods and services purchased by the district. | 0.5% | 2.4% | 29.8% | 40.9% | 11.1% | 15.4% |
| 35. Students' access to textbooks in a timely manner. | 1.4% | 12.0% | 23.1% | 31.7% | 13.0% | 18.8% |
| 36. The condition and age of textbooks. | 1.9% | 7.2% | 26.4% | 35.6% | 9.1% | 19.7% |

G. FOOD SERVICES

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 37. The temperature, appearance, and taste of the cafeteria's food. | 2.4% | 10.6% | 31.3% | 25.5% | 6.3% | 24.0% |
| 38. The length of time students have to eat. | 3.8% | 7.7% | 40.9% | 25.0% | 7.2% | 15.4% |
| 39. Discipline and order in the cafeteria. | 3.4% | 9.1% | 34.6% | 23.1% | 13.9% | 15.9% |
| 40. The helpfulness and friendliness of cafeteria staff. | 0.5% | 3.8% | 19.7% | 27.4% | 29.8% | 18.8% |
| 41. The cleanliness and sanitary condition of district cafeteria facilities. | 0.0% | 1.0% | 16.3% | 38.9% | 25.0% | 18.8% |

H. TRANSPORTATION

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 42. The level of discipline maintained by the bus driver on the bus. | 1.9% | 6.7% | 15.9% | 12.5% | 3.8% | 59.1% |
| 43. The level of safety at bus pick-up stops and drop-off zones at schools. | 0.5% | 2.4% | 15.4% | 22.6% | 7.7% | 51.4% |
| 44. The on-time arrival and departure of buses. | 0.0% | 0.0% | 12.5% | 31.7% | 11.1% | 44.7% |
| 45. Buses regularly arrive in time for students to eat breakfast. | 0.0% | 0.5% | 11.5% | 26.9% | 10.6% | 50.5% |
| 46. The overall cleanliness and maintenance of buses. | 0.5% | 0.5% | 10.1% | 22.6% | 12.5% | 53.8% |

I. SAFETY AND SECURITY

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 47. Your perception of the student's level of safety and security at school. | 0.5% | 4.3% | 15.4% | 38.0% | 27.9% | 13.9% |
| 48. The district's effectiveness in addressing gang issues if they exist. | 2.4% | 7.2% | 20.7% | 22.1% | 11.1% | 36.5% |
| 49. The district's effectiveness in addressing drug issues if they exist. | 2.4% | 12.0% | 23.1% | 23.1% | 10.1% | 29.3% |
| 50. The district's effectiveness in addressing vandalism issues if they exist. | 1.0% | 5.8% | 23.1% | 26.9% | 10.6% | 32.7% |
| 51. The working relationship that security personnel have with principals, teachers, staff and students. | 1.0% | 3.8% | 13.9% | 32.7% | 20.2% | 28.4% |
| 52. The equity, consistency and fairness of discipline students receive for misconduct. | 6.7% | 11.1% | 21.2% | 32.2% | 13.5% | 15.4% |
| 53. The condition of school grounds (existence of safety hazards). | 1.0% | 0.5% | 17.3% | 44.2% | 22.1% | 14.9% |

J. COMPUTERS AND TECHNOLOGY

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 54. The ability and knowledge of teachers to teach computer science and other technology-related courses. | 1.0% | 3.8% | 16.8% | 33.7% | 22.6% | 22.1% |
| 55. The age and condition of computers and their usefulness in applying new technology. | 0.5% | 5.3% | 22.1% | 35.6% | 19.7% | 16.8% |
| 56. Student access to sufficient computers for students to learn and apply technology. | 0.5% | 12.5% | 22.1% | 31.7% | 17.8% | 15.4% |
| 57. Easy student access to the Internet. | 0.5% | 6.3% | 22.6% | 33.2% | 17.3% | 20.2% |

PROFESSIONAL SUPPORT STAFF SURVEY

PART A: DEMOGRAPHIC DATA

Note: Percentages may not add to 100% due to rounding or multiple responses.

| STATEMENT | CATEGORY | | |
|----------------------|-------------|------|--------|
| | NO RESPONSE | MALE | FEMALE |
| 1. Gender (Optional) | 0.0% | 6.8% | 93.2% |

| STATEMENT | NO RESPONSE | CATEGORY | | | | |
|-------------------------|-------------|----------|------------------|----------|-------|-------|
| | | ANGLO | AFRICAN AMERICAN | HISPANIC | ASIAN | OTHER |
| 2. Ethnicity (Optional) | 0.0% | 90.5% | 1.4% | 5.4% | 0.0% | 2.7% |

| STATEMENT | NO RESPONSE | CATEGORY | | |
|--|-------------|-----------|------------|------------------|
| | | 0-5 YEARS | 6-10 YEARS | 11 OR MORE YEARS |
| 3. How long have you lived/worked in Waxahachie ISD? | 1.4% | 33.8% | 18.9% | 45.9% |

| STATEMENT | CATEGORY | |
|--|---|-------|
| | GRADE LEVEL | |
| 4. What grade level(s) do you supervise? | Pre-Elementary (Pre-Kindergarten, Kindergarten) | 1.0% |
| | Elementary (Grades 1-5) | 3.0% |
| | Middle School (Grades 6-8) | 3.0% |
| | High School (Grades 9-12) | 36.5% |
| | Not Applicable (Administrators) | 13.5% |

PART B: SURVEY QUESTIONS

EMPLOYEE SPECIFIC INFORMATION

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 1. The ability of staff to quickly and easily purchase needed goods and services. | 8.1% | 10.8% | 27.0% | 33.8% | 10.8% | 9.5% |
| 2. The competitiveness of district salaries with similar positions in the job market. | 4.1% | 18.9% | 37.8% | 24.3% | 2.7% | 12.2% |
| 3. The effectiveness of the district's program to orient new employees. | 5.4% | 14.9% | 32.4% | 23.0% | 10.8% | 13.5% |

EMPLOYEE SPECIFIC INFORMATION (CONTINUED)

