

TRANSMITTAL LETTER

May 23, 2003

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

Fellow Texans:

I am pleased to present my performance review of the Clear Creek Independent School District (CCISD).

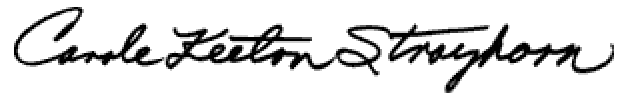
This review is intended to help CCISD hold the line on costs, streamline operations, and improve services to ensure that more of every education dollar goes directly into the classroom with the teachers and children, where it belongs. To aid in this task, I contracted with McConnell Jones Lanier and Murphy LLP.

I have made a number of recommendations to improve CCISD's efficiency. I also have highlighted a number of "best practices" in district operations - model programs and services provided by the district's administrators, teachers, and staff. This report outlines 68 detailed recommendations that could save CCISD more than \$14.8 million over the next five years, while reinvesting nearly \$1.7 million to improve educational services and other operations. Net savings are estimated to reach more than \$13.1 million that the district can redirect to the classroom.

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

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

Sincerely,



Carole Keeton Strayhorn
Texas Comptroller

c: Senate Committee on Education

House Committee on Public Education

The Honorable Mike Jackson, State Senator, District 11

The Honorable Craig Eiland, State Representative, District 23

The Honorable Larry Taylor, State Representative, District 24

The Honorable John Davis, State Representative, District 129

EXECUTIVE SUMMARY

In January 2002, the Comptroller announced her intent to conduct a review of the Clear Creek Independent School District (CCISD). Work began on the CCISD review in October 2002. Based upon seven months of work, this report identifies CCISD's exemplary programs and suggests concrete ways to improve district management and operations. If fully implemented, the Comptroller's 68 recommendations could result in net savings of more than \$13.1 million over the next five years.

Improving the Texas School Performance Review

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

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

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

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

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

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

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

TSPR in Clear Creek ISD

On October 1, 2002, TSPR began its performance review of CCISD, the 28th largest district in the state. The Comptroller had received a request from Kemah City Council member Mary Anne Holcomb to conduct a TSPR in May 2001. The district faced financial challenges which included a declining fund balance and a tax rate at the \$1.50 state cap. At the district's request, the Comptroller agreed to delay the review until the fall of 2002.

The Comptroller contracted with McConnell Jones Lanier and Murphy LLP, a Houston-based consulting firm, to assist with the review at a cost of \$210,000.

The review team interviewed district employees, school board members, parents, business leaders and community members and conducted three-hour public forums in Clear Brook, Clear Creek and Clear Lake high schools on the evenings of October 1, 2 and 3, respectively. To obtain additional comments, the review team conducted six focus group sessions, two each with teachers and community members and one each with parents and business leaders. The Comptroller's Office also received numerous letters, e-mails and phone calls from parents, teachers, staff and community members. To ensure that all stakeholder groups had input, TSPR sent surveys to students, parents, teachers, campus and central administrators and support staff.

A total of 1,455 respondents answered surveys: 30 administrative and support staff; 49 principals and assistant principals; 150 teachers; 258 parents and 968 students completed written surveys as part of the review. Details from the public forums and surveys appear in **Appendices A through F**.

The review team also consulted two databases of comparative educational information maintained by the Texas Education Agency (TEA), the Academic Excellence Indicator System (AEIS) and the Public Education Information Management System (PEIMS). Throughout the report process, district officials, staff and administrators cooperated and provided necessary data to support or enhance information received from TEA. Numbers reflected in this report are based on a combination of data from both TEA and district sources.

CCISD selected peer districts for comparisons based on similarities in student enrollment, student performance and community and student demographics. The districts selected included Humble, Irving, Klein, Spring and Spring Branch ISDs. TSPR also compared CCISD to district averages in TEA's Regional Education Service Center IV (Region 4), to which CCISD belongs, and the state as a whole.

During its seven-month review, TSPR developed recommendations to improve operations and save taxpayers more than \$14.8 million by 2007-08. Cumulative net savings from all recommendations (savings minus recommended investments or expenditures) would reach more than \$13.1 million by 2007-08.

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

Acknowledgements

The Comptroller and McConnell Jones Lanier and Murphy LLP wish to express appreciation to the CCISD Board of Trustees, the superintendent, Dr. Sandra Mossman, the former superintendent, Dr. John Wilson, as well as the many district employees, students, business leaders and community residents who helped during the review. Special thanks are expressed to former chief of staff, Sandra Encrapera, and Martha Monroe who served as CCISD's liaisons with TSPR and worked tirelessly and cheerfully to accommodate the review team's requests for staff interviews, campus visits and information.

Clear Creek ISD

CCISD includes 12 municipalities located in parts of Harris and Galveston counties. In 2002-03, the district served 31,839 students in 36 schools and alternative education programs. CCISD, experienced a 12.9 percent enrollment growth from 1997-98 through 2002-03. During the same time period, total staffing increased 17 percent. The district has 3,530 full-time employees, including 56 percent or nearly 2,000 teachers, and spent 52

percent of its total budget for instruction compared to 51 percent for the state.

In 2002-03, CCISD students were 68.4 percent Anglo, 14.8 percent Hispanic, 7.1 percent African-American, 9.7 percent other. Teacher composition is 91.6 percent Anglo, 4.9 percent Hispanic, 2.1 percent African American and 1.4 percent other. About 13.9 percent of CCISD students are classified as economically disadvantaged.

Exhibit 1 details the demographic characteristics of the CCISD and its peer school districts.

**Exhibit 1
Demographic Characteristics
CCISD, Peer Districts, Region 4 and State
2002-03**

District	Number of Students	State Ranking by Enrollment	Percent African American	Percent Hispanic	Percent Anglo	Percent Other	Percent Economically Disadvantaged
Klein	34,597	24	13.4%	22.1%	56.3%	8.2%	22.6%
Spring Branch	32,945	27	6.5%	51.6%	35.2%	6.7%	52.7%
CCISD	31,839	28	7.1%	14.8%	68.4%	9.7%	13.9%
Irving	30,853	30	12.9%	55.0%	26.6%	5.5%	59.3%
Humble	25,936	36	11.3%	16.7%	68.4%	3.6%	18.9%
Spring	25,406	38	29.7%	29.5%	34.7%	6.1%	43.9%
Region 4	924,052	N/A	21.5%	39.3%	33.7%	5.5%	50.0%
State	4,239,911	N/A	14.3%	42.7%	39.8%	3.2%	51.9%

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

District officials expect enrollment to continue to increase by 1,000 students each year (**Exhibit 2**).

**Exhibit 2
CCISD Student Enrollment History**

School Year	Actual	Percent
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	Student Enrollment	Change From 1998-99
1998-99	28,205	N/A
1999-2000	28,846	2.3%
2000-01	29,875	5.9%
2001-02	30,994	9.9%
2002-03	31,839	12.9%

Source: TEA, Academic Excellence Indicator System (AEIS), 1998-99 through 2001-02 and PEIMS, 2002-03.

In 2000-01, CCISD's property value reached \$298,427 per student, nearly \$64,000 more than the state average of \$234,607. The district's preliminary property wealth calculations are projected at \$309,848 for 2002-03. CCISD spent \$205 million or \$6,637 per student in 2000-01. The district's 2001-02 annual operating budget increased 8.8 percent over the 2000-01 annual budget of \$189 million. In 2002-03, the district budgeted nearly \$215 million in expenditures or \$6,751 per student.

A growing district academically *Recognized* by TEA, CCISD receives strong support from surrounding communities, businesses and industry. However, the district faces financial challenges and difficult decisions as a result of reaching the \$1.50 capped maintenance and operations tax rate, a historically declining fund balance and a self-imposed homestead exemption originally set at 10 percent in 1997-98 and reduced to the current 5 percent in 2000-01. The National Aeronautics and Space Administration (NASA) Johnson Space Center lies in the heart of the district, so events impacting the center also often affect the district. After the Columbia tragedy, district officials, staff and community members once again provided comfort and support to the friends, relatives and families of the astronauts - three of whom had children in CCISD schools.

CCISD's fund balance of \$13.6 million or 7.8 percent is below the 10 percent optimum level. The district budgeted expenditures for 2002-03 at nearly \$206 million. However, the district faces decreased state funding in 2003-04 since it will most likely be classified a property wealthy district in 2003-04. Districts with a wealth per student at or above the \$305,000 benchmark become classified as property wealth districts, which are governed by Chapter 41 of the Texas Education Code and must send a share of their local tax funds to the state as part of the equalization of wealth provisions of the law. CCISD's property wealth was \$298,427 in

2001-02; preliminary numbers project property wealth will be \$309,848 in 2002-03.

The district conducted an election for four Board of Trustees positions on May 3, 2003 while a \$337 million bond failed to pass by a margin of 47 percent for and 53 percent against.

With a 91.7 percent Texas Assessment of Academic Skills (TAAS) passing rate in 2001-02, CCISD exceeded the state average of 85.3 percent and the regional average of 86.8 percent. For the sixth year in a row from 1996-97 through 2001-02, CCISD received a *Recognized* rating from TEA, the highest rating received of any district its size. CCISD expects to become the first district with more than 30,000 students to achieve an *Exemplary* rating. In spring 2003, CCISD's third graders received a 96 percent passing rate on the new statewide assessment compared to 89 percent for the state.

While TSPR found many exemplary programs and practices implemented by dedicated and hardworking district employees, CCISD confronts a number of challenges including:

- improving long-range planning;
- enhancing internal controls and accountability; and
- increasing departmental efficiency and communication.

Key Findings and Recommendations

Improve Long-Range Planning

Develop and adopt a comprehensive strategic plan. The district does not perform cohesive, integrated long-range strategic planning that links department plans and provides the board with a method to monitor programs. According to both board members and administrators, the district typically addresses issues after they become causes of concern. For example in 1995, the district did not link land acquisition to demographic and architectural studies. The district routinely performs building maintenance on a reactive basis as problems are discovered rather than using a preventive maintenance schedule. The new superintendent has begun to link facility and technology needs in the upcoming bond election. By developing a comprehensive plan that includes long-range budget information linked to instructional and operational goals, CCISD should be able to accomplish both broad and detailed district goals supported by specific programs, objectives and budgeted funds.

Implement a controlled Early Retirement Incentive Program. CCISD faces an aging workforce and an impending budget deficit. Of 3,530

district employees, 785 had 20 or more years of service as of December 31, 2002; 347 are eligible to retire. Although the district offered employees an early retirement incentive program in 1998-99, it has not offered the program since that time. District employees eligible for retirement include auxiliary employees, counselors, diagnosticians, librarians, nurses, paraprofessionals, speech pathologists and teachers. By implementing a controlled Early Retirement Incentive Program in stages and estimating that 50 percent of the eligible employees will exercise this option, the district could control departures and should conservatively realize more than \$6.6 million in savings over five years.

Develop facility use guidelines that maximize student use rates in all schools. CCISD's Facilities and Planning Department, which has primary responsibility for constructing and renovating schools, does not perform regular analysis of the facilities' use rates for long- and short-range planning. Twelve of the district's 36 schools have use rates below 75 percent. Staff told the review team that the district opened schools at 40 to 50 percent capacity to allow for growth. However, analysis shows that several of CCISD's older schools continue to operate under capacity. Facilities use guidelines could help the district make better use of CCISD's existing schools as well as support long-range school construction planning.

Develop a technology purchasing strategy and districtwide technology standards. To meet TEA's suggested three to one student to computer ratio, the district will need to replace 2,231 personal computers annually over the next five years. The district does not have a long-range plan to address performance, software compatibility and cost-effectiveness for these purchases. Consequently, some district computers are unable to run standard software due to differences in the specifications and chips included in the equipment. Developing districtwide standards and an effective acquisition strategy could save the district more than \$2.7 million over five years by leasing PCs rather than buying them, while ensuring software compatibility.

Enhance Internal Controls and Accountability

Develop written policies and procedures to manage and monitor all contracts. The district's contract management process does not include routine input from legal counsel, specific performance measures or evaluation criteria. Five major contracts for food service management, food service supplies, health insurance services, copiers and buses that totaled more than \$16 million had no legal review after they were drafted, and contracts contained few or no performance measures with which to evaluate services. By establishing centralized, effective contracting

policies and procedures, the district will ensure that it receives the best possible value and limit potential contractual and legal risks.

Remove medical and health information from personnel files. CCISD places medical information requested on emergency notification forms in employee personnel files violating board policy and the district's employee handbook on records confidentiality. Personnel records can be open records under state law. The Americans with Disabilities Act requires employers to keep medical records and information separate from non-medical records and to restrict access to medical information to those persons with a need-to-know. By revising the emergency notification forms and limiting the available information to specifics allowed by board policy, the district could create an internal control to prevent any public access to confidential medical information and comply with federal law.

Expand the scope of internal audits to include areas such as purchasing, student records and payroll. The internal auditor spends a majority of her time auditing activity funds, which represent only a fraction of the risks the district faces. As a result, areas such as contracts, the request for proposal process, student records and textbook reviews are not audited. By expanding the role of the internal audit to other high risk areas, the district can improve internal controls and better ensure that all policies, laws and regulations are followed consistently throughout the district.

Require individuals responsible for property to sign for it. CCISD does not require principals, budget managers or their designee to sign for fixed assets that have been assigned to their area. CCISD assigns responsibility for fixed assets to principals or budget managers or their designee. All fixed assets are tagged and a fixed asset specialist is responsible for inventorying the assets and getting principals or budget managers to sign an Inventory Control Form when an item turns up missing. Failing to initially sign for a fixed asset reduces overall accountability because no one individual is responsible for the fixed asset. By requiring the individual responsible for the property to sign for increases accountability by making the individual responsible for the property acknowledge receipt in writing.

Include district management's responses in the annual audit management letter. CCISD's external auditor's management letter comments do not include district management's responses to any recommendations made by the auditor. External auditors typically include districts' responses to auditor's recommendations to acknowledge management's awareness of the findings and explain to public what actions the district plans to take. All of CCISD's peer districts include responses to their respective external auditor's comments. By asking its external auditor to include management's comments with the external

auditor's management letter, the district will demonstrate its awareness of findings and recommendations to the public and show what management plans to do in response to the recommendations.

Execute a formal engagement letter with CCISD's outside legal counsel.

CCISD does not have an executed engagement letter or formal documentation with its primary legal counsel that outlines the scope of services or billing rates by category of legal staff performing the work. CCISD paid this law firm an average of \$247,759 during 2000-01 and 2001-02. Although the district produced copies of all firm invoices with billing totals, it did not have a listing of the hourly rates. According to the managing partner he routinely discusses billing rates with the board. Individual board members, however, said they were unaware of the rates. Executing a formal engagement letter will help the district verify hourly rates and better monitor legal costs.

Increase Departmental Efficiency and Communication

Establish a meals per labor hour (MPLH) standard and staff cafeterias accordingly.

CCISD operates a profitable Food Services Department but has a slightly lower than industry standard, meals per labor hour (15 MPLH versus 16 to 18 MPLH) on average. Some kitchens exceed the industry standard while others do not meet it. By distributing its workforce equitably across district kitchens, CCISD can reduce the number of hours worked by its kitchen staff and save the district more than \$450,000 over five years.

Monitor driver and aide vacancies, turnover, driver and aide absences and overtime costs on a continual basis and institute additional recruiting efforts.

The CCISD Transportation Department experiences high vacancy, turnover and absenteeism rates. As a result, the district consistently pays employees overtime to cover the lack of available drivers. In fall 2002, the Transportation director instituted an \$800 perfect attendance stipend to reduce absenteeism and lower turnover. However, the program has not been evaluated to determine its effectiveness. By closely monitoring driver/aide turnover and related statistics and instituting additional recruitment efforts, the district should reduce overtime payments and provide effectively staffed routes.

Restructure the Department of Technology Services to provide a service-oriented organization structure.

District staff spend excessive time repairing outdated audio visual and technology equipment while lacking training in many of the district's new technology equipment. Using a service-based oriented organization structure to reorganize staff, provide appropriate training and focus department goals and objectives with current and planned projects, the district should ensure a solid technology

infrastructure that increases efficiency, cost-effectiveness and provides adequate staff training.

Implement a purchasing card program for purchases of \$1,000 or less.

Although CCISD significantly reduced purchase orders by 44 percent from 11,609 in 1997-98 to 6,191 in 2001-02, purchase orders for \$1,000 or less accounted for more than 60 percent of the total during that same period. Districts such as Dallas ISD and Pasadena ISD use purchasing cards to lower supplier prices through faster payments and to lower processing costs by reducing internal purchase orders and payments.

Provide the Public Information Office with the capacity to update and amend the district's Web site. Currently, all CCISD Web site updates are routed through the Public Information Office and the Technology Department, which increases time and impedes efficiency. In the past, this process has delayed the posting of emergency notices. The Technology Department's Web master posts all Web site materials in addition to managing the server and Web site. Allowing the Public Information Office to post directly on the Web site can eliminate critical delays and can increase daily efficiencies.

Require schools to use available textbook software to manage inventory.

Twenty, or 65 percent of CCISD schools, currently have, but do not use, automated textbook inventory software. Assuming a 20 percent average reduction of lost textbooks with the automated system, CCISD could save more than \$41,000 over five years by requiring schools to use the system to better account for textbooks under their control.

Exemplary Programs and Practices

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

- ***CCISD has developed a Gifted and Talented program that recognizes and provides accelerated instruction to enhance outstanding individual aptitudes in students.*** CCISD offers Gifted and Talented programs at each of the district's schools including the opportunity for students to attend the Seabrook Intermediate's science magnet and Webster Academy Visions in Education (WAVE) schools. The district uses a variety of organization models for gifted and talented students including pull-out sessions, cluster grouping, mixed-ability classes with differentiated

instruction, ability-grouped classes and mini-courses offered at the University of Houston Clear Lake, Armand Bayou Nature Center, the Lunar Planetary Institute and NASA Space Center Houston. These minicourses offer topics that include in-depth analysis of architecture, art, science, environmental studies, history, problem solving, technology, space, inventions, drama, literature, business and cultural awareness. The district also uses community and business partnerships and districtwide teacher training to provide enhanced opportunities to students in the Gifted and Talented program.

- ***The CCISD Board of Trustees has taken advantage of training opportunities to improve their effectiveness as board members.***
The CCISD Board of Trustees has exceeded the minimum number of training hours required by the state for individual members and has more annual per member training than any of its peer district boards. As a result of this training, the board functions cohesively and effectively discusses a wide-range of issues for the benefit of students, staff and community members.
- ***CCISD uses a variety of strategies to examine and monitor student performance and mastery to promote student success.***
Collaborating with 30 other districts, CCISD developed an assessment test item bank for mathematics and established a nine-week benchmark process to monitor student mastery of the Texas Essential Knowledge and Skills (TEKS) and related subject-area objectives tested on the Texas Assessment of Knowledge and Skills (TAKS) throughout the year and at each grade level. Using a variety of performance measures at scheduled intervals enables CCISD to identify and assist students in academic areas of need.
- ***CCISD effectively capitalizes on community and business partnerships to strengthen district services.*** CCISD received more than \$770,000 in community services during 2001-02. Community participation included direct contributions, in-kind donations and the valuation of volunteer tutoring services. A survey of peer districts revealed that the district attracted at least 40 percent more equivalent dollars of community support than the closest peer district.
- ***CCISD used grant money to increase student participation in Advanced Placement courses and align its mathematics curricula to the Texas Essential Knowledge and Skills.*** In spring 1999, CCISD was chosen as one of four Texas districts to participate in a pilot program designed to increase access to, and enrollment in, Advanced Placement (AP) mathematics courses. CCISD

implemented an AP Mathematics Vertical Teams Toolkit under the direction of the Charles A. Dana Center of the University of Texas at Austin. The percent of students in the district passing the math portion of the statewide assessment in 2001-02 (95.4 percent) exceeded that of 2000-01 (94.6 percent).