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 4. The district's effectiveness in identifying and rewarding competence and excellent performance. | 8.1% | 33.8% | 23.0% | 20.3% | 2.7% | 12.2% |
| 5. The district's effectiveness in dealing appropriately with employees who perform below the standard of expectation (up to and including termination) | 12.2% | 29.7% | 24.3% | 10.8% | 1.4% | 21.6% |
| 6. The ability of the district's health insurance package to meet my needs. | 13.5% | 5.4% | 44.6% | 14.9% | 8.1% | 13.5% |
| 7. The fairness and timeliness of the district's grievance process. | 1.4% | 6.8% | 12.2% | 17.6% | 1.4% | 60.8% |

A. DISTRICT LEADERSHIP, ORGANIZATION, AND MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 8. The time allowed for public input at meetings by the school board. | 0.0% | 4.1% | 20.3% | 23.0% | 10.8% | 41.9% |
| 9. The effectiveness of the school board in its role as a policy maker for the district. | 2.7% | 8.1% | 27.0% | 32.4% | 9.5% | 20.3% |
| 10. The superintendent's effectiveness as an instructional leader and business manager. | 5.4% | 5.4% | 28.4% | 32.4% | 9.5% | 18.9% |
| 11. The level of cooperation between the superintendent and the board in working together. | 2.7% | 2.7% | 14.9% | 28.4% | 14.9% | 36.5% |

B. EDUCATIONAL SERVICE DELIVERY

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 12. The district's effectiveness in meeting the needs of the college-bound student. | 2.7% | 5.4% | 24.3% | 27.0% | 12.2% | 28.4% |
| 13. The district's effectiveness in meeting the needs of the work-bound student. | 0.0% | 9.5% | 24.3% | 25.7% | 13.5% | 27.0% |
| 14. The effectiveness of the district's educational programs in meeting the needs of the students. | 0.0% | 4.1% | 29.7% | 36.5% | 14.9% | 14.9% |

B. EDUCATIONAL SERVICE DELIVERY (CONTINUED)

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------------------------------|---------|--|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 15. The effectiveness of the district's special programs in meeting the needs of students. | 1.4% | 10.8% | 25.7% | 32.4% | 16.2% | 13.5% |
| 16. The effectiveness of the district in immediately notifying a parent if a child is absent from school. | 1.4% | 6.8% | 20.3% | 23.0% | 8.1% | 40.5% |
| 17. The overall quality of district teachers. | 0.0% | 0.0% | 18.9% | 39.2% | 27.0% | 14.9% |
| 18. Students access, when needed, to a school nurse. | 0.0% | 1.4% | 5.4% | 27.0% | 48.6% | 17.6% |
| 19. The equal access that all schools have to educational materials such as computers, television monitors, science labs and art classes | 0.0% | 4.1% | 14.9% | 35.1% | 27.0% | 18.9% |
| 20. The ability of the school library to meet student needs for books and other resources. | 0.0% | 4.1% | 6.8% | 39.2% | 32.4% | 17.6% |
| 21. District educational programs that need improvement to meet the students' needs: | | | | | | |
| Reading | 24.3% | English or Language Arts | 12.2% | Physical Education | | 5.4% |
| Writing | 20.3% | Computer Instruction | 6.8% | Business Education | | 6.8% |
| Mathematics | 24.3% | Social Studies (history or geography) | 6.8% | Vocational Education (Career & Technology Education) | | 9.5% |
| Science | 18.9% | Fine Arts | 4.1% | Foreign Language | | 12.2% |
| 22. District special programs that need improvement to meet the students' needs: | | | | | | |
| Library Service | 6.8% | Summer School Programs | | | | 17.6% |
| Honors/Gifted and Talented Education | 14.9% | Alternative Education Programs | | | | 31.1% |
| Special Education | 20.3% | English as a Second Language Programs | | | | 10.8% |
| Head Start and Even Start Programs | 4.1% | Dropout Prevention Programs | | | | 20.3% |
| Dyslexia | 10.8% | Career Counseling Program | | | | 18.9% |
| Student Mentoring | 12.2% | College Counseling Program | | | | 20.3% |
| Advanced Placement | 12.2% | Counseling Parents of Students | | | | 21.6% |
| Literacy | 10.8% | | | | | |

C. COMMUNITY INVOLVEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 23. The effectiveness and regularity of the district's communication with parents | 0.0% | 5.4% | 32.4% | 32.4% | 10.8% | 18.9% |
| 24. The availability of district facilities for community use. | 0.0% | 8.1% | 24.3% | 32.4% | 12.2% | 23.0% |
| 25. The availability of volunteers at all schools to help with student and school programs. | 1.4% | 6.8% | 24.3% | 29.7% | 17.6% | 20.3% |
| 26. The effectiveness of the district's parent involvement programs. | 1.4% | 10.8% | 24.3% | 32.4% | 10.8% | 20.3% |

D. FACILITIES CONSTRUCTION, USE AND MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 27. The ability for parents, citizens, students, faculty, staff and the board to participate and provide input into facility planning. | 2.7% | 13.5% | 28.4% | 25.7% | 5.4% | 24.3% |
| 28. The cleanliness of schools. | 0.0% | 1.4% | 21.6% | 41.9% | 23.0% | 12.2% |
| 29. Buildings are properly maintained in a timely manner. | 0.0% | 5.4% | 23.0% | 37.8% | 16.2% | 17.6% |

E. FINANCIAL/ASSET AND RISK MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 30. The effectiveness of site-based budgeting in involving principals and teachers in the budget process. | 2.7% | 1.4% | 25.7% | 23.0% | 13.5% | 33.8% |
| 31. The ability of the public to provide sufficient input during the budget process. | 4.1% | 9.5% | 20.3% | 21.6% | 4.1% | 40.5% |
| 32. The district's financial reports are available and easy to understand and read. | 1.4% | 0.0% | 21.6% | 20.3% | 8.1% | 41.9% |
| 33. The ability of the superintendent and administrators to effectively manage the district's budget. | 2.7% | 4.1% | 21.6% | 25.7% | 13.5% | 32.4% |

F. PURCHASING, WAREHOUSING, AND TEXTBOOKS

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 34. The quality of the goods and services purchased by the district. | 0.0% | 0.0% | 28.4% | 39.2% | 9.5% | 23.0% |
| 35. Students' access to textbooks in a timely manner. | 2.7% | 12.2% | 20.3% | 24.3% | 16.2% | 24.3% |
| 36. The condition and age of textbooks. | 2.7% | 1.4% | 27.0% | 31.1% | 10.8% | 27.0% |

G. FOOD SERVICES

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 37. The temperature, appearance, and taste of the cafeteria's food. | 5.4% | 12.2% | 31.1% | 21.6% | 2.7% | 27.0% |
| 38. The length of time students have to eat. | 2.7% | 5.4% | 40.5% | 29.7% | 2.7% | 18.9% |
| 39. Discipline and order in the cafeteria. | 4.1% | 5.4% | 33.8% | 28.4% | 6.8% | 21.6% |
| 40. The helpfulness and friendliness of cafeteria staff. | 0.0% | 5.4% | 28.4% | 25.7% | 21.6% | 18.9% |
| 41. The cleanliness and sanitary condition of district cafeteria facilities. | 0.0% | 1.4% | 20.3% | 33.8% | 23.0% | 21.6% |

H. TRANSPORTATION

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 42. The level of discipline maintained by the bus driver on the bus. | 4.1% | 10.8% | 16.2% | 17.6% | 4.1% | 47.3% |
| 43. The level of safety at bus pick-up stops and drop-off zones at schools. | 0.0% | 2.7% | 16.2% | 33.8% | 2.7% | 44.6% |
| 44. The on-time arrival and departure of buses. | 1.4% | 1.4% | 14.9% | 31.1% | 9.5% | 41.9% |
| 45. Buses regularly arrive in time for students to eat breakfast. | 0.0% | 1.4% | 10.8% | 29.7% | 14.9% | 43.2% |
| 46. The overall cleanliness and maintenance of buses. | 0.0% | 0.0% | 13.5% | 33.8% | 5.4% | 47.3% |

I. SAFETY AND SECURITY

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 47. Your perception of the student's level of safety and security at school. | 0.0% | 6.8% | 17.6% | 39.2% | 20.3% | 16.2% |
| 48. The district's effectiveness in addressing gang issues if they exist. | 2.7% | 8.1% | 21.6% | 24.3% | 4.1% | 39.2% |
| 49. The district's effectiveness in addressing drug issues if they exist. | 8.1% | 6.8% | 32.4% | 21.6% | 4.1% | 27.0% |
| 50. The district's effectiveness in addressing vandalism issues if they exist. | 1.4% | 8.1% | 23.0% | 31.1% | 2.7% | 33.8% |
| 51. The working relationship that security personnel have with principals, teachers, staff and students. | 0.0% | 6.8% | 18.9% | 27.0% | 18.9% | 28.4% |
| 52. The equity, consistency and fairness of discipline students receive for misconduct. | 8.1% | 8.1% | 27.0% | 28.4% | 6.8% | 21.6% |
| 53. The condition of school grounds (existence of safety hazards). | 0.0% | 2.7% | 18.9% | 41.9% | 17.6% | 18.9% |

J. COMPUTERS AND TECHNOLOGY

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 54. The ability and knowledge of teachers to teach computer science and other technology-related courses. | 0.0% | 1.4% | 16.2% | 32.4% | 16.2% | 33.8% |
| 55. The age and condition of computers and their usefulness in applying new technology. | 0.0% | 5.4% | 12.2% | 43.2% | 12.2% | 27.0% |
| 56. Student access to sufficient computers for students to learn and apply technology. | 1.4% | 4.1% | 9.5% | 39.2% | 18.9% | 27.0% |
| 57. Easy student access to the Internet. | 0.0% | 2.7% | 10.8% | 37.8% | 18.9% | 29.7% |

AUXILIARY SUPPORT STAFF SURVEY

PART A: DEMOGRAPHIC DATA

Note: Percentages may not add to 100% due to rounding or multiple responses.

| STATEMENT | CATEGORY | | |
|----------------------|-------------|-------|--------|
| | NO RESPONSE | MALE | FEMALE |
| 1. Gender (Optional) | 5.3% | 26.3% | 68.4% |

| STATEMENT | CATEGORY | | | | | |
|-------------------------|-------------|-------|------------------|----------|-------|-------|
| | NO RESPONSE | ANGLO | AFRICAN AMERICAN | HISPANIC | ASIAN | OTHER |
| 2. Ethnicity (Optional) | 5.3% | 73.7% | 0.0% | 10.5% | 0.0% | 10.5% |

| STATEMENT | CATEGORY | | | |
|--|-------------|-----------|------------|------------------|
| | NO RESPONSE | 0-5 YEARS | 6-10 YEARS | 11 OR MORE YEARS |
| 3. How long have you lived/worked in Waxahachie ISD? | 0.0% | 15.8% | 36.8% | 47.4% |

| STATEMENT | CATEGORY | |
|--|---|-------|
| | GRADE LEVEL | |
| 4. What grade level(s) do you supervise? | Pre-Elementary (Pre-Kindergarten, Kindergarten) | 1.0% |
| | Elementary (Grades 1-5) | 3.0% |
| | Middle School (Grades 6-8) | 3.0% |
| | High School (Grades 9-12) | 31.6% |
| | Not Applicable (Administrators) | 63.2% |

PART B: SURVEY QUESTIONS

EMPLOYEE SPECIFIC INFORMATION

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 1. The ability of staff to quickly and easily purchase needed goods and services. | 0.0% | 15.8% | 26.3% | 42.1% | 10.5% | 5.3% |
| 2. The competitiveness of district salaries with similar positions in the job market. | 5.3% | 31.6% | 42.1% | 15.8% | 0.0% | 5.3% |
| 3. The effectiveness of the district's program to orient new employees. | 0.0% | 15.8% | 52.6% | 26.3% | 0.0% | 5.3% |

EMPLOYEE SPECIFIC INFORMATION (CONTINUED)

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 4. The district's effectiveness in identifying and rewarding competence and excellent performance. | 10.5% | 42.1% | 26.3% | 15.8% | 0.0% | 5.3% |
| 5. The district's effectiveness in dealing appropriately with employees who perform below the standard of expectation (up to and including termination) | 15.8% | 21.1% | 31.6% | 21.1% | 0.0% | 10.5% |
| 6. The ability of the district's health insurance package to meet my needs. | 10.5% | 15.8% | 42.1% | 5.3% | 15.8% | 10.5% |
| 7. The fairness and timeliness of the district's grievance process. | 0.0% | 0.0% | 15.8% | 26.3% | 0.0% | 57.9% |