- ***CCISD uses collaborative efforts between special educators and regular educators and support staff to promote increased student performance and participation in the statewide assessment.***
CCISD's regular and special educators and support staff collaborate to ensure that students with disabilities, mainstreamed in general education classrooms, acquire TEKS goals and meet state performance standards. As a result of these collaborative efforts, the TAAS scores of students with disabilities showed steady increases from 1998-99 through 2001-02, for a total increase of 9 percentage points in all tests taken.
- ***CCISD uses innovative and creative ways to recruit qualified teachers.*** The district employs unique recruiting strategies such as advertising for teachers during movie theatre previews; helping to defray the costs for foreign work visa (particularly by Canadians); and offering a hiring incentive of \$2,000 for teachers on its Web site, through the Regional Education Service Center IV, using local, state and national job fairs and through teacher preparation programs at state and national colleges and universities. By using unique and expansive recruiting techniques, the district attracts and retains quality teachers while enhancing and maintaining the high level of districtwide academic student success.
- ***CCISD's Campus Instructional Improvement Councils understand their advisory roles within a site-based decision-making environment.*** Each year principals throughout the district review the Administrative Procedures for Site-Based Shared Decision-Making with Campus Instructional Improvement Council (CIIC) members to reinforce roles and responsibilities. Principals also collaborate to update and include detailed information in the procedures. By providing detailed procedures and training opportunities, CCISD ensures CIIC members are well trained, understand their advisory roles and provide valuable input into the campus-level decision-making process.
- ***The district prepares cash flow forecasts to predict cash shortages and to keep the board informed of future cash requirements.*** CCISD uses cash flow projections that enable the board and financial administrators to keep abreast of cash requirements and potential shortfalls. Each month, the Finance

Department prepares cash flow projections for the board that are easy-to-read and understand. As a result of its 2002-03 projections, the associate superintendent for Business and Support Services and the director of Finance determined that tax anticipation notes were needed to cover cash deficits during the first quarter of 2002-03. When reserves are low, it becomes critically important for districts to know their cash position well in advance of needs so that adjustments such as tax revenue anticipation notes can be made.

- ***CCISD uses a financial management audit to significantly improve financial operations and strengthen internal controls.*** CCISD improved financial management functions by hiring an independent audit firm in 1997-98 to make recommendations to strengthen financial controls and processes. The district's implementation of the audit recommendations resulted in current district financial policies and procedures.
- ***CCISD's chief liaison officer formed an Interagency Planning Team to ensure a coordinated response to potential emergencies.*** The chief liaison officer formed an Interagency Planning Team for Safe Schools (Interagency Planning Team) consisting of prosecutors, juvenile justice directors from Harris and Galveston counties and other agencies' representatives to develop a mutual aid agreement related to planning for potential disasters or emergencies. Through coordinated efforts, the district's chief liaison officer and the Interagency Planning Team identified grant funding for high school probation officers and potential opportunities for interlocal agreements with juvenile probation departments in Galveston and Harris counties. This effort has enhanced the overall safety and communication between CCISD and local law enforcement agencies.
- ***Middle school coordinators develop school-based drug prevention and school safety programs for CCISD's intermediate schools.*** The district received two federal grants to fund the Middle School Coordinator's Initiative from 2000-01 through 2002-03. The initial grant of \$261,858 was one of 133 national awards, and the second, for \$298,402, was one of only 74 national awards. Middle school coordinators conduct annual community-based needs assessments of all intermediate school students and teachers through surveys related to drug use, alcohol abuse, school safety concerns and perceptions of current programs. By incorporating survey results with community concerns, the district effectively cooperates with local agencies to develop community-based prevention and intervention programs for students and staff.

- *CCISD has implemented a reliable and cost-effective wide area network (WAN) that may reduce overall telecommunication costs by 40 percent.* The district is connected to a state-of-the-art fiber optic network that allows for high performance videoconferencing, streaming media, data and voice communication with another individual or group using the Internet instead of a traditional phone. The district is moving voice services to the fiber optic network, effectively eliminating a separate, managed phone infrastructure and dramatically reducing the cost of future telephone moves, additions and changes. The district projects a 40 percent reduction in annual telecommunication costs as a result.

Savings and Investment Requirements

Many of TSPR's recommendations would result in savings and increased revenue that could be used to improve classroom instruction. The savings opportunities identified in this report are conservative and should be considered minimums (**Exhibit 3**).

Exhibit 3
Summary of Net Savings
TSPR Review of Clear Creek Independent School District

Year	Total
2003-04 Initial Annual Net Savings	\$741,366
2004-05 Additional Annual Net Savings	\$1,392,145
2005-06 Additional Annual Net Savings	\$3,720,252
2006-07 Additional Annual Net Savings	\$3,910,665
2007-08 Additional Annual Net Savings	\$3,721,238
One Time Net (Costs) Savings	(\$320,950)
TOTAL SAVINGS PROJECTED FOR 2003-08	\$13,164,716

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

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

Exhibit 4
Summary of Costs and Savings by Recommendation

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08	Total 5-Year (Costs) or Savings	One Time (Costs) or Savings
Chapter 1 - District Organization and Management							
1	Develop policy governing board requests and contact with district personnel. p. 28	\$0	\$0	\$0	\$0	\$0	\$0
2	Create a board policy addressing program evaluation and policy effectiveness. p. 29	\$0	\$0	\$0	\$0	\$0	\$0
3	Adopt a process for board self-evaluation. p. 30	\$0	\$0	\$0	\$0	\$0	\$0
4	Implement a controlled Early Retirement Incentive Program. p. 33	\$144,036	\$144,036	\$2,126,955	\$2,126,955	\$2,126,955	\$6,668,937
5	Include input of principals in the process for hiring, appointing and reassigning assistant principals. p. 37	\$0	\$0	\$0	\$0	\$0	\$0
6	Develop more effective strategies for communicating to principals the	\$0	\$0	\$0	\$0	\$0	\$0

	purpose and intended use of the Organizational Health Instrument. p. 40							
7	Coordinate communication between the assistant superintendents for the East and West Clusters to improve communication between school principals and the central office. p. 43	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8	Implement a districtwide master calendar to increase efficient scheduling of district meetings. p. 44	\$0	\$0	\$0	\$0	\$0	\$0	\$0
9	Obtain formal documentation in the form of an engagement letter or contract for legal services with CCISD's outside legal counsel. p. 45	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10	Develop and adopt a comprehensive strategic plan. p. 52	\$0	\$0	\$0	\$0	\$0	\$0	(\$25,000)
Totals-Chapter 1		\$144,036	\$144,036	\$2,126,955	\$2,126,955	\$2,126,955	\$6,668,937	(\$25,000)
Chapter 2 - Educational Service Delivery								

11	Increase parental involvement in the inclusion task force and training opportunities on inclusion for staff and parents. p. 73	\$0	\$0	\$0	\$0	\$0	\$0	\$0
12	Hire a coordinator to oversee the Career and Technology Education program. p. 88	(\$58,890)	(\$58,890)	(\$58,890)	(\$58,890)	(\$58,850)	(\$294,450)	\$0
13	Develop an accountability system and monitor the identification, placement, service and funding of bilingual/English as a Second Language students. p. 93	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Totals-Chapter 2		(\$58,890)	(\$58,890)	(\$58,890)	(\$58,890)	(\$58,890)	(\$294,450)	\$0
Chapter 3 - Community Involvement								
14	Create and implement consistent procedures to report all campus volunteer and philanthropic activity to the Community Partnership Office. p. 106	\$0	\$0	\$0	\$0	\$0	\$0	\$0
15	Strengthen cross-boundary communications. p. 108	\$0	\$0	\$0	\$0	\$0	\$0	\$0

16	Provide the Office of Public Information with the capability to update and amend the Web site. p. 109	\$0	\$0	\$0	\$0	\$0	\$0	\$0
17	Revise the Office of Public Information's process for filling public information requests. p. 110	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Totals-Chapter 3		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Chapter 4 - Personnel Management								
18	Develop a comprehensive and detailed human resources operating procedures manual. p. 121	\$0	\$0	\$0	\$0	\$0	\$0	\$0
19	Improve standards and methods for reporting turnover statistics and impact. p. 123	\$0	\$0	\$0	\$0	\$0	\$0	\$0
20	Remove all medical and health information from personnel files and revise the employee emergency notification form to discontinue requesting medical information. n.	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	125							
21	Develop and implement a pay-for-performance compensation plan. p. 135	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22	Replace paid lunchroom monitors with volunteers and provide structured training for the volunteers. p. 136	\$162,933	\$162,933	\$162,933	\$162,933	\$162,933	\$814,665	\$0
23	Conduct a training needs assessment to determine the development needs of non-instructional personnel.p. 140	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Totals-Chapter 4		\$162,933	\$162,933	\$162,933	\$162,933	\$162,933	\$814,665	\$0
Chapter 5 - Facilities Use and Management								
24	Develop a long-range facilities master plan. p. 157	\$0	\$0	\$0	\$0	\$0	\$0	(\$30,000)
25	Develop facility use guidelines that maximize student use rates in all schools. p. 160	\$0	\$0	\$0	\$0	\$0	\$0	\$0
26	Analyze facilities use data and student enrollment projections to adjust attendance	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	CCISD self-insured dental plan and transfer employees to the CIGNA fully-insured plan. p. 200							
32	Conduct a workers' compensation safety needs assessment and develop a comprehensive, districtwide safety program. p. 205	\$17,173	\$13,173	\$13,173	\$13,173	\$13,173	\$67,865	(\$2,000)
33	Require individuals entrusted with school property to sign a written receipt acknowledging responsibility for the property. p. 211	\$0	\$0	\$0	\$0	\$0	\$0	\$0
34	Make corrections to the barcoded location tags using part-time students. p. 212	(\$405)	(\$405)	(\$405)	(\$405)	(\$405)	(\$2,025)	(\$0)
35	Create an online marketplace by posting surplus equipment on the Web site before the items are collected and delivered to the auction site. p. 214	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Totals-Chapter 6		\$173,866	\$169,866	\$169,866	\$169,866	\$169,866	\$853,330	(\$2,000)

Chapter 7 - Financial Management

36	Revise board policy to reflect TEA's method of calculating an optimum fund balance reserve. p. 236	\$0	\$0	\$0	\$0	\$0	\$0	\$0
37	Require budget managers to input their detailed budget worksheets directly into the budget module of the district's financial accounting system. p. 237	\$0	\$0	\$0	\$0	\$0	\$0	\$0
38	Use established industry criteria to improve the budget document. p. 240	\$0	\$0	\$0	\$0	\$0	\$0	\$0
39	Adopt a policy to issue a request for proposals for audit services at least every five years. p. 247	\$0	\$0	\$0	\$0	\$0	\$0	\$0
40	Include district management's responses in the annual audit management letter. p. 248	\$0	\$0	\$0	\$0	\$0	\$0	\$0
41	Adopt a comprehensive fraud policy. p. 251	\$0	\$0	\$0	\$0	\$0	\$0	\$0
42	Expand the scope of internal audits	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	to include other areas, such as purchasing, student records and payroll. p. 252							
43	Adopt a systematic risk assessment model that provides strong links to the internal audit plan. p. 255	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Totals-Chapter 7		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Chapter 8 - Purchasing and Warehouse								
44	Implement a purchasing card program for purchases of \$1,000 or less. p. 267	\$0	\$0	\$0	\$0	\$0	\$0	\$0
45	Develop written policies and procedures to manage and monitor all contracts through the Purchasing Department . p. 270	\$0	\$0	\$0	\$0	\$0	\$0	\$0
46	Use available automated technology tools to improve efficiency of the warehouse operations. p. 272	\$0	\$0	\$0	\$0	\$0	\$0	\$0
47	Require schools with textbook software to use	\$12,320	\$9,856	\$7,885	\$6,308	\$5,046	\$41,415	\$0

	the software to manage inventory and reduce losses. p. 276							
48	Develop and implement additional procedures to perform districtwide physical counts of textbooks for reducing losses. p. 278	\$0	\$0	\$0	\$0	\$0	\$0	\$0
49	Implement a standard training schedule for all textbook managers. p. 279	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Totals-Chapter 8		\$12,320	\$9,856	\$7,885	\$6,308	\$5,046	\$41,415	\$0
Chapter 9 - Food Service								
50	Establish a meals-per-labor-hour standard and staff cafeterias accordingly. p. 291	\$30,060	\$60,120	\$90,180	\$120,240	\$150,300	\$450,900	\$0
51	Build a catering program fund balance that will cover future operating and capital outlay expenses. p. 292	\$13,895	\$27,790	\$41,685	\$55,580	\$69,475	\$208,425	\$0
52	Increase CCISD student lunch participation in the National School Lunch Program	\$18,495	\$33,991	\$55,486	\$73,982	\$92,477	\$274,431	\$0

	p. 301							
53	Increase CCISD student participation in the School Breakfast Program (SBP).p. 304	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Totals-Chapter 9		\$62,450	\$121,901	\$187,351	\$249,802	\$312,252	\$933,756	\$0
Chapter 10 - Transportation								
54	Monitor driver vacancies, turnover, driver and aide absences and overtime costs on a continual basis to minimize overtime costs.p. 320	\$99,500	\$124,375	\$155,469	\$194,336	\$194,336	\$768,016	\$0
55	Minimize hazardous miles by eliminating non-hazardous portions of routes and strengthening the hazardous walking conditions guidelines. p. 324	\$0	\$90,672	\$90,672	\$181,344	\$181,344	\$544,032	\$0
56	Consult with Transportation staff regularly to develop and present to the school board and public student transportation cost implications of district educational program	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	school liaison officers' vehicles. p. 350							
62	Create a plan to implement the recommendations in the National School Safety Center Assessment Report. p. 353	\$0	\$0	\$0	\$0	\$0	\$0	(\$200,000)
Totals-Chapter 11		(\$44,000)	(\$44,000)	(\$44,000)	(\$44,000)	(\$44,000)	(\$220,000)	(\$200,000)
Chapter 12 - Computers and Technology								
63	Restructure the Department of Technology Services to provide a service-oriented organization structure. p. 367	\$103,236	\$206,472	\$206,472	\$206,472	\$206,472	\$929,124	\$0
64	Implement a PC leasing program to reduce the total cost of ownership and maintain state-of-the-art technology for the district. p. 374	\$250,615	\$501,230	\$751,845	\$751,845	\$501,230	\$2,756,765	\$0
65	Upgrade help desk software to improve customer support, problem tracking, problem identification and resolution tracking. p. 377	\$0	\$0	\$0	\$0	\$0	\$0	(\$10,000)

66	Create formal service level agreements with campus administrators to promote consistent response time and reduce the time to close open service requests. p. 378	\$0	\$0	\$0	\$0	\$0	\$0	\$0
67	Implement districtwide training in the Project Management Body of Knowledge and certify project leaders as Certified Associates in Project Management.p. 381	\$0	\$0	\$0	\$0	\$0	\$0	(\$4,500)
68	Implement skills development program to improve the required skills for Information Technology professionals in CCISD. p. 384	\$0	\$0	\$0	\$0	\$0	\$0	(\$9,450)
Totals-Chapter 12		\$353,891	\$707,702	\$958,317	\$958,317	\$707,702	\$3,685,889	(\$23,950)
Total Savings		\$1,009,361	\$1,660,140	\$3,988,247	\$4,178,660	\$3,989,233	\$14,825,641	\$0
Total Costs		(\$267,995)	(\$267, 995)	(\$267, 995)	(\$267, 995)	(\$267, 995)	(\$1,339,975)	(\$320,950)
Net Total		\$741,366	\$1,392,145	\$3,720,252	\$3,910,665	\$3,721,238	\$13,485,666	(\$320,950)

Total Gross Savings	\$14,825,641
Total Gross Costs	(\$1,660,925)

Net Savings	\$13,164,716
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Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

This chapter reviews Clear Creek Independent School District's (CCISD) district organization and management functions in the following sections:

- A. Governance and Board Policies
- B. District Management
- C. Campus Administration and Site-Based Decision Making
- D. Planning and Evaluation

A district's governance structure, staff management and planning process provide the foundation for effective and efficient education of students. The board and superintendent function as a leadership team to meet student needs. The board sets goals, objectives and policies for school district operations and approves the plans and funding needed to achieve the district's goals and objectives. The superintendent manages district operations and recommends the staffing levels and amount of resources necessary to carry out the board goals and directives developed through the planning process.

BACKGROUND

CCISD is the 28th largest school district in Texas serving 31,839 students in 2002-03 and 30,994 students on 36 campuses and alternative program locations in 2001-02. The district encompasses 12 municipalities in Galveston and Harris counties. **Exhibit 1-1** presents a profile of CCISD for 2002-03.

Exhibit 1-1
CCISD Profile
2002-03

Total Number of Students (2002-03)	31,839
Total Assessed Valuation	\$9,865,239,983
Assessed Value per Student	\$309,898
Total Tax Rate per \$100 value	\$1.74
Total Budgeted Revenue	\$209,766,197
Revenue/Pupil	\$6,588
Total Budgeted Expenditures	\$214,928,368
Total Budgeted Expenditures/Pupil	\$6,751

Source: Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2002-03 and based on Comptroller's preliminary tax valuation.

Exhibit 1-2 provides a breakdown of CCISD campuses by grade level.

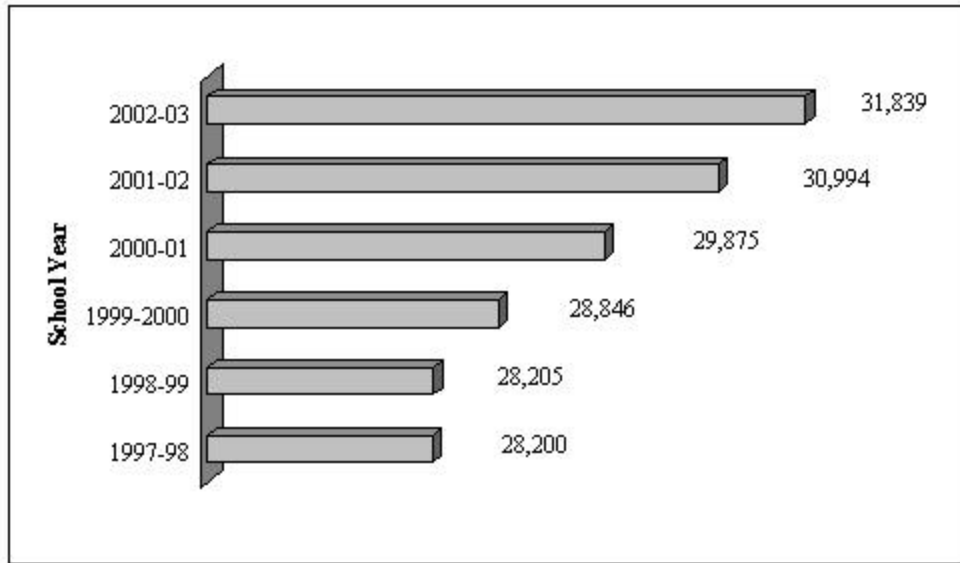
**Exhibit 1-2
CCISD Campuses
2001-02**

Grade 9 and High Schools		
Grades 10-12:	2	Clear Creek and Clear Lake high schools
Grades 9-12:	1	Clear Brook High School
Grade 9:	2	Clear Creek and Clear Lake 9th grade centers
Grades 6-8:	8	Brookside, Clear Lake, Creekside, League City, Seabrook, Space Center, Victory Lakes and Webster intermediate schools
Elementary Schools		
Grades K-5:	10	Armand Bayou, Henry Bauerschlag, Lloyd R. Ferguson, Art and Pat Goforth, P. H. Greene, Walter Hall, I.W. and Eleanor Hyde, North Pointe, John F. Ward, Weber and E. H. White II elementary schools
Grades PreK-5:	11	James F. Bay, Brookwood, Clear Lake City, Falcon Pass, C. D. Landolt, League City, Margaret S. McWhirter, James H. Ross, LaVace Stewart, Wedgewood and G. H. Whitecomb elementary schools
Other		
Grade 6-12:	2	Clear Path Alternative School and Clear View Alternative School
	36	Total Schools and Programs (Includes AEPs, DAEPs and Ninth Grade Centers)

Source: TEA, AEIS, 2001-02 and CCISD, Web site.

District demographers project the area's population growth rate will increase enrollment by 1,000 students annually for the next five years. From 1997-98, student enrollment increased 12.9 percent. **Exhibit 1-3** depicts the changes in student enrollment since 1997-98.

Exhibit 1-3 CCISD Enrollment



Source: TEA, AEIS, 1997-98 through 2001-02 and PEIMS, 2002-03.

CCISD's 3,530 employees make the district the second largest employer in a local economy dependent on the aeronautical science industry. In 2001-02, the district generated \$194 million in revenues: 84.8 percent from local sources, 15.1 from the state and .2 percent from the federal government. In 2002-03, the district budgeted nearly \$210 million in revenues.

Emphasizing a partnership with the family and the community, CCISD's mission statement: "is to educate a diverse student population, equip students with a foundation to contribute to society and instill in them a positive vision to excel."

The district's 2002-03 ethnic enrollment breakdown consists of: 68.4 percent Anglo, 14.8 percent Hispanic, 7.1 percent African-American and 9.7 percent other. Only 13.9 percent of the student population is classified as economically disadvantaged.

During 2001-02, 45.2 percent of CCISD students who took the American College Test (ACT) or Scholastic Achievement Test (SAT) scored at or above the Texas Education Agency (TEA) passing criteria of 1110 for the SAT and 24.0 for the ACT. That number is almost double the statewide average of 26.9 percent. CCISD's percentage actually increased from 41.4 percent in 2000-01 while the statewide percentage decreased from 27.3 percent. Student performance on the Texas Assessment of Academic Skills (TAAS), the statewide assessment instrument prior to 2003, served as the primary factor in determining a district's accountability ratings. CCISD's overall pass rate on all tests for the TAAS in 2001-02 reached

91.7 percent, more than 6 percentage points higher than the state's average of 85.3 percent.

CCISD recently experienced a superintendency change. On January 1, 2003, Dr. Sandra Mossman replaced Dr. John Wilson, who had served as superintendent for the past seven years. Not only is Dr. Mossman the first female superintendent in the district's history, the CCISD's former assistant superintendent of Curriculum and Evaluation is the first district employee to assume the position of superintendent.

Community members, board members, faculty and administrative staff consistently told the review team that they are very optimistic and enthusiastic about working with the new superintendent who enjoys a reputation for collaborative decision making and team building. Dr. Wilson, the former superintendent, will remain as a contracted consultant to the district through the transition period of January to November 2003. The district's chief of staff, who resigned in November 2002, has not been replaced.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

A. GOVERNANCE AND BOARD POLICIES

CCISD's Board of Trustee's functions can be divided into two broad areas. The first involves vision and goal setting to determine the long-range priorities and objectives of the district. As part of this focus, boards typically try to address long-range planning issues such as, "In what ways should the district improve in the next three, five or 10 years?" Boards also typically finalize the mission statement of the district. The second task area concerns fulfilling the role of financial and policy stewards of the district.

These focuses ensure that the board and district prudently fulfill their responsibilities to the community. The Texas Education Code (TEC) Section 11.151 further delineates these responsibilities to include the following:

- govern and oversee the management of the district's public schools;
- adopt such rules, regulations and bylaws as the board may deem proper;
- approve a district-developed plan for site-based decision-making and provide for its implementation;
- levy and collect taxes and issue bonds;
- select tax officials appropriate to the district's needs;
- prepare, adopt and file a budget for the next succeeding fiscal year and file a report of disbursements and receipts for the preceding fiscal year;
- have district fiscal accounts audited at district expense by a Texas certified public accountant holding a permit from the Texas State Board of Public Accountancy following the close of each fiscal year;
- publish an annual report describing the district's educational performance, including school performance objectives and the progress of each school toward these objectives; and
- receive bequests and donations or other money coming legally into its hands in the name of the district.

CCISD's board consists of seven members, five who are elected from single member districts in which they reside and two at-large members. The district conducts board elections annually on the first Saturday in May with the terms of one-third of the board members expiring annually. Board members serve three-year terms. In May 2003, Dr. Glenn Freedman was

elected to serve the remaining two years of a vacancy created in October 2002. He had been serving in this capacity through a board appointment in November 2002.

Exhibit 1-4 lists the current CCISD board members, term dates and occupations.

**Exhibit 1-4
CISD Board of Trustees
2002-03**

Name	Title	May Term Expiration	Date of Original Election	Occupation
Paula J. Tomasi	President	2005	November 1998	Chief financial officer for marine supply company
Glenn Brown	Vice President	2006	November 1999	Project manager for space support company
Paula Thomas	Secretary	2004	November 1999	Human resources project manager for space support company
Dr. Glenn Freedman	Member	2005	Appointed in November 2002	Professor at University of Houston Clear Lake
Robert Allan Davee	Member	2004	May 2001	Attorney
Ralph Parr	Member	2006	January 1996	Retired school administrator and part-time real estate broker
Chuck Schneider	Member	2005	3 Years	Executive pastor at local church

Source: CCISD, Web site: www.ccisd.net.

The district conducts board meetings on the fourth Tuesday of each month at 6:00 p.m. in the Education Support Center boardroom at 2425 East Main, League City. Any member of the public may attend the board meetings; however, participation is limited to those individuals who will present an agenda item or who have signed up to speak during the 30-minute community input portion of the meeting. The board limits community input presentations to one minute. Any presentation that

cannot be completed in the 30-minute community input session must wait for completion of the regular board business. Up to three minutes may be added to the presentation if the individual has submitted a written request to the superintendent no later than noon on the Thursday before the regular meeting. The board enforces a limit of three speakers per topic. The community input portion of the meeting begins at 7:00 pm.

Individuals may also provide input through task force meetings and meetings of the facilities needs and boundary committees.

Prior to January 2003, the superintendent and chief of staff jointly prepared the monthly board agenda. The chief of staff and her secretary handled the administrative aspects of the meeting such as ensuring that community members have an opportunity to speak, preparing the board room and addressing needs during the course of the meeting. One week prior to the meetings, board members receive notebooks that contain the agenda and any pertinent reports and documents prepared by the administrative staff.

The district posts minutes and agenda for each board meeting on its Web site located at www.ccisd.net. The administrative secretary, who formerly reported to the chief of staff, records board meeting minutes and forwards them to each board member as part of the agenda packets for the next board meeting where they are approved. Once approved, the minutes are bound and stored in a district vault. None of the board members expressed any dissatisfaction with the minutes or the manner in which they are kept.

FINDING

CCISD board members exceed the minimum number of state-required training hours. The Texas Administrative Code (TAC), Subchapter A, Section 61.1 requires new board members to attend a minimum of 16 hours of continuing education. Of these 16 hours, three are spent for orientation, three focus on team building and 10 solidify assessed needs. After the first year, board members must receive at least five hours of continuing professional education plus three for a team-building session annually to address identified areas of need. In CCISD, each of the seven board members surpassed the required number of training hours. **Exhibit 1-5** displays the number of training hours attained by each of the board members in aggregate from 1997-98 through 2001-02.

Exhibit 1-5
Continuing Professional Education Hours for CCISD Board Members
Total Number of Years Served and Total Training Hours
1997-98 through 2001-02

Board Member and Total Number of Years on Board	Training Hours Completed since Joining Board	Average Annual Training Hours
Paula J. Tomasi (four years)	164	41.0
Glenn Brown (two years)	109.75	54.88
Paula Thomas (two years)	83.75	41.88
Dr. Glenn Freedman*	11	11.0
Robert Allan Davee (two years)	23.75	23.75
Ralph Parr (four years)	62.25	15.56
Chuck Schneider (one year)	29.5	29.5
Total	484	31.08

Source: CCISD, Education Support Center (ESC).

*Note: Joined board in November 2002.

The board places a priority on training, and members receive more training than the annual state requirements. As shown in **Exhibit 1-6**, CCISD's performance in this area also ranks it first among its selected peer group for average hours per year. The district's average exceeds most of its peers by six to 10 percentage points.

Exhibit 1-6
Board Member Annual Continuing Professional Education
CCISD and Peer Districts
2000-01 through 2001-02

District	Average Number of Hours Completed Annually
CCISD	31.08
Spring	20.00
Spring Branch	6.00
Klein	24.70
Irving	25.25
Humble	No data submitted

Source: CCISD, Regional Education Service Center XII (Region 12) and Peer District Surveys, October 2002.

CCISD's board, as a whole, surpasses its peers' training hours, demonstrating that board members prioritize their role in the district.

COMMENDATION

The CCISD board places an emphasis on training opportunities to improve their effectiveness as board members.

FINDING

The board functions cohesively and collaboratively to address the issues confronting the district. While interviewing the board members, the review team found a broad and, sometimes, conflicting array of opinions on policy, leadership and district priorities. However, despite this divergence of opinion on a number of issues, each of the board members displayed a willingness to work within proper channels of board communication to resolve these issues and reach a productive compromise.

Each of the board members expressed an acute awareness of the confrontational nature of previous CCISD boards and said those situations were counterproductive and debilitating to the district. As a result, the current board employs an informal method of self-policing, which allows members to have rigorous debate without crossing the lines of respectful and productive communication. One example of this involves a recent decision on how to renovate the boys' locker room at Clear Lake High School. Although the issue was decided by what several board members described as a polarized 4-3 vote, the members said that because they were able to address the issues respectfully, the board was not debilitated by pettiness or politics. One board member told the team that, "I think that there is an element of trust among the board members. I think that trust factor helped us work through an issue we had this summer because the people involved knew each other for a long time." According to another board member, "Generally when there is conflict, it is between two individual board members. It is like opposing lawyers. So, we can argue like cats and dogs but at the end of the trial you shake hands and go to lunch later. Generally people are very gracious and forgiving and willing to move on."

This mutual respect and trust allows the board to maintain effectiveness when faced with divisive issues, such as the budget or policy priorities.

COMMENDATION

The board addresses and resolves potentially divisive issues of policy, governance and leadership without disrupting the cohesive, team-oriented and collaborative decision-making process.

FINDING

The board's communication with administrative staff and use of ad hoc committees highlights its direct involvement in the district's daily operations. Several board members said some of their board colleagues directly communicate with administrative staff to request reports and gather information. Some of the board members have long-standing relationships with staff members who they consider personal friends. Several administrative staff members expressed feeling uncomfortable in providing information directly to board members. One board member said that, "I have known these people for a long time so I do not think that it is inappropriate that I have conversations with them about what is going on in the district."

Board members also directly contact administrative staff to obtain information in a manner that circumvents the district's prescribed method of reporting. According to the district, board members should route all requests for information through the superintendent. The superintendent can then determine the appropriate person to respond based upon the nature of the request and time needed to produce the information. By making requests for information or instructing staff members to complete tasks directly, a board member undermines the superintendent's authority to handle the district's day-to-day operations.

During interviews, several board members conceded that while the board has greatly improved in this area, micromanagement remains an issue with some members. The former superintendent said that his power of delegation was disrupted and that the direct communication created organizational and management issues. The superintendent also said some board members have inappropriate conversations with staff.

The board is involved in the district's day-to-day operations through the use of ad hoc committees. The board maintains standing committees to address functional areas such as the budget and facilities needs. **Exhibit 1-7** depicts the 2002-03 standing committees of the district that report to the board.

**Exhibit 1-7
CCISD Ad Hoc Committees
2002-03**

Committee	Area Covered
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Facilities Needs	Evaluates the needs of the district related to facility improvement
Boundaries	Evaluates the appropriateness of campus boundaries which determine which school students attend

Source: CCISD, Superintendent's Office.

These committees, which consist of both community members and administrative staff, take their direction from and report directly to the board. This means that administrative staff report directly to the board while serving as a committee member. Administrative personnel and board members all said that this has led to an ambiguous understanding of committee member's roles.

Some district's resolve issues of inappropriate contact between the board and staff by setting specific board policies to establish the manner in which the board can request and retrieve information. Some of these districts also self-monitor adherence to established policies by addressing the specifics of board member contact with district staff and use specific references in a Code of Ethics to further enforce issues of this contact regarding data requests and retrieval.

Recommendation 1:

Develop policy governing board requests and contact with district personnel.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent drafts specific policy and presents it to the board for review.	June 2003
2.	The board reviews draft policy, recommends any needed modifications and returns it to the superintendent.	July 2003
3.	The superintendent amends the policy and presents it to the board for approval.	August 2003
4.	The board approves and implements the new policy governing data retrieval and staff communication.	August 2003
5.	The superintendent ensures that the board policy is updated on the Web site to reflect the change.	September 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The board does not consistently monitor implementation and evaluation of non-instructional programs and policy and does not base all decisions upon collected and analyzed data. The district does not generate baseline data for the effectiveness of programs and services. District policies are approved without any mandate from the board that they be evaluated by anyone. The district conducts evaluations only if requested by board members but not as a matter of course.

In addition, the district has a cumbersome process for disaggregating and compiling data, which requires much of the work be done manually. In order to turn this type of data around quickly, a disproportionate number of staff must be dedicated to the task. Without that apportionment of staff time, the breakdown of data for analytical purposes takes a long time. One board member told the review team that as a result of this situation there have been times when the board member makes decisions without the data the board member desires. Because of the lack of data on deferred maintenance, board members told the review team they did not fully comprehend the issue.

The board also relies exclusively on the administrative staff to provide it with policy updates on district issues. The board does not have a calendar or timelines to document or track expected progress reports on implemented programs. In addition, the board does not attach a timetable of completion to the targets and goals. As a result, the district drops goals not accomplished before the next setting of goals or rolls them into the next year. The district does require an analysis of why the goals were not implemented or a time mandate for their completion in the next year.

The district also does not consistently include program evaluation components when creating goals and objectives. Board members listed the following programs or district operations that they would like to see evaluated on a regular basis by staff:

- land and facilities use;
- longitudinal outcome-based studies of graduates;
- alternative school functions;
- the effectiveness of the Homestead Exemption; and
- evaluations of board actions that result in procedural changes in staff activities.

The lack of timelines to drive the completion of board directives also impacts the board's ability to monitor implementation. The board relies

upon the superintendent to report back any progress made on accomplishing board-mandated targets, goals and objectives. However, the board does not receive a schedule of when these progress reports will be made so that it can monitor for timeliness and progress.

Some districts use baseline data for future program evaluations and incorporate specific dates for progress reports to the board on implementation and effectiveness in a documented schedule, calendar or timeline. These districts use initial data and information from scheduled progress updates as indicators of the success of programs and the basis for instituted change or improvement.

Recommendation 2:

Create a board policy addressing program evaluation and policy effectiveness.

A consistent evaluation component will allow the district to analyze the performance of programs and policies. The process of evaluation should mandate that the administration provide regular updates on the progress of implementing any program or board policy and create a calendar that reflects implementation and reporting dates. The district should regularly and consistently evaluate program and board policy for effectiveness and cost efficiencies. Finally, the district should create a process of efficiently and effectively disaggregating data.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent creates a draft policy for evaluation and implementation progress reporting for board review.	June 2003
2.	The board reviews the draft policy and amends it as necessary.	June 2003
3.	The superintendent amends the draft policy and presents the updated version to the board during its regular session.	July 2003
4.	The board approves the policy for evaluation and implementation progress reporting.	July 2003
5.	The superintendent ensures that board policy is updated and the Web site is amended.	August 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The board does not conduct a self-evaluation for effectiveness and does not have a formal method of identifying ways to improve governance of the district.

Board members said they have not conducted such a review because they have "always gotten along" and do not know how to structure such an evaluation. In addition, the board does not have a way to address weaknesses or engage in an analysis to improve the board meetings or conduct.

One best practice for conducting a board self-evaluation involves having the board conduct a "quick meeting review." Under this model, the board includes time to conduct an evaluation of the evening's meeting into the work session agenda. The board chair allows each board member to give an evaluation of the meeting, rating the meeting on a scale of one to five, with five being the best. Board members can be asked to rate the meeting for efficiencies. Results can be formally recorded in board minutes and used as a tool to effect change in future board discussions. Several CCISD's board members who have worked with this model told the review team that the Quick Meeting Review enables them to critically review the board's performance. The process contributes to improving the efficiency of board meetings and self-policing of individual members. One member said "it is not uncommon for a member to point out that someone may have crossed the line between policy and administration."

Dripping Springs ISD's board conducts an annual written self-evaluation to assist in improving its performance. In the self-evaluation, board members rate themselves in the areas of relationship with superintendent, policy making, goal setting, personnel, finance, board meetings, instruction, relationship with the community, personal qualities and board relationships.

The instrument results are used to acknowledge the board's strengths as well as to improve board performance. For example, the ratings are used to determine board workshop topics and training pertinent to the paramount issues of the district for a particular school year.

Recommendation 3:

Adopt a process for board self-evaluation.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board discusses a strategy for adopting or developing a process of self-evaluation.	June - July 2003
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2.	Board members report back findings and ideas for an evaluation model during a workshop session meeting.	August 2003
3.	The board adopts a practice of conducting self-evaluations designed to identify, strengthen weaknesses and needed improvements.	September 2003 and Annually Thereafter

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

B. DISTRICT MANAGEMENT (PART 1)

While a district's board sets policy, the superintendent carries out that policy, managing the district in the most cost effective and efficient manner. The goal of the superintendent and leadership team should be to facilitate and support the instruction of students by ensuring that every possible dollar and resource is directed to the classroom.