A. DISTRICT LEADERSHIP, ORGANIZATION, AND MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 8. The time allowed for public input at meetings by the school board. | 0.0% | 0.0% | 26.3% | 21.1% | 5.3% | 47.4% |
| 9. The effectiveness of the school board in its role as a policy maker for the district. | 0.0% | 10.5% | 42.1% | 15.8% | 5.3% | 26.3% |
| 10. The superintendent's effectiveness as an instructional leader and business manager. | 0.0% | 5.3% | 31.6% | 21.1% | 15.8% | 26.3% |
| 11. The level of cooperation between the superintendent and the board in working together. | 0.0% | 5.3% | 21.1% | 21.1% | 5.3% | 47.4% |

B. EDUCATIONAL SERVICE DELIVERY

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 12. The district's effectiveness in meeting the needs of the college-bound student. | 0.0% | 0.0% | 15.8% | 36.8% | 5.3% | 42.1% |
| 13. The district's effectiveness in meeting the needs of the work-bound student. | 0.0% | 0.0% | 15.8% | 26.3% | 10.5% | 47.4% |
| 14. The effectiveness of the district's educational programs in meeting the needs of the students. | 0.0% | 5.3% | 15.8% | 36.8% | 5.3% | 36.8% |

B. EDUCATIONAL SERVICE DELIVERY (CONTINUED)

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------------------------------|---------|--|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 15. The effectiveness of the district's special programs in meeting the needs of students. | 0.0% | 0.0% | 26.3% | 36.8% | 5.3% | 31.6% |
| 16. The effectiveness of the district in immediately notifying a parent if a child is absent from school. | 0.0% | 0.0% | 15.8% | 36.8% | 0.0% | 47.4% |
| 17. The overall quality of district teachers. | 0.0% | 0.0% | 21.1% | 52.6% | 5.3% | 21.1% |
| 18. Students access, when needed, to a school nurse. | 0.0% | 5.3% | 5.3% | 36.8% | 26.3% | 26.3% |
| 19. The equal access that all schools have to educational materials such as computers, television monitors, science labs and art classes | 0.0% | 5.3% | 10.5% | 21.1% | 31.6% | 31.6% |
| 20. The ability of the school library to meet student needs for books and other resources. | 0.0% | 5.3% | 5.3% | 21.1% | 31.6% | 36.8% |
| 21. District educational programs that need improvement to meet the students' needs: | | | | | | |
| Reading | 31.6% | English or Language Arts | 21.1% | Physical Education | | 0.0% |
| Writing | 21.1% | Computer Instruction | 5.3% | Business Education | | 5.3% |
| Mathematics | 52.6% | Social Studies (history or geography) | 15.8% | Vocational Education (Career & Technology Education) | | 5.3% |
| Science | 26.3% | Fine Arts | 5.3% | Foreign Language | | 15.8% |
| 22. District special programs that need improvement to meet the students' needs: | | | | | | |
| Library Service | 5.3% | Summer School Programs | | | | 26.3% |
| Honors/Gifted and Talented Education | 15.8% | Alternative Education Programs | | | | 26.3% |
| Special Education | 0.0% | English as a Second Language Programs | | | | 21.1% |
| Head Start and Even Start Programs | 0.0% | Dropout Prevention Programs | | | | 21.1% |
| Dyslexia | 0.0% | Career Counseling Program | | | | 21.1% |
| Student Mentoring | 10.5% | College Counseling Program | | | | 10.5% |
| Advanced Placement | 0.0% | Counseling Parents of Students | | | | 21.1% |
| Literacy | 5.3% | | | | | |

C. COMMUNITY INVOLVEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 23. The effectiveness and regularity of the district's communication with parents | 0.0% | 0.0% | 26.3% | 36.8% | 5.3% | 31.6% |
| 24. The availability of district facilities for community use. | 0.0% | 5.3% | 26.3% | 31.6% | 5.3% | 31.6% |
| 25. The availability of volunteers at all schools to help with student and school programs. | 0.0% | 15.8% | 15.8% | 15.8% | 15.8% | 36.8% |
| 26. The effectiveness of the district's parent involvement programs. | 5.3% | 15.8% | 10.5% | 15.8% | 10.5% | 42.1% |

D. FACILITIES CONSTRUCTION, USE AND MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 27. The ability for parents, citizens, students, faculty, staff and the board to participate and provide input into facility planning. | 0.0% | 21.1% | 15.8% | 21.1% | 10.5% | 31.6% |
| 28. The cleanliness of schools. | 0.0% | 0.0% | 5.3% | 36.8% | 26.3% | 31.6% |
| 29. Buildings are properly maintained in a timely manner. | 0.0% | 5.3% | 5.3% | 36.8% | 21.1% | 31.6% |

E. FINANCIAL/ASSET AND RISK MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 30. The effectiveness of site-based budgeting in involving principals and teachers in the budget process. | 0.0% | 0.0% | 10.5% | 21.1% | 5.3% | 63.2% |
| 31. The ability of the public to provide sufficient input during the budget process. | 0.0% | 5.3% | 21.1% | 5.3% | 5.3% | 63.2% |
| 32. The district's financial reports are available and easy to understand and read. | 0.0% | 0.0% | 15.8% | 26.3% | 5.3% | 52.6% |
| 33. The ability of the superintendent and administrators to effectively manage the district's budget. | 0.0% | 0.0% | 26.3% | 15.8% | 15.8% | 42.1% |

F. PURCHASING, WAREHOUSING, AND TEXTBOOKS

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 34. The quality of the goods and services purchased by the district. | 0.0% | 0.0% | 21.1% | 36.8% | 10.5% | 31.6% |
| 35. Students' access to textbooks in a timely manner. | 0.0% | 10.5% | 15.8% | 15.8% | 0.0% | 57.9% |
| 36. The condition and age of textbooks. | 0.0% | 10.5% | 15.8% | 15.8% | 0.0% | 57.9% |