District management encompasses the organization, principles, processes, practices and procedures administered by the superintendent and leadership team that enable the district to provide sufficient instructional resources. Effective district management begins with hiring and evaluating the superintendent, progresses through the central office management structure and related processes and culminates with school administration, including site-based decision-making.

In August 1995, the CCISD board hired Dr. John Wilson as superintendent, charging him with making administrative building personnel more service-oriented and efficient; increasing academic achievement; unifying the district; and improving the district's overall credibility and morale. Dr. Wilson served as superintendent for seven years and four months, retiring in December 2002.

In August 2002, the board unanimously voted to hire Dr. Sandra Mossman as the district's new superintendent, effective January 1, 2003. Instead of conducting a search for the superintendent, the board decided to look internally. The board elevated Dr. Mossman, who had served as CCISD's assistant superintendent for Curriculum and Evaluation, to deputy superintendent during the four-month transition period (August to December 2002). This enabled Dr. Mossman to work closely with the board and Dr. Wilson to facilitate a seamless leadership transition. Under the provisions of a Voluntary Exit Agreement executed in May 2002, Dr. Wilson agreed to oversee TSPR activities and represent CCISD in college and university partnerships, Texas and federal legislative initiatives and Clear Lake Area Economic Development and Galveston County Economic Development initiatives during the transition period.

The superintendent's cabinet serves as the district's leadership team responsible for daily operations and administration. The cabinet consists of the associate superintendent for Human Resources, assistant superintendent for Curriculum and Evaluation, associate superintendent for Business and Support Services, assistant superintendent for the East

Cluster, assistant superintendent for the West Cluster, executive director of Technology, director of Public Information, the coordinator for Policy and Administrative Services and one elementary principal, one middle school principal and one high school principal on a staggered rotating basis . Until December 2002, the cabinet included the deputy superintendent, a position currently vacant.

FINDING

The collaborative manner in which the superintendent's cabinet meetings are organized and conducted facilitates trust and open dialogue among cabinet members and administration. Each cabinet member has an equal opportunity to place items on the agenda. The coordinator for Policy and Administrative Services, who develops the agenda for cabinet meetings, does not screen the agenda items, which allows cabinet members to place issues important to them on the agenda without concern that the item will be eliminated before it is presented to the full cabinet for consideration. After agenda items submitted in advance have been discussed, the coordinator for Policy and Administrative Services asks each cabinet member is given an opportunity to present additional agenda items for discussion, enabling these items to be covered as well.

The former superintendent used the weekly cabinet meetings as interactive brainstorming sessions during which he sometimes gave directives. All cabinet members agreed to next steps after the directives were issued and often collectively determine if additional information was needed to make decisions. The new superintendent not only added the three principals to the cabinet, but she ensures that all decisions are made through consensus and with data and input from stakeholders. All cabinet members told the review team that the cabinet meeting format encourages two-way communication, enabling them to develop trust. One cabinet member told the review team that this relationship and organization between the superintendent and cabinet "is one of the strengths of the district because everyone has an equal opportunity for input and there are no separate agendas among cabinet members."

COMMENDATION

The superintendent's cabinet meetings encourage open and candid two-way communication that has built considerable trust among the executive leadership team, resulting in collaborative decision-making at the cabinet level.

FINDING

CCISD's new superintendent and the district face an aging employee workforce and an impending budget deficit that will require strong leadership and tough decision-making to ensure the district works through its financial crisis and has the quality of staff necessary to maintain high student achievement.

Of the district's 3,530 employees, 22 percent (785) have more than 20 years of service as of December 31, 2002. Of the 785, 46 percent (362) are 55 or older and 74 percent (582) are 50 or older. According to TEA's AEIS data for 2001-02, 50.1 percent of the district's teachers have 11 or more years of experience, with 22.6 percent of them having 20 or more years experience.

Members of the review team conducted an analysis of CCISD employees eligible for retirement under the Teacher Retirement System of Texas (TRS) rules promulgated in its TRS Benefits Handbook dated November 2001. According to page three of the handbook, "all employees of the public school system in Texas must participate in TRS, unless an exception to TRS membership applies, such as an employee who is working less than half time, substitutes or a TRS retiree who returns to work in a TRS-covered position. The handbook states on page 18 that under current law, as members of TRS, employees are entitled to "normal age service retirement" when they are 65 years of age with five or more years of service credit or when their age and years of service credit total 80 and they have at least five years of service credit. This is commonly referred to as the "Rule of 80."

The review team's analysis of CCISD's employees eligible for retirement considered all employee classifications, length of service through December 31, 2002, age at December 31, 2002 and average salary. **Exhibit 1-8** presents a summary of CCISD employees eligible for retirement based on the Rule of 80.

Exhibit 1-8
CCISD Employees Eligible for Normal
Service Retirement as of December 31, 2002

Classification	Number Eligible	Average Salary (A)
Administrators	35	\$74,582
Auxiliary Employees	37	\$17,988
Counselors	13	\$59,938
Diagnosticians	5	\$55,859

Librarians	8	\$52,463
Nurses	4	\$42,214
Occupational Therapists	1	\$53,030
Paraprofessionals	23	\$23,329
Speech Pathologists	9	\$50,919
Teachers	248	\$50,796
Total Eligible	383	

Source: CCISD Human Resources Department, Employee Database. Note (A): Represents average salary for eligible employees only.

According to the superintendent, the district began offering a one-time cash incentive for early retirement to employees in 1998-99. This cash incentive consists of 50 percent of an employees salary and is payable over two years.

According to TEA's AEIS data, the average salary for professional support staff is \$48,990, while the average salary for beginning teachers is \$33,482; teachers with one to five years' experience, \$35,359 and teachers with six to 10 years' experience, \$38,636. The average salary for auxiliary employees is \$14,191; nurses, \$38,433 and paraprofessionals, \$16,629, as calculated from the employee database provided by the associate superintendent for Human Resources. The district uses \$4,290 as its standard benefit's amount.

Several Texas school districts have successfully structured and offered controlled early Retirement Incentive Programs beneficial to both the district and employees. The primary objective of this program is to provide financial incentives for a school district's most experienced, highly paid employees to retire. While some may argue that encouraging experienced employees to leave will have a detrimental effect on a school district, others argue that a more controlled exit of experienced employees is preferable to uncontrolled retirement at inopportune times. Moreover, early retirement incentives can be useful when a district is reducing personnel, either because of declining enrollment or financial need. In this way, replacements can be recruited and trained, perhaps at lower salaries because they will not have as much experience.

Some districts have offered lump sum payments of up to 100 percent of an employee's salary, payable in installments over a two- to four-year period, as an incentive for early retirement. For example in the mid-1990s, before TRS implemented the Rule of 80, Ector County ISD offered an Early

Retirement Incentive Program to employees who were 55 years old with 25 or more years service and at least 10 years of service with the district. The plan offered a cash incentive to retire early equal to 27 percent of the employee's salary, which encouraged an additional 22 employees to retire. After factoring in the cost of replacement employees and cash payments to early retirees, Ector County realized a cumulative net savings of \$293,000 over four years. During the same period, Goose Creek ISD offered employees with 20 or more years public school experience one full year's pay, paid over a four-year period, to retire early. Almost half of eligible employees accepted the offer and Goose Creek estimates that cumulative net savings over five years exceeded \$700,000.

Recommendation 4:

Implement a controlled Early Retirement Incentive Program.

CCISD should offer a controlled Early Retirement Incentive Program to its employees structured to benefit both the district and employees. The district should review all employee classifications to determine eligible employees and structure the ERIP as a separate cash incentive program. In fact, the district offers a one-time cash incentive to retire that is 50 percent of the employee's annual salary, payable over two years.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent, in conjunction with the associate superintendent for Business and Support Services and the associate superintendent for Human Resources, requests samples of controlled Early Retirement Incentive Programs from Texas school districts that have implemented controlled Early Retirement Incentive Programs including Friendswood ISD, Amarillo ISD, Pasadena ISD and Arlington ISD for comparison to district ideas.	June 2003
2.	The associate superintendent for Human Resources, in conjunction with the associate superintendent for Business and Support Services, develops a controlled Early Retirement Incentive Program that benefits both CCISD and employees and presents to the superintendent for approval.	July 2003
3.	The associate superintendent for Human Resources, in conjunction with the associate superintendent for Business and Support Services, reviews the list of employees credited with service time by TRS and age of employees to determine employees eligible for the controlled Early Retirement Incentive Program.	June 2003
4.	The superintendent presents the controlled Early Retirement Incentive Program to the board for approval.	July 2003

5.	The superintendent implements the controlled Early Retirement Incentive Program beginning in 2003-04.	August 2003
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FISCAL IMPACT

The fiscal impact of this recommendation is based on information provided by CCISD indicating CCISD employees' age, service time credited through TRS as of December 31, 2002 and salary. The criteria used to determine eligible employees included service time credited through December 31, 2002 and age at December 31, 2002, which totaled 80. The review team calculated the average salaries of eligible employees for the following classifications: auxiliary employees, counselors, diagnosticians, librarians, nurses, paraprofessionals, speech pathologists and teachers.

The district determined that 347 CCISD employees are eligible for controlled Early Retirement Incentive Program on age and years of service. Administrators eligible to retire were not included in this analysis. Of the 347 employees eligible for retirement, an estimated 173 (slightly less than 50 percent) will accept the controlled Early Retirement Incentive Program. After calculating the average salaries for eligible employees in each identified classification, the review team used the following key assumptions in calculating the fiscal impact:

- excluded administrators and occupational therapists from the fiscal impact because administrators cannot be replaced with lower cost employees and there was only one occupational therapist eligible for retirement;
- calculated employee benefits at a flat rate of \$4,290 per employee;
- based the average salary for new employees in the counselor, diagnostician, librarian and speech pathologist categories on the average actual professional support salary of \$48,990 included in CCISD's 2001-02 District Profile included in AEIS;
- based the average salary for new employees in the auxiliary, nurses and paraprofessional categories on the average salaries of employees in each category who are not eligible for retirement (The review team calculated these averages from the employee database provided by the associate superintendent for Human Resources. The average salary for new auxiliary employees is \$14,191; nurses, \$38,433 and paraprofessionals, \$16,629.);
- based the average salary for new teachers on the average salaries for teachers by years of experience included in CCISD's 2001-02 District Profile included in AEIS (The district intends to hire one third of new teachers as beginning teachers, one-third as teachers with one to five years' experience and one-third with six to 10 years' experience. The average salary for beginning teachers is

\$33,482; teachers with one to five years' experience, \$35,359 and teachers with six to 10 years' experience, \$38,636);

The following tables summarize the fiscal impact calculation:

Employee Classification							
Employee Classification	Eligible Employees	Average Salary	Total Salary Cost Before Benefits	Assume 50 Percent Accept Controlled ERIP	Salary Cost for Those Accepting Controlled RIP	Employee Benefits at \$4,290 per Employee	E
Auxiliary Employees	37	\$17,988	\$665,556	18	\$323,784	\$77,220	\$
Counselors	13	\$59,938	\$779,194	7	\$419,566	\$30,030	\$
Diagnosticians	5	\$55,859	\$279,295	2	\$111,718	\$8,580	\$
Librarians	8	\$52,463	\$419,704	4	\$209,852	\$17,160	\$
Nurses	4	\$42,214	\$168,856	2	\$84,428	\$8,580	
Paraprofessionals	23	\$23,329	\$536,567	12	\$279,948	\$51,480	\$
Speech Pathologists	9	\$50,919	\$458,271	4	\$203,676	\$17,160	\$
Teachers	248	\$50,796	\$12,597,408	124	\$6,298,704	\$531,960	\$6
Totals	347		\$15,904,851	173	\$7,931,676	\$742,170	\$8

Cost of Controlled Early Retirement Incentive Program					
Early Retirement Incentive	Salary Cost for Those Accepting ERIP	Controlled ERIP Cash Payment at 50 percent of Salary	Controlled ERIP Cash Payment over 2 Years	Controlled ERIP Cash Payment in Year	Controlled ERIP Cash Payment in Year 2
Auxiliary Employees	\$323,784	0.5	\$161,892	\$80,946	\$80,946
Counselors	\$419,566	0.5	\$209,783	\$104,892	\$104,892
Diagnosticians	\$111,718	0.5	\$55,859	\$27,930	\$27,930
Librarians	\$209,852	0.5	\$104,926	\$52,463	\$52,463

Nurses	\$84,428	0.5	\$42,214	\$21,107	\$21,107
Paraprofessionals	\$279,948	0.5	\$139,974	\$69,987	\$69,987
Speech Pathologists	\$203,676	0.5	\$101,838	\$50,919	\$50,919
Teachers	\$6,298,704	0.5	\$3,149,352	\$1,574,676	\$1,574,676
Totals	\$7,931,676		\$3,965,838	\$1,982,920	\$1,982,920

Cost of New Employee

Cost of New Employees	New Employees	Average Salary	Total Salary Cost Before Benefits	Employee Benefits at \$4,290 per Employee	Total Salary and Benefits Cost
Auxiliary Employees	18	\$14,191	\$255,438	\$77,220	\$332,658
Counselors	7	\$48,990	\$342,930	\$30,030	\$372,960
Diagnosticians	2	\$48,990	\$97,980	\$8,580	\$106,560
Librarians	4	\$48,990	\$195,960	\$17,160	\$213,120
Nurses	2	\$38,433	\$76,866	\$8,580	\$85,446
Paraprofessionals	12	\$16,629	\$199,548	\$51,480	\$251,028
Speech Pathologists	4	\$48,990	\$195,960	\$17,160	\$213,120
Teachers:					
1/3 Beginning Teachers	42	\$33,482	\$1,406,244	\$180,180	\$1,586,424
1/3 1-5 Years Experience	41	\$35,359	\$1,449,719	\$175,890	\$1,625,609
1/3 6-10 Years Experience	41	\$38,636	\$1,584,076	\$175,890	\$1,759,966
Totals	173		\$5,804,721	\$742,170	\$6,546,891

Summary of Fiscal Impact

Savings/(Cost) Variable	2003-04	2004-05	2005-06	2006-07	2007-08
Salary and	\$8,673,846	\$8,673,846	\$8,673,846	\$8,673,846	\$8,673,846

benefits costs for employees accepting controlled Early Retirement Incentive Program					
Lump sum payment of 50 percent of salary over two years	(\$1,982,919)	(\$1,982,919)	\$0	\$0	\$0
Hire new employees to replace those accepting ERIP	(\$6,546,891)	(\$6,546,891)	(\$6,546,891)	(\$6,546,891)	(\$6,546,891)
Net Savings (Cost)	\$144,036	\$144,036	\$2,126,955	\$2,126,955	\$2,126,955
Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Implement a controlled Early Retirement Incentive Program.	\$144,036	\$144,036	\$2,126,955	\$2,126,955	\$2,126,955

FINDING

Principals do not have sufficient input in selecting, hiring, appointing and reassigning assistant principals. Although principals sit on the assistant principal selection committee, they only interview assistant principal candidates in a group setting as members of the selection committee, rank the top three candidates and submit them to the superintendent. The superintendent interviews each candidate, then selects and appoints the employee without input from the principal with whom the assistant principal will work. The majority of principals participating in focus groups said that if they have an assistant principal opening they do not have an opportunity to interview the candidates one-on-one and provide input to the superintendent regarding selection. As a result, a majority of principals told members of the review team they feel left out of the process.

The associate superintendent for Human Resources and the former superintendent disagree with the principals' perception and told members of the review team that principals had considerable input in the assistant principal selection process. In fact, both seemed surprised a majority of principals throughout the district had a problem with the process. The superintendent, through the associate superintendent for Human Resources, provided TSPR with a detailed memorandum, dated October 15, 2002, summarizing the administration's position on assistant principal staffing. The memorandum reviews assistant principal positions staffed for 1998-99 through 2001-02 for elementary and secondary schools. The administration's position on assistant principal staffing is presented in **Exhibit 1-9**.

Exhibit 1-9
CCISD Administration's Summary of Assistant Principal Staffing
From 1998-99 through 2001-02

Elementary Campuses
<ul style="list-style-type: none"> • The campus principal was a member of the selection committee in 21 of 26 cases • Of the remaining five openings, all of the vacancies occurred after the committee had met. Four of the five cases occurred during the summer break. • These five persons had been selected as outstanding prospects by a selection panel and had interviewed with the superintendent. • In two cases, the receiving principals knew the candidates and were pleased to have them. • Thus, the actual count can be considered to be 23 of 26 selections made with significant principal input.
Secondary Campuses
<ul style="list-style-type: none"> • The campus principal was a member of the selection committee in 19 of 23 cases. • Two of the assistant principal positions were "pooled" for future vacancies, which were subsequently filled by requesting principals. • One of the candidates was the top candidate for an elementary opening, but was recommended for Clear Creek High School after being interviewed by one of the assistant superintendents. • Thus, the actual count can be considered to be 22 of 23 selections made with significant principal input.

Source: Memorandum to outgoing superintendent and superintendent-elect from associate superintendent for Human Resources dated October 15, 2002.

Exhibit 1-9 supports the majority of CCISD's principals' position that they are not allowed to interview candidates for assistant principal positions one-on-one and provide input to the superintendent before he makes the selection. It is important to note that, although the administration said the assistant principal selection process allows principals input, one-on-one interviews between principals and assistant principal candidates is absent from the process.

Some principals participating in focus groups had worked in other Texas school districts before coming to CCISD and said principals in those districts were allowed to conduct one-on-one interviews of assistant principal candidates. One of the principals said the one-on-one interview allowed them to determine if the candidate could work within their management style, understood unique characteristics of the school and was compatible with other school administrators.

As a best practice, some school districts are broadening the input of principals in the process of hiring, appointing and reassigning assistant principals. The districts allow principals to interview candidates for assistant principal positions and provide written feedback to regional superintendents, associate superintendents and superintendents involved in the decision-making process.

Recommendation 5:

Include input of principals in the process for hiring, appointing and reassigning assistant principals.

CCISD's central administrators should allow principals with vacancies for assistant principal to interview, one-on-one, the top three candidates recommended by the selection committee and provide their perceptions of the candidates to the superintendent before the final selection and appointment is made. This will enable the superintendent to make a more informed decision about a particular candidate's compatibility with a particular school.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the associate superintendent for Human Resources to revise the assistant principal selection process to allow for principals to conduct one-on-one interviews of the top three assistant principal candidates	July 2003
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	recommended by the selection committee.	
2.	The associate superintendent for Human Resources revises the assistant principal selection process and presents to the superintendent for approval.	July 2003
3.	The superintendent approves the revised selection process.	August 2003
4.	Principals conduct one-on-one interviews of assistant principal candidates and provide input to the superintendent before the superintendent makes the final appointment of assistant principals.	September 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

B. DISTRICT MANAGEMENT (PART 2)

FINDING

CCISD's executive leadership has not effectively communicated to district principals the purpose and uses of the Organizational Health Instrument (OHI), which is intended to provide feedback to principals about the health of their schools. As a result, principals incorrectly view OHI as a tool to measure their school's performance. In fact, the vast majority of participants in principals' focus groups and interviews said they do not view CCISD's OHI as an effective measure of their schools' performance. Although the district initially used a facilitator to explain the OHI and its purpose to staff members.

Organizational health is defined as an organization's ability to function effectively, to cope adequately, to change appropriately and to grow from within. An organization's health is expected to and has been found to, influence either positively or negatively, the organization's ability to accomplish its desired goals. Accordingly, Marvin Fairman developed the OHI in 1979 as a diagnostic tool to: measure and monitor the internal workings of administrative units; identify leadership and organizational improvement priorities; and help identify leadership training needs. According to Fairman, organizational health consists of 10 key internal dimensions that will predict the productivity of an organization and the ability of the organization to implement a successful planned change effort. **Exhibit 1-10** summarizes the 10 dimensions of organizational health.

Exhibit 1-10
Ten Dimensions of Organizational Health

Dimension	Definition
Goal Focus	The ability of persons, groups or organizations to have clarity, acceptance and support of goals and objectives.
Communication and Adequacy	That state when information is relatively distortion-free and travels both vertically and horizontally across the boundaries of an organization.
Optimal Power Equalization	The ability to involve and coordinate the efforts of members of the work unit effectively and with a minimal sense of strain.

Resource Utilization	The ability to involve and coordinate the efforts of members of the work unit effectively and with a minimal sense of strain.
Cohesiveness	The state when persons, groups or organizations have a clear sense of identity. Members feel attracted to membership in the organization; they want to stay in it, be influenced by it and exert their own influence within it.
Morale	That state in which a person, group or organization has feelings of well-being, satisfaction and pleasure.
Innovativeness	The ability to be and allow others to be inventive, diverse, creative and risk taking.
Autonomy	That state in which a person, group or organization can maintain ideals and goals, as well as meet needs while managing external demands.
Adaptation	The ability to tolerate stress and maintain stability while being responsive to the demands of the external environment.
Problem-Solving Adequacy	An organization's ability to perceive problems and solve them with minimal energy. The problems stay solved and the problem-solving mechanism of the organization is maintained and/or strengthened.

Source: CCISD Superintendent's Office, Enhancing Leadership Effectiveness training material.

Considering the 10 dimensions of organizational health presented in **Exhibit 1-10**, the superintendent told members of the review team the OHI is intended to measure the health of schools or administrative units by providing principals and managers with objective and reliable feedback from their schools or work units. Accordingly, the OHI consists of 80 questions-eight for each of the 10 dimensions-and has been validated for use in educational and business organizations.

Research and studies conducted by the National Institute for Education suggest that the very foundation of productive and effective schools begins with the leadership of the principal. In fact, the research suggests that a positive school climate can neither be established nor maintained unless there is strong and effective leadership by the principal. CCISD's executive leadership implemented the OHI to allow principals to obtain objective feedback about the organizational health of their schools to enable them to capitalize on the leadership and organizational strengths

within their schools and develop specific improvement strategies that they can incorporate into the school's planning and goal setting processes.

Feedback from the OHI is intended to assist principals in: understanding the organizational health profile of their schools; viewing the data as descriptive and not "good or bad;" and gaining personal insights into how their leadership behaviors are impacting the schools. From this information, principals can change the organizational health and effectiveness of their schools by changing leadership behavior, changing the behavior of members of the school work unit, changing structures within the school organization and informing individuals of the "whys" behind management decisions.

Given the executive leadership team's intended use of OHI, a communication disconnect has occurred with principals throughout the district. For example, during focus groups and interviews principals told the review team the executive leadership views OHI as an indication of their leadership ability when the wording of some of the questions obviously seems to be directed at principals rather than the "organization" and such questions may be answered with bias depending on the state of mind of the employee responding to the survey. Although the results are confidential, each principal's results are anonymously plotted on a chart to show where they rank with their peers. Once the principal's ranking is determined, CCISD's executive leadership team conducts follow-up sessions to review the results of the OHI with the principal, assistant superintendent and Dr. Marvin Fairman, at which time they discuss areas for improvement and growth in the principal's leadership skills.

CCISD's executive leadership did not allow members of the review team to review the 80 questions contained in the OHI, citing copyright restrictions.

Galveston ISD (GISD) implemented the OHI for all campuses and used a facilitator to smoothly transition both administration and campus staff through the process. The district additionally scheduled follow-up facilitated sessions to review the OHI results and discuss identified areas of need.

Recommendation 6:

Develop more effective strategies for communicating to principals the purpose and intended use of the Organizational Health Instrument.

CCISD's superintendent should consider alternative methods for communicating how the OHI will be used. Alternative methods include meeting with principals in small groups to obtain their understanding of

OHI and its intended use. Also, the superintendent should consider holding workshops or staff development sessions with the assistant principals for the East and West Clusters, associate superintendent for Human Resources and principals to better communicate the value of the OHI to strengthening the organization and leadership skills.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent contacts Galveston ISD's superintendent to determine the methodology used for implementing OHI in the district.	June 2003
2.	The superintendent, with board approval, hires an OHI facilitator to assist the assistant superintendents for the East and West Clusters and the associate superintendent for Human Resources transition school administrators and campus staff through the process.	June - July 2003
3.	The superintendent, in conjunction with the OHI facilitator, assistant superintendents for the East and West Clusters and the associate superintendent for Human Resources conduct meetings with principals to discuss their perceptions of the OHI and facilitate the process.	July 2003
4.	The superintendent works with the OHI facilitator and associate superintendent for Human Resources to implement alternative strategies for communicating to principals the purpose and intended use of OHI.	July - August 2003
5.	The superintendent, in conjunction with the OHI facilitator, implements the communication strategies through the assistant superintendents for the East and West Clusters and the associate superintendent for Human Resources.	September 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

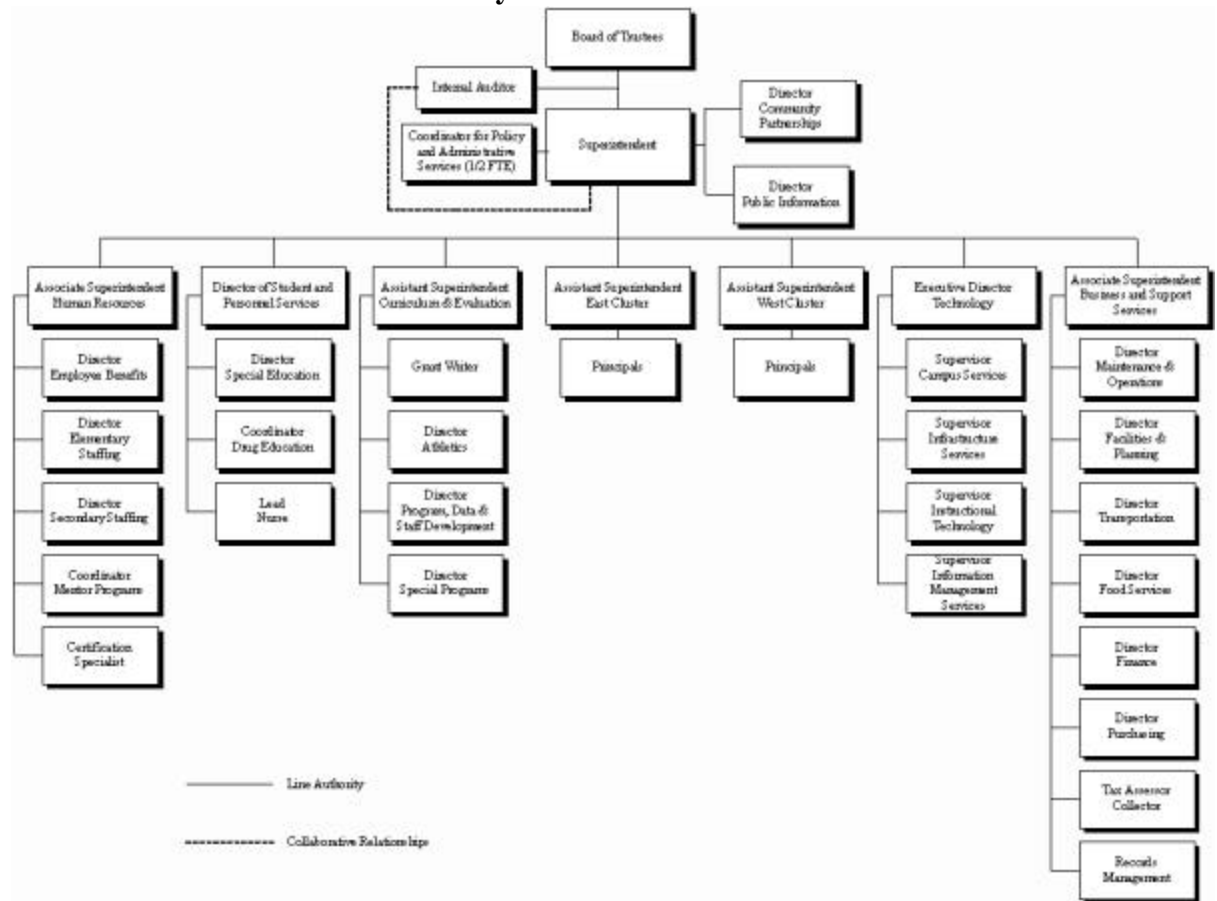
FINDING

CCISD's two-cluster organization limits consistent, cohesive districtwide communication and coordination between principals and the central office. In 2002-03, the district moved to a two-cluster system from a three-cluster system. Under the three-cluster system, the district was organized by high school feeder pattern: the Clear Brook Cluster, Clear Creek Cluster and Clear Lake Cluster. Under this organization, one assistant superintendent provided oversight for the high school, 9th grade center, intermediate schools and elementary schools within each particular feeder pattern, or

about one-third of the district's schools. The three assistant superintendents under the three-cluster system each had additional districtwide responsibilities such as supervising the Gifted/Talented program, supervising the state-mandated principals' assessment, participating on the Facility Needs Committee or participating on the district's Acceleration Committee responsible for studying CCISD's Acceleration program.

Exhibit 1-11 presents CCISD's current organization.

**Exhibit 1-11
CCISD Organization Structure
January 2003**



Source: CCISD Superintendent's Office, January 2003.

An effective central office organization structure is essential to the efficient and effective delivery of instructional services throughout a school district. Efficient central office structures have the appropriate spans of control for members of the district's leadership team with clearly defined units and lines of authority that are reflected in the district's organizational charts and job descriptions. Efficient central office

structures have minimal layers that encourage communication and decision-making, direct and accessible support for all campuses and auxiliary programs and accountability at all levels within the organization.

Under the new two-cluster system, the district is divided into the East and West Clusters. Under this system, one assistant superintendent has the two largest high schools in the district, two 9th grade centers and a mixture of intermediate and elementary schools from two of the previous clusters. The second assistant superintendent has one high school, the two alternative schools and a mixture of intermediate and elementary schools from two of the previous clusters. The two assistant superintendents have nine (East Cluster) and eight (West Cluster) additional schools to supervise and have no additional districtwide responsibilities.

A member of the superintendent's cabinet said CCISD moved to the two-cluster system because of limited resources. The board appointed the assistant superintendent for Curriculum and Evaluation to whom the three assistant superintendents reported under the three-cluster system-as deputy superintendent as part of her transition to become CCISD's superintendent, effective January 1, 2003. The district did not fill the assistant superintendent for Curriculum and Evaluation position, but divided the responsibility for the assistant superintendents for the East and West Clusters and program directors between the deputy superintendent and the third assistant superintendent who had no area responsibility under the new two-cluster system.

A majority of principals and administrators said that because the three-cluster system had a more clear organization around vertical high school feeder patterns it facilitated more consistent, cohesive communication between the principals and the central office. Under the new two-cluster system, feeder patterns are not totally separate because the assistant superintendents have assumed responsibility for additional schools from the third cluster under the old system. The deputy superintendent acknowledged that the most difficult challenge of the new two-cluster system is maintaining lines of communication and feedback from principals in schools throughout the district. The two assistant superintendents sometimes hold joint meetings with principals in the East and West Clusters to help alleviate communication challenges.

A majority of the principals said the two-cluster system further fragments communication because the assistant superintendents are spread too thin and sometimes the "right hand does not know what the left hand is doing." Most principals said they see their assistant superintendent less frequently under the two-cluster system. Central office administrators differed with this view, explaining that the deputy superintendent directed the assistant

superintendents to visit each school within their respective cluster at least twice each month because they no longer had districtwide responsibilities.

One of the assistant superintendents said the cluster assistant superintendents meet twice each week to plan and coordinate communication between campuses and the central office, as well as chair monthly cluster meetings designed to provide staff development training for principals. Additionally, the assistant superintendent told members of the review team the cluster assistant superintendents schedule monthly horizontal meetings for individual groups of elementary, intermediate and high school principals. The agendas for these meetings are driven by concerns and needs specific to the category of school and principals may submit agenda items for the monthly meetings.

Although a majority of principals participating in focus groups and interviews preferred the free-flowing nature of communication under the three-cluster system, many principals said the consistency of communication has improved under the two-cluster system and they see their assistant superintendents at least twice each month at their schools. Other principals told members of the review team their perception of improved communication and school visits depends on the cluster within which their schools are assigned.

As a best practice, some Texas school districts organized into separate areas, regions or subdistricts similar to CCISD's cluster system require assistant superintendents with area responsibility to meet monthly to coordinate communication from the central office and conduct mandatory monthly meetings with all principals within their respective areas to ensure cohesive communication between the central office and schools. Additionally, those districts require the area superintendents to periodically conduct joint meetings with principals from all areas to enhance the consistency of communication between areas, regions or subdistricts. For example, the nine area superintendents within the Dallas ISD (DISD) meet with each other and DISD's executive leadership team in monthly round-table discussions to review districtwide initiatives that affect their respective areas. They also meet with principals within their respective areas monthly to coordinate communication of specific initiatives from the central office related to issues that affect principals in the schools. Additionally, DISD's area superintendents conduct bi-monthly meetings jointly with principals throughout the district to coordinate information related to districtwide initiatives and ensure consistency of communication between areas.

Recommendation 7:

Coordinate communication between the assistant superintendents for the East and West Clusters to improve communication between school principals and the central office.

CCISD should coordinate communication between the assistant superintendents to facilitate consistent, cohesive districtwide communication and between principals and the central office. The assistant superintendents should first conduct a joint meeting with principals to identify specific areas in which communication can be more consistent and cohesive between clusters and the central office. Once the assistant superintendents identify communication gaps, they should entertain suggestions for improvement from principals in each cluster and implement a communications strategy to address their concerns.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the assistant superintendents for the East and West Clusters to develop strategies for improving communications between principals and the central office.	June - July 2003
2.	The assistant superintendents convene a meeting of all principals in the East and West Clusters to identify specific communication issues and entertain suggestions for improvement.	August 2003
3.	The assistant superintendents develop strategies for improving communication and present to superintendent for approval.	September - October 2003
4.	The superintendent approves the new communication strategies and directs the assistant superintendents to implement them.	October 2003
5.	The assistant superintendents implement the new communications strategies.	October 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CCISD's central office does not have a master-planning calendar or schedule detailing the dates and times of administrative meetings and activities conducted throughout the district. For example, elementary school principals said the Management Information Systems and Finance Departments took secretaries and clerks from their campuses for training

on PEIMS and student activity fund accounting during the same time period students were registering for the fall 2002 semester. Elementary principals reported they were unaware training was scheduled during this time period, and the district provided no master calendar for principals or staff to determine that training was prescheduled.

An overwhelming majority of participants in principals' focus groups complained that the central office department schedule them for numerous meetings on the same day and time. One principal said she had actually been scheduled for three separate meetings at three separate sites on the same day at the same time.

An assistant superintendent also said that the central office communication of scheduled meetings lacks coordination because CCISD did not publish a master calendar of events that is continuously updated. The assistant superintendent said that principals often complain about overlapping departmental or committee meetings. As a result, the assistant superintendent is attempting to require non-instructional departments to route all requests to attend meetings or serve on departmental committees through the assistant superintendents for the East and West Clusters, where they will keep the principals' calendars and ensure that meetings do not overlap.

Large organizations and school districts typically publish a master calendar of meetings scheduled during a given week or month. The districts publish the master calendar in hard copy or electronically over the organizations' Intranet, which allows all organization members to see all meetings scheduled in a given week or month at a glance.

Recommendation 8:

Implement a districtwide master calendar to increase efficient scheduling of district meetings.

The districtwide master calendar should be published weekly and identify the date, time and location of all meetings scheduled in a given month. The district should assign the director of Public Information the responsibility for publishing and continuously updating the master calendar.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent assigns the director of Public Information responsibility for developing and implementing a districtwide master calendar.	June 2003
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2.	The director of Public Information requires all central office departments scheduling districtwide meetings requiring school and central office administrators to attend to submit meeting dates, time and location two weeks to one month in advance of the meeting date.	June 2003 and Ongoing
3.	Central office department managers submit scheduled meetings to the director of Public Information as requested.	June 2003 and Ongoing
4.	The director of Public Information publishes and updates a districtwide master calendar weekly.	July 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CCISD does not have an executed engagement letter or formal documentation with Feldman & Rogers outlining the scope of services to be performed for the district or billing rates by category of legal staff performing the work. According to the managing partner of Feldman & Rogers, there is no formal engagement letter or contract between his firm and the district, but he routinely discusses billing rates with the board. The hourly billing rates currently in effect are as follows:

- Partners \$195 - \$300 per hour
- Associates \$125 - \$185 per hour
- Legal assistants \$65 - \$85 per hour

Without a formally executed engagement letter between Feldman & Rogers and the district, CCISD does not have a documented source for verifying the hourly billing rates charged for specific legal services provided.

Since 1996, CCISD has used the services of the law firm of Feldman & Rogers to provide the district with general representation on specific matters related to litigation. However, David Feldman has represented CCISD in some capacity since 1978, when he was a lawyer at Vinson & Elkins. Feldman & Rogers provides legal counsel at each regular board meeting.

CCISD paid Feldman & Rogers \$300,663 in legal fees in 2000-01 and another \$194,856 in legal fees in 2001-02 for an average of \$247,759 per year over the past two years.

CCISD also has an Errors and Omissions and Employment Practices Liability Insurance Policy with Coregis Insurance Company written specifically for an educational institution. The policy is a "claims made and reported policy" that only covers claims first made during the policy period and reported to the insurer within 60 days of the end of the policy period. Eligible claims include lawsuits or other written demands seeking damages as a result of a wrongful act. These acts are classified as a "wrongful employment practice," an administrative proceeding of the Equal Employment Opportunity Commission, a state Human Rights Department or similar state or federal agency delivered to or served on CCISD seeking damages or other relief. Errors and omissions coverage is \$2 million per claim, with an annual aggregate of \$2 million. The coverage has a \$15,000 deductible applicable to each claim and claim expense and CCISD pays an annual premium of \$60,855 for the coverage. CCISD's current policy expires April 1, 2003.

Generally, school districts formally execute engagement letters or have some formal documentation with law firms providing outside legal services. These engagement letters or documents outline the types of services to be performed, hourly billing rates by staff classification performing the work and the duration of expected services contract. The superintendent or board president typically sign an engagement letter. District management uses this formally executed document to verify the hourly billing rates by staff classification for legal services provided to the district before paying legal invoices. Additionally, this document provides districts with a formal point of reference to clarify misunderstandings or as a measure of failed expectations.