G. FOOD SERVICES

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 37. The temperature, appearance, and taste of the cafeteria's food. | 0.0% | 5.3% | 15.8% | 31.6% | 10.5% | 36.8% |
| 38. The length of time students have to eat. | 0.0% | 10.5% | 42.1% | 15.8% | 0.0% | 31.6% |
| 39. Discipline and order in the cafeteria. | 0.0% | 10.5% | 36.8% | 15.8% | 0.0% | 36.8% |
| 40. The helpfulness and friendliness of cafeteria staff. | 0.0% | 0.0% | 15.8% | 42.1% | 10.5% | 31.6% |
| 41. The cleanliness and sanitary condition of district cafeteria facilities. | 0.0% | 0.0% | 5.3% | 36.8% | 21.1% | 36.8% |

H. TRANSPORTATION

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 42. The level of discipline maintained by the bus driver on the bus. | 0.0% | 0.0% | 26.3% | 10.5% | 5.3% | 57.9% |
| 43. The level of safety at bus pick-up stops and drop-off zones at schools. | 0.0% | 0.0% | 15.8% | 21.1% | 10.5% | 52.6% |
| 44. The on-time arrival and departure of buses. | 0.0% | 0.0% | 10.5% | 26.3% | 10.5% | 52.6% |
| 45. Buses regularly arrive in time for students to eat breakfast. | 0.0% | 0.0% | 15.8% | 21.1% | 10.5% | 52.6% |
| 46. The overall cleanliness and maintenance of buses. | 0.0% | 0.0% | 5.3% | 26.3% | 15.8% | 52.6% |

I. SAFETY AND SECURITY

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 47. Your perception of the student's level of safety and security at school. | 0.0% | 15.8% | 31.6% | 15.8% | 10.5% | 26.3% |
| 48. The district's effectiveness in addressing gang issues if they exist. | 0.0% | 15.8% | 10.5% | 15.8% | 5.3% | 52.6% |
| 49. The district's effectiveness in addressing drug issues if they exist. | 0.0% | 15.8% | 10.5% | 21.1% | 5.3% | 47.4% |
| 50. The district's effectiveness in addressing vandalism issues if they exist. | 0.0% | 5.3% | 21.1% | 26.3% | 10.5% | 36.8% |
| 51. The working relationship that security personnel have with principals, teachers, staff and students. | 5.3% | 10.5% | 21.1% | 15.8% | 15.8% | 31.6% |
| 52. The equity, consistency and fairness of discipline students receive for misconduct. | 5.3% | 10.5% | 31.6% | 5.3% | 10.5% | 36.8% |
| 53. The condition of school grounds (existence of safety hazards). | 0.0% | 0.0% | 21.1% | 26.3% | 26.3% | 26.3% |

J. COMPUTERS AND TECHNOLOGY

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 54. The ability and knowledge of teachers to teach computer science and other technology-related courses. | 0.0% | 0.0% | 0.0% | 42.1% | 5.3% | 52.6% |
| 55. The age and condition of computers and their usefulness in applying new technology. | 0.0% | 0.0% | 5.3% | 47.4% | 10.5% | 36.8% |
| 56. Student access to sufficient computers for students to learn and apply technology. | 0.0% | 5.3% | 5.3% | 36.8% | 10.5% | 42.1% |
| 57. Easy student access to the Internet. | 0.0% | 0.0% | 10.5% | 31.6% | 10.5% | 47.4% |

STUDENT SURVEY

PART A: DEMOGRAPHIC DATA

Note: Percentages may not add to 100% due to rounding or multiple responses.

| STATEMENT | CATEGORY | | |
|----------------------|-------------|-------|--------|
| | NO RESPONSE | MALE | FEMALE |
| 1. Gender (Optional) | 0.0% | 37.5% | 62.5% |

| STATEMENT | NO RESPONSE | CATEGORY | | | | |
|-------------------------|-------------|----------|------------------|----------|-------|-------|
| | | ANGLO | AFRICAN AMERICAN | HISPANIC | ASIAN | OTHER |
| 2. Ethnicity (Optional) | 6.3% | 68.8% | 0.0% | 18.8% | 0.0% | 6.3% |

| STATEMENT | NO RESPONSE | CATEGORY | | | |
|--|-------------|-----------|------------|------------------|--|
| | | 0-5 YEARS | 6-10 YEARS | 11 OR MORE YEARS | |
| 3. How long have you lived/worked in Waxahachie ISD? | 0.0% | 18.8% | 50.0% | 31.3% | |

| STATEMENT | CATEGORY | |
|----------------------|---|--------|
| | GRADE LEVEL | |
| 4. What grade level? | Pre-Elementary (Pre-Kindergarten, Kindergarten) | 0.0% |
| | Elementary (Grades 1-5) | 0.0% |
| | Middle School (Grades 6-8) | 0.0% |
| | High School (Grades 9-12) | 100.0% |
| | Not Applicable (Administrators) | 0.0% |

PART B: SURVEY QUESTIONS

A. DISTRICT LEADERSHIP, ORGANIZATION, AND MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 1. The time allowed for public input at meetings by the school board. | 0.0% | 6.3% | 18.8% | 18.8% | 0.0% | 56.3% |
| 2. The effectiveness of the school board in its role as a policy maker for the district. | 0.0% | 6.3% | 43.8% | 6.3% | 6.3% | 37.5% |
| 3. The superintendent's effectiveness as an instructional leader and business manager. | 6.3% | 12.5% | 12.5% | 18.8% | 6.3% | 43.8% |
| 4. The level of cooperation between the superintendent and the board in working together. | 6.3% | 6.3% | 18.8% | 12.5% | 0.0% | 56.3% |