Recommendation 9:

Obtain formal documentation in the form of an engagement letter or contract for legal services with CCISD's outside legal counsel.

The engagement letter or formal documentation should contain the scope of legal services to be provided and billing rates by staff classification performing the services. CCISD can review the Comptroller's *Navigating the Legal Maze: A Practical Guide For Controlling the Cost of School District Legal Services* for ideas on structuring the document or engagement letter.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent contacts Feldman & Rogers to discuss formally executing an engagement letter or formalized documentation for legal services.	June 2003
2.	The superintendent reviews and approves the agreement.	July 2003
3.	The board reviews and approves the formally executed agreement for legal services.	August 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

C. CAMPUS ADMINISTRATION AND SITE-BASED DECISION MAKING

Population diversity, the economic and ethnic background of the students, special service requirements, the adequacy of facilities, staffing resources and the instructional priorities of the community, all help to shape the unique organization of each school.

State law requires campus administration to adhere to a site-based model for decision-making in Texas school districts. The Texas Education Code specifies many requirements for site-based decision-making, including that the district:

- develop, review and revise annually a district improvement plan and campus improvement plans;
- approve annually district and campus performance objectives that, at minimum, support state goals and objectives;
- clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, and district-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization in the administrative procedures or policies;
- involve district and school-based decision-making committees in establishing administrative procedures;
- practice systematic communications measures to obtain broad-based community, parental and staff input and to provide information to those persons regarding the recommendations of the district-level committee; and
- consult with the district-level committee on the planning, operations, supervision and evaluation of the district's educational program.

Site-based decision-making provides a mechanism for teachers, parents and community members to assist central and campus administrators in improving student performance. Schools must have adequate resources and flexibility to develop programs tailored to meet the needs of the students they serve.

The central office's role in SBDM is to give school administrators the authority to operate within the parameters of the SBDM model and provide the necessary administrative support to ensure principals

effectively execute their responsibilities to consistently maintain high levels of student achievement.

FINDING

CCISD's Campus Instructional Improvement Councils (CIIC) understand their advisory roles within a site-based decision-making environment. CIIC's are site-based councils at each school that assist principals with developing, reviewing and revising campus improvement plans for the purpose of improving student performance for all student populations with respect to academic excellence indicators and other appropriate performance measures. CIICs are involved in planning, budgeting, staffing, curriculum, staff development and school organization decisions in an advisory capacity to principals.

CCISD reinforces the role of CIICs annually through its Administrative Procedures for Site-Based Shared Decision-Making. This document was last revised in spring 2001 and includes the following information:

- purpose of site-based shared decision-making;
- guiding principles of site-based shared decision-making;
- roles of the board, superintendent, principals, District Educational Improvement Council (DEIC) and CIICs;
- definitions of classroom teachers, parents, community members and business representatives who make up the CIICs;
- required representation on the DEIC;
- required representation on CIICs;
- general guidelines for implementing site-based shared decision-making;
- components of district and campus plans; and
- the duties and responsibilities of CIICs

Each year principals throughout the district review the Administrative Procedures for Site-Based Shared Decision-Making with their respective CIIC members to reinforce the roles and responsibilities of the CIICs. The overwhelming majority of the participants in principals' focus groups told members of the review team members of the CIICs are well trained and clearly understand their advisory roles, thereby allowing CIIC members to provide valuable input into the campus-level decision-making process.

COMMENDATION

CCISD's Campus Instructional Improvement Councils understand their advisory roles within a site-based decision-making environment.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

D. PLANNING AND EVALUATION

Every school district faces the challenge of determining how to make the best use of limited resources to serve a wide and diverse range of needs. Creating the proper channels to address needs through the allocation of resources requires that school districts have a comprehensive understanding of their vision, mission, goals and based on that understanding create a systematic process of determining needs and corresponding solutions.

The process of inventorying needs and their corresponding solutions is best handled through a long-term strategic planning process. Long-term strategic planning may be defined as the means by which an organization creates comprehensive strategies to overcome barriers to success. The district must create a balance between serving immediate needs while implementing procedures, resources or processes that will allow the organization to resolve future needs in the most efficient and performance-enhancing manner possible.

FINDING

The district does not perform cohesive, integrated long-term strategic planning. According to one board member, the district has been unable to implement the planning process. As a result, the district stopped creating long-term strategic plans because as a board member said, "shorter term planning was more effective for us."

The current district planning process works as follows. Each summer the board members meet to discuss and create goals and objectives for the superintendent to implement and accomplish in the upcoming school year. The process for creating the goals and objectives begins in a strictly individual manner with board members determining five to 10 suggestions for district goals and objectives. During meetings, the board begins a process to discuss which ideas should be transmitted as a goal and objective to the superintendent. All of the board members described the process as productive especially since board members' ideas overlap. Ideas are written on a board and dots are placed next to those receiving the most support among the group. This process results in the board reducing an estimated 35 ideas down to five to seven manageable ones. At the end of the year, the board revisits goals and objectives and sets new ones. The district engages in a rolling annual planning process rather than a long-term strategic planning process.

The district does not have a strategic plan. The district's board has not conducted any retreats or workshop sessions to reevaluate the vision and mission of the district. According to one board member who tried to help organize such an effort in 2002, "Some of the board members did not want to (conduct a visioning session) because they are overly focused solely upon the financial issue and the fact that they don't understand that part of their role is to do long term planning. We have never sat down and reviewed the mission and vision for the district. We do not have a common ground understanding of what the mission means. There is no ownership of the statement and the vision."

The district's current operational plans, such as the facilities plan and the technology plan, suffer from the "silo effect." The silo effect refers to plans that are not integrated with one another and the budget. The silo effect also indicates that the written plans are intended to be stand alones, so they are not bound together as part of a single comprehensive document. In addition, CCISD is currently relying upon its District Improvement Plan to serve as the district strategic plan. The problem with this approach is that this plan addresses only instructional needs and is not comprehensive.

The district does not conduct an evaluation of non-instructional policies to help ensure that it is continuing in its effort to accomplish its mission and vision. The district does not tie timelines for implementation to board-approved policies. Several board members said the district has no policy monitoring.

As a result of the lack of long-term planning, the district conducts non-instructional planning using a crisis management planning model. This is driven by the substitution of on-going annual planning in the absence of long-range strategic planning. Each year the district addresses the most prominently pressing issues. For example in 1995, the board directed the superintendent to find suitable locations for the construction of new schools within the district. However, because the district had not linked its facilities needs with a demographical tracking process, the district was encumbered with land that had been purchased but was not necessarily appropriate for the district's needs.

The former superintendent said when he arrived at the district, the board was "buying land sites with no plan, like eight acre sites where they wanted to put in a 900 student school that needs at least 10 acres as a rule of thumb."

As a consequence, the district had to go through a difficult process of canvassing the district and trying to parcel together suitable land properties. This required negotiating with multiple sellers of different lots

in hopes that by acquiring the multiple tracks the district could put together a complete site. However, the geography of the district made this process difficult. The former superintendent explained that the district's size is deceptive. "It is big in area, but if you really look at a map there is not a whole lot of available land. I have told the board we need to do a final build out and purchase of land in accordance with a strategic plan. This would have allowed us to utilize our resources in efficient and effective manner."

Lack of long-term strategic planning forces the district to be reactive rather proactive. Principals at all levels of instruction said that the district remains in a constant mode of crisis management.

Board and community members who are generally very complimentary of the current board said that the board is burdened by the decisions of previous boards which lacked planning. These decisions are exacerbated by the current board's continued lack of planning. For example, one board member said lack of planning had deferred maintenance to build up to the point that when the district painted a building, the district had to water down the paint due to lack of sufficient funds. "When budget time comes we have to pick and choose those things that are most pressing. In budgeting for only those items that are most pressing, the district loses the initiative to proactively plan to avoid and overcome barriers before they become problematic." Without this long-term view, the district addresses issues only after they become causes of concern.

The district's new superintendent, however, recognizing this critical need, has initiated steps toward long-range planning through efforts to coordinate the district's facilities and technology needs into the upcoming bond election and by collaborating with the board to ensure the district takes a proactive stance for future planning efforts. The new superintendent has compiled a report including both immediate and some long-range goals for the district.

Many districts maximize future growth opportunities by reviewing the difference between current performance versus optimal performance in all aspects of management. These districts define optimal performance as a means of creating a roadmap to span the gap between current performance and the level that the stakeholders - parents, community and business members and staff - would like to see as the achieved performance and goals. Called creating a vision of what stakeholders would like to see the organization become. The process of setting a vision, which serves as the directional driver behind management and organizational efforts, is one of the elements of the strategic planning process, which is represented in **Exhibit 1-12**. Many districts also tie timelines for implementation to

policies which then allow those boards a process for monitoring implementation

Exhibit 1-12
Elements of a Long Term Strategic Plan
and Related Benefits

Activity	Purpose	Benefit
Vision and mission setting.	Setting the mission and vision serves as the organizational compass by helping the district answer the question, "What are we trying to accomplish?"	The process of visioning allows districts to set the bounds and philosophical grounding on which to base recommendations for improvement. The vision serves as the target, which all policy decisions are designed to help the district reach.
Stakeholders identify barriers to accomplishment of vision and mission.	The identification of barriers is intended to help analytically and systematically answer the question, "What obstacles are preventing the organization from achieving its vision?"	Once barriers to vision have been identified the district will then have an understanding of what items require the development of strategies for solution.
Create recommendations to address barriers to vision based on stakeholder input.	The recommendations represent the district's efforts to find resolutions to the barriers to vision.	Once in place, the recommendations for improvement help districts gain an understanding of what will be needed to solve its problems.
Link recommendations to resources such as the budget and personnel.	The process of linking recommendations to resources is designed to help the district prevent itself from creating its own unfunded mandates.	The benefit of linking resources to recommendations is twofold. First the district is able to maintain financial integrity by making sure that they either have or will have the resources to implement a recommendation. Second, this link will help serve as the basis for setting priorities during the budgeting cycle and general management of an organization.

Create performance and progress measures for recommendations.	The purpose of this activity is to put in place a process for gauging the effectiveness of recommendations.	Gauging the effectiveness of recommendations will tell an organization if additional or fewer resources are needed or if the recommendation is feasible in its current form.
Establish timelines and means of evaluating the implementation of recommendations.	This activity allows a district to create a calendar to help it manage resources and ensure timely implementation of recommendations.	The calendar and corresponding timelines for implementation serve a district by allowing it to monitor and ensure that the district is getting follow-through on its strategic plan.
Establish means and timeline to review and update plan on at least an annual basis during the life cycle of the plan.	This activity is designed to help districts ensure that the plan becomes institutionalized and relevant.	By having regular reviews of the planning document a district will help make sure that they are creating a "living" document that is recognized and understood by stakeholders to be the driver of district operations.
Compile recommendations, procedures for evaluation, timelines and data regarding impacts on budget and personnel in single bound document.	The intent of this activity is to have all of the elements of the plan in one central and easily referenced document.	Binding all of the elements into a single document allows readers to see the comprehensive direction of the district while also providing a cross cutting view of recommendations, resources, timelines and processes of evaluation.
Refer to document as the basis for governing policy decisions.	The purpose of this activity is to ensure that there is a link between the day-to-day operations of the district and its goals.	Creating a link between the plan and day-to-day operations helps to ensure that neither the plan nor the daily management practices lose their relevance to the overall vision and mission of the district.

Source: MJLM research and analysis, 2003.

Implementing the elements of a comprehensive long-term strategic plan calls for a commitment from the district to assign duties, maintain accountability and involve stakeholders. A seven-step process for

implementing the elements of a strategic plan, outlined in **Exhibit 1-13**. These steps constitute the process by which elements of the plan are completed.

Exhibit 1-13
Framework for Implementing the Elements of a Long Term Strategic Plan

Activity	Purpose	Benefit
Establish planning strategy.	This step allows planners to lay the groundwork for the use of resources, time and effort for having a successful planning process.	This process is the means by which planners may anticipate and plan to overcome any barriers to the planning process.
Notify stakeholders of the process, purpose, and goals.	The purpose of this activity is to prepare and notify stakeholders that the process is underway and how that can provide input and assistance.	The benefit of this step to planners is that it will help garner the buy-in of the people who will ultimately determine the success of the plan.
Assign duties and responsibilities with timelines for completion.	At this point, planners must determine who will be accountable for producing the various elements of the plan.	By assigning accountability, planners are then able to better manage the process through a single point of contact for each section covered by the plan.
Create and review drafts of plan.	This step helps planners to evaluate the direction and progress of the plan to date.	By reviewing a draft of the plan while still in progress, planners can then determine which areas of the plan are deficient and need additional attention before subsequent copies are produced.
Strengthen and review final draft plan.	This is intended to allow planners and stakeholders an opportunity to shore up any areas of weakness in the plan.	The benefit of the final review is that it allows an additional assurance that their recommendations and work are being rigorously reviewed which results in greater confidence as to the feasibility, integrity and validity of the final product.
Formally adopt	This step is a means of	The benefit of formally adopting the

plan.	institutionalizing the plan as the cornerstone of district operations.	plan is that it removes any doubt as to the validity of the plan while also formalizing the relationship between the district and the recommendations contained in the document. Furthermore, stakeholders are then given a reference point to which they can direct future ideas for improvement.
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Source: MJLM research and analysis.

Effective strategic planning is a useful tool in helping districts stay focused on their goals, establish priorities and efficiently deploy resources to deliver services. Strategic planning enables districts to critically analyze their environment to anticipate or plan to cope with changes in the economy, local demographics or legislative policy all of which can have significant impacts on the effectiveness of a school district.

Some districts have board policies that dictate that the school district develop and implement comprehensive strategic plans. Using board policy to mandate the development of a comprehensive strategic plan institutionalizes the planning process and the resulting document itself to ensure that it remains a relevant and vibrant guide to giving direction to the district. These plans are typically at least three years in length and are formulated to ensure that plans of the district such as budget, facilities, technology and educational service are all integrated in a complimentary and supportive fashion.

Recommendation 10:

Develop and adopt a comprehensive strategic plan.

This comprehensive plan should be inclusive of planning in facilities, budget, technology, education service delivery, food service, personnel, district organization and management, community involvement initiatives, finance, transportation and personnel. Additional guidance in constructing and initiating the plan may be obtained from the Texas Association of School Boards.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent creates an administrative management team of administrators, teachers and community members to oversee the comprehensive long-term strategic planning	Completed
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	process.	
2.	The administrative management team contacts the Texas Association of School Boards for suggestions and information and creates a draft detailing the process by which the plan will be developed.	July - September 2003
3.	The administrative management team incorporated the plan and goals developed by the district for the upcoming bond election into the draft.	July - September 2003
4.	The superintendent reviews the draft process and initial draft goals and presents it to the board for review and approval.	October 2003 and Ongoing
5.	The board approves the process, to create and adopt a comprehensive long-term strategic plan, and the superintendent works with the administrative management team to formalize a long-term strategic plan that incorporates the initial goals.	November 2003 and Ongoing

FISCAL IMPACT

For a district this size the cost of developing a strategic plan would be \$25,000.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Develop and adopt a comprehensive strategic plan.	(\$25,000)	\$0	\$0	\$0	\$0

Chapter 2

EDUCATIONAL SERVICE DELIVERY

This chapter reviews Clear Creek Independent School District's (CCISD) educational service delivery functions in the following sections:

- A. Student Performance and Instructional Program Delivery
- B. Special Programs
- C. Gifted and Talented Education
- D. Compensatory Education and Title I, Part A Programs
- E. Health Services
- F. Counseling
- G. Career and Technology Education
- H. Bilingual Education/English as a Second Language

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

BACKGROUND

CCISD's mission is "to educate a diverse student population, equip them with the foundation to contribute to society and instill in them a positive vision to excel." The district is the 28th largest district in the state based on enrollment and consistently rates among the top school districts in the state academically. League City residents are generally well educated, 64 percent report varying levels of college education, up to and including graduate and professional degrees. CCISD reports that out of a student population of 30,944 students in 2001-02, about 78-80 percent of their graduates entered college.

CCISD is fully accredited by both the Texas Education Agency (TEA) and the Southern Association of Colleges and Schools (SACS). The district serves students at three high schools, an alternative school, two ninth grade centers, eight intermediate schools (grades 6-8) and 22 elementary schools (grades K-5) for a total of 36 schools. The district currently serves 31,839 students and served 29,875 and 30,994 students during the 2000-01 and 2001-02 school years, respectively. **Exhibit 2-1** shows CCISD's 2001-02 enrollment by grade.

Exhibit 2-1
CCISD Enrollment by Grade
2001-02

Grade	Count	Percent of Total Enrollment
Early Childhood education	91	0.3%
Pre-Kindergarten	449	1.4%
Kindergarten	2,156	7.0%
Grade 1	2,276	7.3%
Grade 2	2,285	7.4%
Grade 3	2,393	7.7%
Grade 4	2,394	7.7%
Grade 5	2,462	7.9%
Grade 6	2,460	7.9%
Grade 7	2,512	8.1%
Grade 8	2,523	8.1%
Grade 9	2,659	8.6%
Grade 10	2,243	7.2%
Grade 11	2,161	7.0%
Grade 12	1,930	6.2%
Total	30,994	100%

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

Exhibit 2-2 shows an enrollment trend for the district from 1997-98 to 2002-03 demonstrating a 12.9 percent increase from 1996-97 student enrollment figures to 2002-03 figures reported to TEA.

**Exhibit 2-2
CCISD Student Enrollment Growth
1998-99 to 2002-03**

School Year	Enrollment	Growth (Over/Under) From Previous Year	Percent Growth From Previous Year
1998-99	28,205	N/A	N/A

1999-2000	28,846	641	2.3%
2000-01	29,875	1,029	3.6%
2001-02	30,994	1,119	3.7%
2002-03	31,839	845	2.7%
Total Growth and Percent change from 1998-99 to 2002-03		2,515	12.9%

Source: TEA, AEIS, 1998-99 through 2001-02 and Public Education Information Management System (PEIMS), 2002-03.

TEA provides information on the results of the statewide assessment, as well as other demographic, staffing and financial data to school districts and the public annually through PEIMS and AEIS. The review team used these reports to examine CCISD data over time, as well as to compare the performance of CCISD students with those in its peer districts, the state as a whole and the Regional Education Service Center IV (Region 4). The latest AEIS data available is for 2001-02.

CCISD has aligned its curriculum to Texas Essential Knowledge and Skills (TEKS), and its own curriculum documents. The district is in the process of aligning its curriculum to the Texas Assessment of Knowledge and Skills (TAKS). In 2002-03, TAKS replaced the Texas Assessment of Academic Skills (TAAS), the statewide assessment instrument. The new assessment is more rigorous than the TAAS and was administered in grades 3 through 11. Math was assessed in grades 3-11. Reading was assessed in grades 3-9 and English Language Arts in grades 10 and 11. Writing was assessed in grades 4 and 7; social studies in grades 8, 10 and 11; and science in grades 5, 10 and 11. The exit-level examination will be given at grade 11. CCISD's third graders received an overall 96 percent passing rate on the spring 2003 TAKS administration compared to 89 percent for the state.