B. EDUCATIONAL SERVICE DELIVERY

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------------------------------|---------|--|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 5. The district's effectiveness in meeting the needs of the college-bound student. | 12.5% | 0.0% | 25.0% | 37.5% | 0.0% | 25.0% |
| 6. The district's effectiveness in meeting the needs of the work-bound student. | 6.3% | 0.0% | 31.3% | 37.5% | 0.0% | 25.0% |
| 7. The effectiveness of the district's educational programs in meeting the needs of the students. | 6.3% | 18.8% | 25.0% | 31.3% | 0.0% | 18.8% |
| 8. The effectiveness of the district's special programs in meeting the needs of students. | 12.5% | 0.0% | 18.8% | 37.5% | 0.0% | 31.3% |
| 9. The effectiveness of the district in immediately notifying a parent if a child is absent from school. | 12.5% | 6.3% | 12.5% | 31.3% | 0.0% | 37.5% |
| 10. The overall quality of district teachers. | 18.8% | 6.3% | 12.5% | 31.3% | 12.5% | 18.8% |
| 11. Students access, when needed, to a school nurse. | 12.5% | 6.3% | 6.3% | 50.0% | 12.5% | 12.5% |
| 12. The equal access that all schools have to educational materials such as computers, television monitors, science labs and art classes | 0.0% | 6.3% | 18.8% | 37.5% | 25.0% | 12.5% |
| 13. The ability of the school library to meet student needs for books and other resources. | 0.0% | 0.0% | 18.8% | 43.8% | 25.0% | 12.5% |
| 14. District educational programs that need improvement to meet the students' needs: | | | | | | |
| Reading | 18.8% | English or Language Arts | 12.5% | Physical Education | | 18.8% |
| Writing | 12.5% | Computer Instruction | 12.5% | Business Education | | 12.5% |
| Mathematics | 31.3% | Social Studies (history or geography) | 25.0% | Vocational Education (Career & Technology Education) | | 12.5% |
| Science | 31.3% | Fine Arts | 12.5% | Foreign Language | | 31.3% |
| 15. District special programs that need improvement to meet the students' needs: | | | | | | |
| Library Service | 18.8% | Summer School Programs | | | | 12.5% |
| Honors/Gifted and Talented Education | 25.0% | Alternative Education Programs | | | | 6.3% |
| Special Education | 12.5% | English as a Second Language Programs | | | | 37.5% |
| Head Start and Even Start Programs | 0.0% | Dropout Prevention Programs | | | | 31.3% |
| Dyslexia | 25.0% | Career Counseling Program | | | | 18.8% |
| Student Mentoring | 0.0% | College Counseling Program | | | | 18.8% |
| Advanced Placement | 18.8% | Counseling Parents of Students | | | | 6.3% |
| Literacy | 6.3% | | | | | |

C. COMMUNITY INVOLVEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 16. The effectiveness and regularity of the district's communication with parents | 12.5% | 25.0% | 31.3% | 6.3% | 6.3% | 18.8% |
| 17. The availability of district facilities for community use. | 12.5% | 0.0% | 43.8% | 12.5% | 0.0% | 31.3% |
| 18. The availability of volunteers at all schools to help with student and school programs. | 0.0% | 12.5% | 31.3% | 25.0% | 0.0% | 31.3% |
| 19. The effectiveness of the district's parent involvement programs. | 12.5% | 12.5% | 25.0% | 18.8% | 0.0% | 31.3% |

D. FACILITIES CONSTRUCTION, USE AND MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 20. The ability for parents, citizens, students, faculty, staff and the board to participate and provide input into facility planning. | 12.5% | 18.8% | 31.3% | 0.0% | 0.0% | 37.5% |
| 21. The cleanliness of schools. | 6.3% | 6.3% | 37.5% | 12.5% | 6.3% | 31.3% |
| 22. Buildings are properly maintained in a timely manner. | 6.3% | 12.5% | 25.0% | 18.8% | 6.3% | 31.3% |

E. FINANCIAL/ASSET AND RISK MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 23. The effectiveness of site-based budgeting in involving principals and teachers in the budget process. | 0.0% | 0.0% | 31.3% | 18.8% | 0.0% | 50.0% |
| 24. The ability of the public to provide sufficient input during the budget process. | 6.3% | 0.0% | 31.3% | 6.3% | 0.0% | 56.3% |
| 25. The district's financial reports are available and easy to understand and read. | 6.3% | 0.0% | 18.8% | 12.5% | 0.0% | 62.5% |
| 26. The ability of the superintendent and administrators to effectively manage the district's budget. | 0.0% | 0.0% | 25.0% | 6.3% | 0.0% | 68.8% |

F. PURCHASING, WAREHOUSING, AND TEXTBOOKS

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 27. The quality of the goods and services purchased by the district. | 12.5% | 0.0% | 31.3% | 18.8% | 0.0% | 37.5% |
| 28. Students' access to textbooks in a timely manner. | 0.0% | 6.3% | 6.3% | 37.5% | 18.8% | 31.3% |
| 29. The condition and age of textbooks. | 6.3% | 12.5% | 37.5% | 12.5% | 0.0% | 31.3% |

G. FOOD SERVICES

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 30. The temperature, appearance, and taste of the cafeteria's food. | 12.5% | 12.5% | 43.8% | 0.0% | 0.0% | 31.3% |
| 31. The length of time students have to eat. | 18.8% | 18.8% | 25.0% | 0.0% | 6.3% | 31.3% |
| 32. Discipline and order in the cafeteria. | 0.0% | 31.3% | 25.0% | 12.5% | 0.0% | 31.3% |
| 33. The helpfulness and friendliness of cafeteria staff. | 6.3% | 12.5% | 18.8% | 12.5% | 12.5% | 37.5% |
| 34. The cleanliness and sanitary condition of district cafeteria facilities. | 6.3% | 0.0% | 25.0% | 37.5% | 0.0% | 31.3% |

H. TRANSPORTATION

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 35. The level of discipline maintained by the bus driver on the bus. | 12.5% | 12.5% | 12.5% | 0.0% | 6.3% | 56.3% |
| 36. The level of safety at bus pick-up stops and drop-off zones at schools. | 6.3% | 6.3% | 18.8% | 18.8% | 6.3% | 43.8% |
| 37. The on-time arrival and departure of buses. | 6.3% | 6.3% | 12.5% | 18.8% | 6.3% | 50.0% |
| 38. Buses regularly arrive in time for students to eat breakfast. | 12.5% | 0.0% | 12.5% | 6.3% | 12.5% | 56.3% |
| 39. The overall cleanliness and maintenance of buses. | 6.3% | 6.3% | 12.5% | 18.8% | 6.3% | 50.0% |