During 2001-02, CCISD had 3,530 employees, including 1,983.3 teachers, 103.5 administrators, 218.8 professional support employees, 93.6 educational aides and 1,130.5 auxiliary personnel. The percent of total staff represented by teachers in CCISD is slightly higher than in the state as a whole. The percent of professional support staff and central administration staff is slightly lower than the state. While CCISD's percent of educational aides is considerably lower than the state average, the percent of auxiliary staff is somewhat higher. The percent of teachers with advanced degrees in CCISD is about one-fifth higher than it is statewide.

The percent of the teaching staff with 11 or more years of experience is only slightly higher in CCISD than it is statewide.

Exhibit 2-3 provides data on the percent of staff and race/ethnicity, degree and experience of teachers in CCISD.

**Exhibit 2-3
Staff Demographic Information
CCISD and State
2001-02**

Category	CCISD		State	
	2001-02	Percent	2001-02	Percent
<i>Staff</i>				
Teachers	1,983.3	56.2%	282,583.1	50.5%
Professional Support	218.8	6.2%	49,903.6	8.9%
Campus Administration	72.5	2.1%	15,234.0	2.7%
Central Administration	31.0	0.9%	5,756.0	1.0%
Educational Aides	93.6	2.7%	57,941.4	10.3%
Auxiliary Staff	1,130.5	32.0%	148,644.0	26.5%
Total	3,529.7	100.0%	560,063.1	100.0%
Total Minority (Total Staff)	602.7	17.1%	219,478.0	39.2%
Turnover Rate (Teachers)		12.5%		15.7%
<i>Race/Ethnicity (Teachers)</i>				
African American	42.1	2.1%	25,250.6	8.9%
Hispanic	93.5	4.7%	49,681.1	17.6%
Anglo	1,825.7	92.1%	204,973.0	72.5%
Asian/Pacific Islander	15.0	0.8%	1,959.3	0.7%
Native American	7	0.4%	719.2	0.3%
<i>Degree Status (Teachers)</i>				
No Degree	15.0	0.8%	3,957.6	1.4%
Bachelors Degree Only	1,400.8	70.6%	212,732.4	75.3%
Masters Degree	559.6	28.2%	64,563.1	22.8%
Doctorate Degree	7.9	0.4%	1,330.0	0.5%

<i>Experience (Teachers)</i>				
0 Years Experience	98.8	5.0%	22,107.8	7.8%
1-5 Years Experience	496.7	25.0%	78,524.8	27.8%
6 -10 Years Experience	393.9	19.9%	51,042.7	18.1%
11-20 Years Experience	546.1	27.5%	69,874.9	24.7%
20+ Years Experience	447.8	22.6%	61,033.0	21.6%

Source: TEA, AEIS, 2001-02.

Note: Percentages may not equal 100 due to rounding.

CCISD teacher's average years of experience and the average years in the district (**Exhibit 2-4**) are higher than they are statewide. Average salaries for teachers at all levels of experience in CCISD exceed those for teachers across the state. The average salary of CCISD teachers is \$2,379 higher than those for teachers statewide; \$7,031 higher for professional support staff; \$6,732 higher for campus administration; and \$5,617 higher for central administration.

CCISD selected five Texas school districts to serve as peer districts for comparative purposes: Klein, Humble, Irving, Spring Branch and Spring. These districts share a number of similar demographic characteristics and are all among the larger districts in the state. **Exhibit 2-4** shows staff information for CCISD and its peers.

Exhibit 2-4
Staff Salary Information
CCISD, Peer Districts and State
2001-02

2001-02 Staff Category	CCISD	State	Percent Difference Over/ (Under)	Klein	Humble	Irving	Spring Branch	Spring
Average Years of Experience (Teachers)	12.5	11.9	4.0 %	14.6	11.7	10.1	11.8	10.4
Average Years in District (Teachers)	7.4	7.8	(6.0 %)	8.6	7.4	6.5	7.9	6.6

Average Salary (Excluding Stipends)								
Beginning Teachers	\$33,482	\$30,940	8.2 %	\$31,464	\$31,758	\$33,288	\$34,934	\$30,884
1-5 Years Experience	\$35,359	\$33,093	6.8 %	\$35,848	\$34,856	\$35,352	\$36,335	\$34,146
6-10 Years Experience	\$38,636	\$36,169	6.8 %	\$37,196	\$36,490	\$37,363	\$40,260	\$37,361
11-20 Years Experience	\$43,158	\$42,298	2.0 %	\$45,050	\$41,687	\$43,184	\$46,048	\$44,480
20+ Years Experience	\$51,069	\$49,185	3.8 %	\$54,194	\$49,206	\$53,223	\$53,915	\$53,332
Average Salary (Excluding Stipends)								
Teachers	\$41,611	\$39,232	6.0 %	\$44,228	\$39,837	\$40,203	\$43,105	\$39,886
Professional Support	\$48,990	\$41,959	16.8 %	\$49,470	\$48,063	\$48,817	\$50,677	\$48,554
Campus Administration	\$65,293	\$58,561	11.5 %	\$63,132	\$52,065	\$64,907	\$71,655	\$61,190
Central Administration	\$75,466	\$69,849	8.0 %	\$85,559	\$85,363	\$138,750	\$232,237	\$80,087

Source: TEA, AEIS, 2001-02.

Exhibit 2-5 lists the student demographics of CCISD and its peers during 2001-02.

**Exhibit 2-5
Student Demographics
CCISD, Peer Districts, Region 4 and State
2001-02**

District		Racial/Ethnic Percentage
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	Student Enrollment	Percent African American	Percent Hispanic	Percent Anglo	Percent Other	Percent Economically Disadvantaged
CCISD	30,994	6.8%	14.0%	69.6%	9.5%	12.6%
Klein	33,528	13.4%	20.8%	57.8%	8.1%	21.4%
Humble	25,239	10.6%	15.3%	70.7%	3.5%	17.3%
Irving	30,086	13.3%	52.0%	29.0%	5.8%	61.4%
Spring Branch	32,540	6.4%	51.1%	35.9%	6.6%	53.1%
Spring	24,429	28.9%	27.3%	37.5%	6.3%	40.4%
Region 4	900,198	21.7%	38.1%	34/8%	5.4%	48.8%
State	4,146,653	14.4%	41.7%	40.9%	3.1%	50.5%

Source: TEA, AEIS, 2001-02.

Exhibit 2-6 shows that the percent of CCISD students passing TAAS surpasses all but one of its peers and is 6.4 percentage points higher than the state average. CCISD's property value per pupil is the second highest among its peers and 27 percent higher than the state average.

Exhibit 2-6
District Property Value per Pupil and Percent of Students Passing the TAAS
CCISD, Peer Districts, Region 4 and State
2001-02

District Name	2001-02 Enrollment	2001-02 Property Value per Pupil	Rank by Value	Percent of Students Passing TAAS	Rank by Performance
CCISD	30,994	\$298,427	2	91.7%	2
Klein	33,528	\$197,930	6	92.3%	1
Humble	25,239	\$215,875	4	89.9%	3
Irving	30,086	\$259,957	3	84.8%	6
Spring Branch	32,540	\$354,267	1	88.0%	4
Spring	24,429	\$198,109	5	86.7%	5

Region 4	900,198	\$256,932	N/A	86.8%	N/A
State	4,146,653	\$234,607	N/A	85.3%	N/A

Source: TEA, AEIS, 2001-02.

Based on information in the 2001-02 AEIS (**Exhibit 2-7**), the budgeted instructional operating expenditures per student in CCISD were lower than its peers districts, Region 4 and the state. It was also lowest for special education and bilingual and English as a Second Language (ESL) education. However, the percent of the district's budgeted instructional expenditures spent on regular education was the highest.

Exhibit 2-7
Budgeted Instructional Operating Expenditures
CCISD, Peer Districts, Region 4 and State
2001-02

		Percent of Instructional Operating Expenditures					
District	Total Instructional Operating Expenditures Per Pupil*	Regular Education	Gifted and Talented	Special Education	Career and Technology Education	Bilingual and ESL Education	Compensatory Education
CCISD	\$3,406	82.8%	0.9%	10.2%	3.8%	0.2%	2.2%
Klein	\$3,556	74.6%	0.5%	15.2%	4.3%	3.6%	1.8%
Humble	\$3,521	75.2%	5.7%	12.7%	3.3%	1.2%	2.0%
Irving	\$3,928	61.1%	4.0%	12.0%	2.4%	16.1%	1.7%
Spring Branch	\$3,829	72.7%	0.5%	10.7%	2.7%	9.8%	3.7%
Spring	\$3,497	67.3%	2.3%	17.5%	4.2%	5.2%	3.6%
Region 4	\$3,680	68.4%	2.0%	13.0%	3.4%	7.4%	5.9%
State	\$3,611	70.9%	1.8%	12.6%	4.1%	4.3%	6.4%

Source: TEA, AEIS, 2001-02.

*Instruction (Functions 11, 95) and Instructional Leadership (Function 21).

The total for all expenditures in CCISD in 2001-02 was \$206 million or \$6,637 per student. Instructional operating expenditures, which directly

relate to interaction between teachers and students and to managing, directing, supervising and providing leadership for staff who provide instructional services, totaled \$106 million or \$3,406 per student.

Compared to its peers

(**Exhibit 2-8**), CCISD's total expenditures, total operating expenditures and total instructional operating expenditures per student are the lowest.

**Exhibit 2-8
Total and Per Student Expenditures,
Operating Expenditures and Instructional Operating Expenditures
CCISD and Peer Districts
2001-02**

District	Total Expenditures	Total Expenditures Per Student	PEIMS Percent Expenditure on Instruction	Total Operating Expenditures	Total Operating Expenditures Per Student	Total Instructional Operating Expenditures	Total Instructional Operating Expenditures Per Student
CCISD	\$205,720,445	\$6,637	51.3%	\$170,104,910	\$5,488	\$105,569,476	\$3,406
Klein	\$227,989,663	\$6,800	52.3%	\$197,824,825	\$5,900	\$119,224,914	\$3,556
Humble	\$169,851,253	\$6,730	52.3%	\$147,417,292	\$5,820	\$88,878,043	\$3,521
Irving	\$199,734,057	\$6,639	59.1%	\$178,498,945	\$5,932	\$118,185,167	\$3,928
Spring Branch	\$233,037,022	\$7,162	53.4%	\$208,182,742	\$6,398	\$124,592,716	\$3,829
Spring	\$162,337,277	\$6,645	52.6%	\$142,424,357	\$5,830	\$85,417,526	\$3,497

Source: TEA, AEIS, 2001-02.

Exhibit 2-9 shows CCISD and peer ranking for total expenditures, total operating expenditures and total instructional operating expenditures per student.

**Exhibit 2-9
Rank of Total Expenditures Per Student,
Operating Expenditures Per Student and
Total Instructional Operating Expenditures Per Student
CCISD and Peer Districts
2001-02**

District	Rank
-----------------	-------------

	Total Expenditures Per Student	Total Operating Expenditures Per Student	Total Instructional Operating Expenditures Per Student
CCISD	6	6	6
Klein	2	3	3
Humble	3	5	4
Irving	4	2	1
Spring Branch	1	1	2
Spring	5	4	5

Source: TEA, AEIS, 2001-02.

For the sixth year in a row, TEA rated CCISD as "Recognized." A district cannot be rated "Exemplary" or "Recognized" if it has one or more low-performing campuses, or has 1,000 or more, or 10 percent or more of 2000-01 students in grades 7-12 who were not reported either as enrolled or as leavers in the 2001-02 Public Education Information Management System (PEIMS) Submission one. **Exhibit 2-10** shows TEA Accountability Rating Standards for 2002.

Exhibit 2-10
TEA Accountability Rating Standards
2002

	Exemplary*	Recognized*	Academically Acceptable/Acceptable	Academically Unacceptable/Low-Performing
Base Indicator Standards				
Spring 2002 TAAS -Reading -Writing -Mathematics	At least 90 percent passing each subject area ("all students" and each student group*)	At least 80 percent passing each subject area ("all students" and each student group*)	At least 55 percent passing each subject area ("all students" and each student group*)	Below 55 percent passing any subject area ("all students" or any student group*)

-Social Studies	At least 90 percent passing each subject area ("all students" only)	At least 80 percent passing each subject area ("all students" only)	At least 50 percent passing ("all students" only)	Below 50 percent passing ("all students" only)
2000-01 Dropout Rate	1 percent or less ("all students" and each student group*)	2.5 percent or less ("all students" and each student group*)	5 percent or less ("all students" and each student group*)	Above 5 percent ("all students" or any student group*)

Source: TEA, *Accountability Rating Standards*, 2002.

**Note: Student groups are African American, Hispanic, Anglo and Economically Disadvantaged. If a district or campus would be rated Academically Unacceptable/Low-performing solely because of a dropout rate exceeding 5 percent for a single student group (not "all students"), then the district will be rated Academically Acceptable/Acceptable if that single dropout rate is less than 10 percent, and has declined from the previous year.*

CISD missed exemplary status by less than 3 percent in some student groups. Hispanic students scored 89.6 percent in reading, barely missing the exemplary requirement of 90 percent, while economically disadvantaged students scored 87.6 percent in reading. In math, only the economically disadvantaged students scored 88.6 percent, missing the 90 percent exemplary standard by less than 2 percent. In writing, Hispanic students scored 88.7 percent and economically disadvantaged students scored 88 percent. The score for all students in social studies was 89.4 percent. **Exhibit 2-11** shows the Texas Assessment of Academic Skills (TAAS) scores for CCISD for spring 2002 and spring 2001.

**Exhibit 2-11
CCISD TAAS
Grades 3-8 and 10
Spring 2002 and Spring 2001**

	Spring 2002, Grades 3-8 and 10	Spring 2001, Grades 3-8 and 10
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Student Groups	Number Passing	Number Taking	EOC Credit **	Student Group Percent	Percent Passing	Number Passing	Number Taking	EOC Credit **	Percent Passing
READING									
All Students	14,373	15,050	3	100.0%	95.5%	14,123	14,894	6	94.8%
African American	953	1,031	0	6.9%	92.4%	857	945	0	90.7%
Hispanic	1,658	1,851	0	12.3%	89.6%	1,486	1,672	0	88.9%
Anglo	10,409	10,768	3	71.5%	96.7%	10,496	10,933	5	96.0%
Econ. Disadvantaged	1,491	1,703	0	11.3%	87.6%	1,200	1,399	0	85.8%
MATH									
All Students	14,400	15,097	3	100.0%	95.4%	14,121	14,933	6	94.6%
African American	929	1,025	0	6.8%	90.6%	825	944	0	87.4%
Hispanic	1,680	1,854	0	12.3%	90.6%	1,501	1,673	0	89.7%
Anglo	10,410	10,810	3	71.6%	96.3%	10,486	10,967	5	95.6%
Econ. Disadvantaged	1,516	1,711	0	11.3%	88.6%	1,208	1,403	0	86.1%
WRITING									
All Students	6,037	6,393	3	100.0%	94.4%	5,924	6,233	6	95.0%
African American	417	456	0	7.1%	91.4%	372	399	0	93.2%
Hispanic	667	752	0	11.8%	88.7%	604	669	0	90.3%
Anglo	4,375	4,578	3	71.6%	95.6%	4,391	4,589	5	95.7%
Econ. Disadvantaged	511	581	0	9.1%	88.0%	488	553	0	88.2%
SOCIAL STUDIES									
All Students	2,053	2,296	N/A	100.0%	89.4%	1,990	2,167	N/A	91.8%

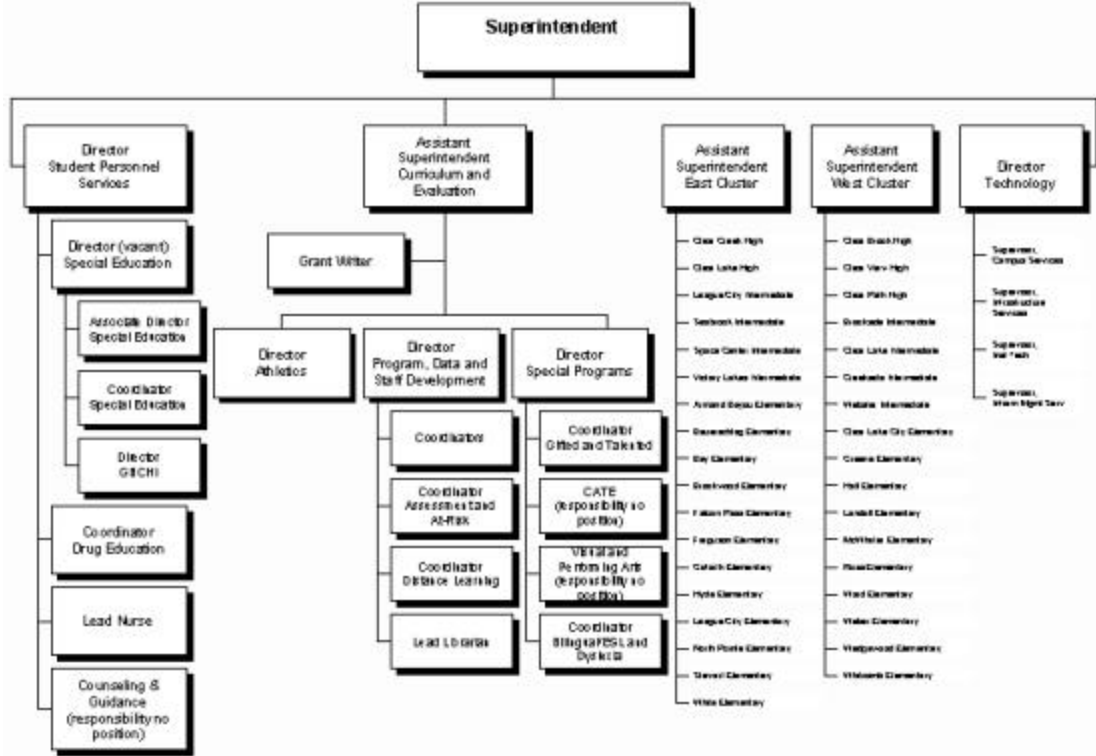
Source: TEA, AEIS, 2000-01 and 2001-02.

**Note: Shows the number of students who met the testing requirement for graduation by

passing end-of-course examinations and did not take any exit-level TAAS test in spring of the year. These numbers are included in the number passing and the number taking.

Exhibit 2-12 shows the organizational structure for CCISD Instruction.

Exhibit 2-12
Organizational Structure
Instruction
January 2003



Source: CCISD, superintendent's office.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

A. STUDENT PERFORMANCE AND INSTRUCTIONAL PROGRAM DELIVERY

Effective instructional management systems make administrators accountable for ensuring that resources allocated to instructional programs produce continual improvement in student performance. This entails continued monitoring and evaluation of personnel and programs, as well as comprehensive student assessment that accurately evaluates achievement across all content areas and grades.

FINDING

CCISD included teachers in on-going curriculum development to ensure updated curriculum. In 1995, CCISD initiated a curriculum development process focused on aligning the written, taught and tested curriculum to improve student achievement. CCISD assigned its best-qualified teachers to write this curriculum periodically during school days, providing substitutes for their classrooms.