I. SAFETY AND SECURITY

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 40. Your perception of the student's level of safety and security at school. | 0.0% | 12.5% | 6.3% | 37.5% | 6.3% | 37.5% |
| 41. The district's effectiveness in addressing gang issues if they exist. | 0.0% | 0.0% | 12.5% | 18.8% | 12.5% | 56.3% |
| 42. The district's effectiveness in addressing drug issues if they exist. | 6.3% | 0.0% | 12.5% | 12.5% | 18.8% | 50.0% |
| 43. The district's effectiveness in addressing vandalism issues if they exist. | 6.3% | 0.0% | 12.5% | 25.0% | 0.0% | 56.3% |
| 44. The working relationship that security personnel have with principals, teachers, staff and students. | 6.3% | 6.3% | 18.8% | 12.5% | 6.3% | 50.0% |
| 45. The equity, consistency and fairness of discipline students receive for misconduct. | 12.5% | 6.3% | 25.0% | 18.8% | 0.0% | 37.5% |
| 46. The condition of school grounds (existence of safety hazards). | 6.3% | 6.3% | 6.3% | 25.0% | 18.8% | 37.5% |

J. COMPUTERS AND TECHNOLOGY

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 47. The ability and knowledge of teachers to teach computer science and other technology-related courses. | 6.3% | 0.0% | 6.3% | 25.0% | 18.8% | 43.8% |
| 48. The age and condition of computers and their usefulness in applying new technology. | 0.0% | 0.0% | 12.5% | 18.8% | 25.0% | 43.8% |
| 49. Student access to sufficient computers for students to learn and apply technology. | 0.0% | 6.3% | 6.3% | 31.3% | 12.5% | 43.8% |
| 50. Easy student access to the Internet. | 12.5% | 0.0% | 12.5% | 18.8% | 12.5% | 43.8% |

COMMUNITY SURVEY

PART A: DEMOGRAPHIC DATA

Note: Percentages may not add to 100% due to rounding or multiple responses.

| STATEMENT | CATEGORY | | |
|----------------------|-------------|-------|--------|
| | NO RESPONSE | MALE | FEMALE |
| 1. Gender (Optional) | 7.7% | 23.1% | 69.2% |

| STATEMENT | CATEGORY | | | | | |
|-------------------------|-------------|-------|------------------|----------|-------|-------|
| | NO RESPONSE | ANGLO | AFRICAN AMERICAN | HISPANIC | ASIAN | OTHER |
| 2. Ethnicity (Optional) | 7.7% | 88.5% | 0.0% | 3.8% | 0.0% | 0.0% |

| STATEMENT | CATEGORY | | | |
|--|-------------|-----------|------------|------------------|
| | NO RESPONSE | 0-5 YEARS | 6-10 YEARS | 11 OR MORE YEARS |
| 3. How long have you lived/worked in Waxahachie ISD? | 3.8% | 30.8% | 26.9% | 38.5% |

| STATEMENT | CATEGORY | |
|---|---|-------|
| | GRADE LEVEL | |
| 4. What grade level(s) do your children attend? | Pre-Elementary (Pre-Kindergarten, Kindergarten) | 11.5% |
| | Elementary (Grades 1-5) | 53.8% |
| | Middle School (Grades 6-8) | 30.8% |
| | High School (Grades 9-12) | 30.8% |
| | Not Applicable (Administrators) | 15.4% |

PART B: SURVEY QUESTIONS

A. DISTRICT LEADERSHIP, ORGANIZATION, AND MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 1. The time allowed for public input at meetings by the school board. | 0.0% | 3.8% | 26.9% | 15.4% | 3.8% | 50.0% |
| 2. The effectiveness of the school board in its role as a policy maker for the district. | 0.0% | 3.8% | 34.6% | 23.1% | 3.8% | 34.6% |
| 3. The superintendent's effectiveness as an instructional leader and business manager. | 0.0% | 7.7% | 23.1% | 23.1% | 11.5% | 34.6% |
| 4. The level of cooperation between the superintendent and the board in working together. | 0.0% | 3.8% | 19.2% | 30.8% | 7.7% | 38.5% |

B. EDUCATIONAL SERVICE DELIVERY

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------------------------------|---------|--|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 5. The district's effectiveness in meeting the needs of the college-bound student. | 0.0% | 7.7% | 30.8% | 30.8% | 3.8% | 26.9% |
| 6. The district's effectiveness in meeting the needs of the work-bound student. | 0.0% | 3.8% | 19.2% | 26.9% | 7.7% | 42.3% |
| 7. The effectiveness of the district's educational programs in meeting the needs of the students. | 0.0% | 11.5% | 42.3% | 30.8% | 7.7% | 7.7% |
| 8. The effectiveness of the district's special programs in meeting the needs of students. | 3.8% | 26.9% | 23.1% | 23.1% | 7.7% | 15.4% |
| 9. The effectiveness of the district in immediately notifying a parent if a child is absent from school. | 3.8% | 7.7% | 11.5% | 26.9% | 15.4% | 34.6% |
| 10. The overall quality of district teachers. | 0.0% | 0.0% | 26.9% | 34.6% | 30.8% | 7.7% |
| 11. Students access, when needed, to a school nurse. | 0.0% | 0.0% | 11.5% | 38.5% | 30.8% | 19.2% |
| 12. The equal access that all schools have to educational materials such as computers, television monitors, science labs and art classes | 0.0% | 11.5% | 26.9% | 30.8% | 19.2% | 11.5% |
| 13. The ability of the school library to meet student needs for books and other resources. | 0.0% | 3.8% | 26.9% | 23.1% | 34.6% | 11.5% |
| 14. District educational programs that need improvement to meet the students' needs: | | | | | | |
| Reading | 23.1% | English or Language Arts | 19.2% | Physical Education | | 30.8% |
| Writing | 23.1% | Computer Instruction | 26.9% | Business Education | | 11.5% |
| Mathematics | 38.5% | Social Studies (history or geography) | 3.8% | Vocational Education (Career & Technology Education) | | 7.7% |
| Science | 11.5% | Fine Arts | 23.1% | Foreign Language | | 15.4% |
| 15. District special programs that need improvement to meet the students' needs: | | | | | | |
| Library Service | 11.5% | Summer School Programs | | | | 15.4% |
| Honors/Gifted and Talented Education | 30.8% | Alternative Education Programs | | | | 3.8% |
| Special Education | 15.4% | English as a Second Language Programs | | | | 19.2% |
| Head Start and Even Start Programs | 0.0% | Dropout Prevention Programs | | | | 19.2% |
| Dyslexia | 26.9% | Career Counseling Program | | | | 42.3% |
| Student Mentoring | 26.9% | College Counseling Program | | | | 23.1% |
| Advanced Placement | 7.7% | Counseling Parents of Students | | | | 15.4% |
| Literacy | 15.4% | | | | | |

C. COMMUNITY INVOLVEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 16. The effectiveness and regularity of the district's communication with parents | 3.8% | 15.4% | 30.8% | 30.8% | 7.7% | 11.5% |
| 17. The availability of district facilities for community use. | 0.0% | 11.5% | 19.2% | 42.3% | 7.7% | 19.2% |
| 18. The availability of volunteers at all schools to help with student and school programs. | 0.0% | 15.4% | 23.1% | 34.6% | 19.2% | 7.7% |
| 19. The effectiveness of the district's parent involvement programs. | 7.7% | 15.4% | 15.4% | 26.9% | 23.1% | 11.5% |

D. FACILITIES CONSTRUCTION, USE AND MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 20. The ability for parents, citizens, students, faculty, staff and the board to participate and provide input into facility planning. | 15.4% | 3.8% | 15.4% | 26.9% | 3.8% | 34.6% |
| 21. The cleanliness of schools. | 0.0% | 7.7% | 19.2% | 38.5% | 26.9% | 7.7% |
| 22. Buildings are properly maintained in a timely manner. | 0.0% | 11.5% | 11.5% | 42.3% | 23.1% | 11.5% |

E. FINANCIAL/ASSET AND RISK MANAGEMENT

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 23. The effectiveness of site-based budgeting in involving principals and teachers in the budget process. | 0.0% | 11.5% | 7.7% | 3.8% | 0.0% | 76.9% |
| 24. The ability of the public to provide sufficient input during the budget process. | 19.2% | 11.5% | 19.2% | 0.0% | 0.0% | 50.0% |
| 25. The district's financial reports are available and easy to understand and read. | 3.8% | 7.7% | 19.2% | 11.5% | 0.0% | 57.7% |
| 26. The ability of the superintendent and administrators to effectively manage the district's budget. | 3.8% | 3.8% | 19.2% | 23.1% | 0.0% | 50.0% |

F. PURCHASING, WAREHOUSING, AND TEXTBOOKS

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 27. The quality of the goods and services purchased by the district. | 0.0% | 3.8% | 42.3% | 30.8% | 3.8% | 19.2% |
| 28. Students' access to textbooks in a timely manner. | 7.7% | 3.8% | 30.8% | 30.8% | 3.8% | 23.1% |
| 29. The condition and age of textbooks. | 0.0% | 3.8% | 30.8% | 38.5% | 3.8% | 23.1% |

G. FOOD SERVICES

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 30. The temperature, appearance, and taste of the cafeteria's food. | 0.0% | 11.5% | 42.3% | 19.2% | 3.8% | 23.1% |
| 31. The length of time students have to eat. | 7.7% | 15.4% | 26.9% | 30.8% | 0.0% | 19.2% |
| 32. Discipline and order in the cafeteria. | 7.7% | 3.8% | 19.2% | 50.0% | 0.0% | 19.2% |
| 33. The helpfulness and friendliness of cafeteria staff. | 0.0% | 7.7% | 30.8% | 30.8% | 7.7% | 23.1% |
| 34. The cleanliness and sanitary condition of district cafeteria facilities. | 0.0% | 0.0% | 19.2% | 57.7% | 7.7% | 15.4% |

H. TRANSPORTATION

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 35. The level of discipline maintained by the bus driver on the bus. | 3.8% | 3.8% | 7.7% | 11.5% | 0.0% | 73.1% |
| 36. The level of safety at bus pick-up stops and drop-off zones at schools. | 3.8% | 0.0% | 7.7% | 23.1% | 7.7% | 57.7% |
| 37. The on-time arrival and departure of buses. | 0.0% | 0.0% | 11.5% | 15.4% | 11.5% | 61.5% |
| 38. Buses regularly arrive in time for students to eat breakfast. | 0.0% | 0.0% | 3.8% | 15.4% | 0.0% | 80.8% |
| 39. The overall cleanliness and maintenance of buses. | 0.0% | 0.0% | 3.8% | 15.4% | 3.8% | 76.9% |

I. SAFETY AND SECURITY

| CATEGORY FOR RATING | RATING | | | | | |
|--|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 40. Your perception of the student's level of safety and security at school. | 0.0% | 3.8% | 26.9% | 38.5% | 15.4% | 15.4% |
| 41. The district's effectiveness in addressing gang issues if they exist. | 0.0% | 3.8% | 15.4% | 19.2% | 3.8% | 57.7% |
| 42. The district's effectiveness in addressing drug issues if they exist. | 11.5% | 11.5% | 11.5% | 26.9% | 3.8% | 34.6% |
| 43. The district's effectiveness in addressing vandalism issues if they exist. | 0.0% | 0.0% | 26.9% | 19.2% | 3.8% | 50.0% |
| 44. The working relationship that security personnel have with principals, teachers, staff and students. | 0.0% | 0.0% | 15.4% | 19.2% | 11.5% | 53.8% |
| 45. The equity, consistency and fairness of discipline students receive for misconduct. | 11.5% | 19.2% | 26.9% | 15.4% | 3.8% | 23.1% |
| 46. The condition of school grounds (existence of safety hazards). | 0.0% | 0.0% | 23.1% | 46.2% | 15.4% | 15.4% |

J. COMPUTERS AND TECHNOLOGY

| CATEGORY FOR RATING | RATING | | | | | |
|---|--------|---------------|---------|-------|-----------|-------------|
| | POOR | BELOW AVERAGE | AVERAGE | GOOD | EXCELLENT | NO RESPONSE |
| 47. The ability and knowledge of teachers to teach computer science and other technology-related courses. | 0.0% | 3.8% | 7.7% | 30.8% | 11.5% | 46.2% |
| 48. The age and condition of computers and their usefulness in applying new technology. | 0.0% | 3.8% | 11.5% | 26.9% | 11.5% | 46.2% |
| 49. Student access to sufficient computers for students to learn and apply technology. | 0.0% | 3.8% | 15.4% | 30.8% | 7.7% | 42.3% |
| 50. Easy student access to the Internet. | 0.0% | 3.8% | 3.8% | 42.3% | 11.5% | 38.5% |