With the adoption of Texas Essential Knowledge and Skills (TEKS) in 1997-98, CCISD curriculum focused on, but was not limited to, thorough teaching of these state standards. Curriculum coordinators used K-12 steering committees to develop curriculum area philosophy and goals to plan staff development, create long-range programmatic plans, identify effective instructional resources and strategies and to guide other decisions as needed in each content area. Curriculum coordinators also used curriculum writing teams to develop TEKS-based scopes and sequences, create benchmark test items, develop district benchmark and end-of-year tests to analyze data and identify activities focused on improving achievement for all students in all subjects.

As a result of this model, the CCISD curriculum is a dynamic document. Beginning with the 2002-03 school year, the district made the CCISD curriculum documents available online, expediting teacher, parent and community accessibility, as well as enabling expedient curriculum revisions.

Most curriculum experts agree teachers write the most effective curriculums, but involving teachers is difficult since teaching can be more than a full-time job. A district like CCISD that engages teachers with all levels of experience, throughout the year, in curriculum development shows vision, foresight and dedication to its mission.

COMMENDATION

CCISD involves teachers in on-going curriculum development to ensure updated curriculum supporting districtwide student success.

FINDING

CCISD ensures curriculum alignment with the Texas Essential Knowledge and Skills (TEKS) and ensures vertical alignment for subjects at all grade levels maximizing student success. Alignment means that formal written curriculum documents contain at minimum the same learning objectives for teachers that parallel those in a chosen skill set, like the TEKS, or information that will be contained in the assessment criteria. This ensures that teachers know what should be taught and provide students with the information necessary to master a course or subject area. Vertical alignment means that the subject matter information presented in one grade level is predicated by the necessary information in the previous grade and contains the necessary material for students to successfully transition to the following grade level in that same subject.

CCISD began realignment of its curriculum in 1995 when the elementary principals, who attended the Texas Elementary Principals and Supervisors Association (TEPSA) conference, viewed the *Texas School Steps* demonstration. In 1996, the principals worked with TEKS in draft form and made revisions to districtwide curricula. A *Texas School Steps* facilitator worked with CCISD elementary teachers to develop K-5 curriculum objectives. The facilitator also worked with intermediate mathematics teachers on curriculum alignment. In the 1997-98, CCISD formally adopted the TEKS as a basis for all curricula and began working on long-range curriculum development plans to include TEKS-based curriculum documents, a standard format, implementation timelines and review cycles for updating the curriculum.

In 1998-99, CCISD implemented the TEKS, and K-12 subject content area steering committees began developing a program philosophy and goals for each area. The committees determined the format for writing curriculum guides and implemented the scope and sequence for TEKS-based curriculums. The district also trained vertical teams, teams that link grades below and grades above a current grade, for K-12 in language arts and mathematics in the fall of 1998. In January 1999, social studies vertical teams were trained.

TAAS alignment to TEKS occurred during 1998-99 and 1999-2000. Steering committees addressed assessment and other curriculum area issues and drafted TEKS-based CCISD curriculum documents for delivery to campuses. The elementary and intermediate curriculum documents

were updated and revised. The high school curriculum documents for selected subjects were updated and revised, while the remaining subject curricula were being developed. The district piloted elementary science and social studies curriculum documents in online format and CCISD was chosen as one of four Advanced Placement (AP) Mathematics Vertical Team pilot sites in Texas.

During 2000-01, steering committees began meeting three times a year to develop plans for curriculum implementation and alignment, plan staff development and plan for transition to TAAS II, the next generation of statewide assessment. Curriculum resources, adaptations and accommodations were added to curriculum documents and selected core content area curriculum documents were piloted in online format.

Steering committees met during 2001-02 to develop plans for benchmark assessments and the transition to TAKS. A significant revision of the CCISD curriculum was necessary, so it would focus on and align with both TEKS and TAKS. Concurrently, the district placed the core curriculum and fine arts documents online. Additionally, the district developed curriculum-based end-of-year assessments for core content areas and fine arts.

That same year, CCISD established and trained benchmark-writing teams to develop test items for local assessments. The district developed benchmark tests and piloted them in language arts and mathematics and then developed the social studies and science benchmark tests for use in 2002-03. CCISD led a TAKS Test Bank Collaborative with other districts to develop TAKS-like benchmark test items for mathematics. Further, the CCISD curriculum teams, Consortium for the Advancement of Professional Excellence (CAPE) districts and the Harris County Department of Education (HCDE) developed TAKS-like benchmark test items for language arts, social studies and science. A process to examine and analyze available data was developed to drive curriculum alignment and instructional delivery for improved student performance.

In 2002-03, the district administered curriculum-based benchmark tests in core content areas. It revised online curriculum in a timely manner and is expanding the benchmark test banks in the core content areas. Additionally, core content subject coordinators meet regularly with content area campus representatives for focused staff development in the design, maintenance and implementation of CCISD's curriculum.

COMMENDATION

CCISD uses a variety of vertical alignment techniques and districtwide alignment to the Texas Essential Knowledge and Skills and statewide assessments to achieve optimal student performance.

FINDING

CCISD collaborated with 30 districts to develop an assessment test item bank for mathematics and additionally uses districtwide benchmark tests during the school year to measure student progress and develop necessary remediation materials. The test item bank developed for mathematics measures whether the mathematics curriculum aligns with TEKS and whether or not students are mastering the presented information. To test the written curriculum assessments occur throughout the school year, not just when the statewide test is conducted.

CCISD established a nine-week benchmark process to monitor student mastery of all TEKS and TAKS objectives to use throughout the year. The tests assess the extent of student mastery of the CCISD curriculum and identify areas of instruction or specific students whose learning as measured by the test is not satisfactory. Principals break down and review benchmark data with their teams every nine weeks to identify areas of need and develop intervention strategies. Principals report these intervention plans to the cluster assistant superintendents for review.

Early and frequent assessments allow for re-teaching of concepts that have not been mastered by entire classes or individual students, as appropriate. Additional measures of student mastery are developed and administered by the classroom teacher to augment the benchmark testing. These additional measures include different instructional strategies and are part of a comprehensive effort designed to assess student mastery. Interventions occur as frequently as necessary to ensure student mastery of the required knowledge and skills outlined in the district curriculum.

CCISD conducts benchmark tests periodically to determine a student's current mastery of prescribed learning objectives. Periodic testing gives students timely feedback, instead of just at the end of the school year. It also provides the district with greater precision and accuracy in knowing whether or not a student is learning the objectives prescribed by the curriculum.

COMMENDATION

CCISD uses collaborative efforts and internally developed benchmark tests to examine and monitor student mastery throughout the school year.

FINDING

CCISD applied for and was chosen in spring 1999 as one of four school district pilot sites in Texas to participate in a program designed to increase access to, and enrollment in, Advanced Placement (AP) mathematics courses. The Edna McConnell Clarke Foundation funds participation in the program. During 1999-2000 and 2000-01, CCISD engaged in the study and implementation of the *AP Mathematics Vertical Teams Toolkit* under the direction of the Charles A. Dana Center of the University of Texas at Austin.

The CCISD AP Mathematics Vertical Team (AP MVT) consisted of representatives from every campus in the district, as well as representatives from central administration. A part-time facilitator, funded by the grant for a period of one year, coordinated AP MVT activities. CCISD funded the continuation of the facilitator for the second year of the program. The facilitator has since returned to full-time classroom teaching duties. Although the team was to consist of representatives from grades 9 through 12, CCISD included representatives from all grades.

Strategies used by the AP MVT included a two-day retreat to set goals, begin team-building activities and discuss district needs for vertical alignment. During the two-year period, the CCISD team aligned the mathematics curriculum to TEKS and started the ongoing process to achieve vertical articulation of mathematics curricula.

Since the AP MVT pilot, Clear Lake High School has added a full section of AP Calculus BC. All three high schools in the district continue to offer AP Calculus AB and, due to student demand, are offering multiple sections of AP Statistics.

COMMENDATION

CCISD used grant money to further its goal of increasing student participation in Advanced Placement courses and aligning its mathematics curricula to the Texas Essential Knowledge and Skills.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

B. SPECIAL PROGRAMS

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

In addition, the federal law requires school districts to provide students with disabilities an education in the least restrictive environment. In 1997, the federal government re-authorized IDEA and included several significant revisions. The amended law states that the IEP must be more clearly aligned with those of students in general education and include general education teachers in the decision-making process. The 1997 law also requires including students with disabilities in state and district assessment programs and in setting and reporting performance goals.

TEA annually issues a Program Analysis System/Data Analysis System (PAS/DAS) report to each district as part of legislative requirements to develop a comprehensive monitoring system for special programs and for special education. The report is used to identify districts and charter schools for District Effectiveness Compliance (DEC) audits to be conducted by TEA. Selection for a DEC visit is based upon a risk level four in any program. Risk factors are assigned based upon a number of items, such as the percentage enrolled in special education programs. Risk level three or four on more than one item is a sign that those districts need to examine their practices to avoid a reduction in their accreditation status.

FINDING

CCISD's general and special educators collaborate to ensure that students with disabilities, who are mainstreamed in general education classrooms, acquire TEKS goals and meet state performance standards. CCISD's special educators also frequently collaborate with general education teachers, counselors and teachers of various support programs in the district.

Special educators are included as members of the team in the revision and alignment of the curriculum. Special education teachers in CCISD attend continuous in-service training sessions with general education teachers. On campus, special education personnel work closely with their

colleagues in general education, since the majority of students spend a significant amount of time in general education classrooms. Special educators serve as consultants to campus assessment teams to collaborate with their peers on strategies that may be effective in working with students Exhibiting learning or behavioral challenges.

Students in special education programs may receive support from other special programs, such as dyslexia, Bilingual Education/English as a Second Language (ESL), Title I, Title II, Title VI, career and technology education (CATE) and gifted and talented. CCISD promotes coordination among the staff of the various programs by encouraging collaborative planning and teaching on a regular basis. As a result of the teachers' collaborative efforts, students with disabilities in CCISD demonstrate escalating progress, as evidenced in the percentage of students passing the TAAS. In addition, CCISD has exempted a significantly smaller percentage of students from taking the TAAS as a result of careful monitoring by special education staff and student participation in an individualized TAAS remediation program.

Exhibit 2-13 summarizes TAAS scores of students with special needs in grades 3-8 and 10 from 1998-99 through 2001-02. The TAAS scores of students with disabilities show steady increases in four years. The number of students passing from 1998-99 through 2001-02 increased by 9 percentage points in all tests taken. In reading, the number of students passing increased by 6 percentage points. In writing, the number of students passing increased by 7.6 percentage points and in math the increase was 9 percentage points.

Exhibit 2-13
CCISD Summary of Scores of Students with Disabilities
Grades 3-8 and 10
1998-99 through 2001-02

Year	All Tests Taken Percent Passing	Reading Percent Passing	Writing Percent Passing	Math Percent Passing
2001-02	72.4%	83.0%	77.2%	81.4%
2000-01	67.4%	81.7%	72.1%	77.8%
1999-2000	64.1%	79.0%	72.9%	73.9%
1998-99	62.5%	77.2%	69.6%	72.5%

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

Exhibit 2-14 shows CCISD leads its peer districts with the lowest TAAS exemptions for students with disabilities.

**Exhibit 2-14
TAAS Special Education Exemptions
Grades 3-8 and 10
CCISD and Peer Districts
2000-01 and 2001-02**

District	Percent of TAAS Special Education Exemptions		Rank Order in the Least Number of Exemptions	
	2000-01	2001-02	2000-01	2001-02
CCISD	3.8%	4.6%	1	1
Humble	6.8%	6.0%	2	2
Irving	10.7%	8.6%	5	6
Klein	7.1%	8.3%	3	5
Spring	11.4%	8.2%	6	4
Spring Branch	8.2%	7.8%	4	3

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

CCISD students with disabilities continue to make substantial progress in the percentage of students passing the TAAS. An emphasis on progress evaluation is evidenced by a review of the nine weeks IEP progress report provided by special education teachers and related service personnel. Progress reports, as well as regular report cards, are examined to determine the need for additional instructional assistance. Students with disabilities may receive extra assistance from various support programs, such as the Title I program, the Helping One Student To Succeed (HOSTS) program and summer school remediation programs.

COMMENDATION

CCISD uses defined procedures, coordination and collaboration between general and special educators to increase statewide assessment scores for students and decrease testing exemptions.

FINDING

CCISD uses a variety of interventions and programs to remediate the academic and behavioral problems of students before referral to special education.

CCISD has fewer students enrolled in special education than its peer districts. CCISD provides special education services for 8.3 percent of its student population. The state average for special education is 11.7 percent, and the peer district's average is about 10 percent.

According to the district's self-evaluation, CCISD believes it is identifying only students who legitimately require services that can only be provided in special education. Referral of a student for a full initial individual evaluation for special education is initiated only after all other interventions have been attempted and implemented for an appropriate amount of time and a determination is made that the individual student demonstrates an educational need for special education intervention. CCISD considers placing a student in a variety of remedial programs prior to placement in special education. Students with and without identified disabilities are eligible to receive instruction in the programs described below.

CCISD has developed a Section 504 program that provides instructional interventions for students with dyslexia or a related disorder. CCISD's Section 504 program offers instructional remediation, without a special education label for students with problems in reading, language or mathematics acquisition. In the Section 504 dyslexia program, certified dyslexia teachers work with students in small groups. Classes at the elementary level allow no more than six students during a 45-minute session. The student-teacher ratio at the secondary level is 13:1. A campus 504 committee follows students' progress and a campus coordinator monitors the students' Individualized Adaptation Plans. Students are referred for special education assessment when they show a need for services in addition to those provided by the Section 504 program.

The principal at Whitcomb Elementary School explained that since her school is a recognized Title I school, any student who is referred is eligible to receive instructional interventions in the Title I program to narrow academic gaps that may exist between the student and their achieving peers on the campus. Schools districtwide conduct interventions before a student is referred to special education to help students succeed in the regular classroom environment. The district also uses a variety of Title I teaching strategies and activities for students.

The Title I Helping Other Students to Succeed (HOSTS) program, a structured academic mentoring program for reading and math, is not a curriculum, but an instructional strategy. HOSTS is designed to

complement existing curriculum, as well as to reinforce academic skills taught by the classroom teacher. The program provides students with the academic foundation they need to be successful learners. The HOSTS teacher assesses the students and identifies areas needing remediation. Teachers provide computer-generated lesson plans for each student. Mentors from the community then work one-to-one with a student for 30 minutes a day. The teacher evaluates students periodically to determine gains and to identify new goals and objectives.

CCISD has budgeted more than \$1.1 million to support two state compensatory education programs: the Reading Recovery program in Grade 1 and the disciplinary alternative education program (DAEP) in secondary grades.

Exhibit 2-15 compares CCISD with its peers and the state averages for student enrollment, teachers and expenditures in special education.

**Exhibit 2-15
Program Information
CCISD, Peer Districts and State
2001-02**

District	Students in Special Education		Special Education Teachers		Expenditures	
	Number Enrolled	Percentage	Number	Percentage	Total Expenditures	Percentage
CCISD	2,587	8.3%	168.4	8.5%	\$10,509,386	10.2%
Humble	2,530	10.0%	132.0	7.8%	\$11,093,598	12.7%
Irving	2,914	9.7%	254.1	12.0%	\$14,028,078	13.1%
Klein	3,530	10.5%	219.8	10.2%	\$17,645,663	15.2%
Spring	2,516	10.3%	202.2	12.5%	\$14,628,461	17.5%
Spring Branch	3,370	10.4%	202.5	9.4%	\$13,036,459	10.7%
State	485,010	11.7%	28,287.8	10.0%	\$1,841,869,962	12.6%

Source: TEA, AEIS, 2001-02.

For 2001-02, CCISD provided service to 2,587 students with disabilities or 8.3 percent of its total school population and employed 168.4 special education teachers. CCISD also coordinates its remedial programs to offer additional services to students in special education.

COMMENDATION

CCISD uses a variety of intervention and remedial programs to optimize educational opportunities for students with academic and behavioral challenges.

FINDING

CCISD supports students with reading problems by implementing a written plan outlining procedures and timelines for recommending and assessing students suspected of having dyslexia. The plan includes procedures for identifying students with dyslexia and implementing remediation services.

In addition to serving students with dyslexia, CCISD supports students with other disabilities, such as Attention Deficit Hyperactivity Disorders (ADHD). Other categories under Section 504 may include students with diabetes, HIV/AIDS, bulimia, anorexia, obesity, or any other impairment that substantially limits one or more major life activity, such as suicidal tendencies and chronic depression.

Exhibit 2-16 lists the various disabilities served under Section 504 in CCISD.

Exhibit 2-16
Identified Disabilities Qualifying for CCISD's Section 504 Services
2001-02

Dyslexia	ADHD	Temporary Disability	Physical Disability	Social Maladjustment	Other
956	177	*	26	*	68

Source: CCISD, Department of Public Information.

*Note: * Denotes a number of five or less not reported for privacy reasons.*

Teachers in the dyslexia program are certified teachers and have completed the Dyslexia Teacher training programs offered by the Neuhaus Education Center, Region 4, CCISD and the Dyslexia Instructional Program. Teachers trained in the appropriate instruction for dyslexia also serve as consultants to general, remedial and special education teachers.

CCISD plans and organizes frequent parent meetings to involve them in the dyslexia program. Resources and information concerning dyslexia are provided to the community, school personnel and parents.

As defined in the Texas Education Code (TEC) §38.003, "dyslexia means a disorder of constitutional origin manifested by a difficulty in learning to read, write or spell, despite conventional instruction, adequate intelligence and socio-cultural opportunity." Related or similar disorders include developmental auditory imperceptions, dysphasia, specific developmental dyslexia, dyscalculia, developmental dysgraphia and developmental spelling disability. A school board must ensure the district implements procedures for identifying a student with dyslexia or a related disorder and for providing appropriate instructional services to the student.

In Texas, students who continue to struggle to read despite conventional or intensified instruction are provided organized systems of reading support. When a student is identified as having dyslexia, the school is required to provide an appropriate instructional program. As stated in TEC 338.003, "In accordance with the program approved by the State Board of Education, the Board of Trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder."

Unless students are also in special education programs and have been exempt by an ARD committee, students with dyslexia are not exempt from taking the statewide assessment. The district uses multiple measures to evaluate the dyslexia program, including: students' report cards; TAAS scores; parent feedback; student feedback; number of students monitored and/or exited from the program; monitoring of students on a weekly/biweekly basis; mastery check; teacher input; annuals and re-evaluations and standardized tests. Most of the results of individual evaluations are found in the individual student folders, located at the student's home campus. These results are reviewed annually by a Section 504 committee to determine the growth and progress of the students and an assessment of current needs.

Exhibit 2-17 shows TAAS passing rates for CCISD students with dyslexia.

**Exhibit 2-17
CCISD TAAS Pass Rate for Students with Dyslexia
2001-02**

Number Taking Math	Percent Passing Math	Number Taking Reading	Percent Passing Reading	Number Taking Writing	Percent Passing Writing
486	89%	486	86%	196	86%

Source: CCISD, Department of Special Projects: Program Evaluation for Dyslexia 2002.

COMMENDATION

CCISD's dyslexia program provides instruction to students with dyslexia by implementing a defined referral and assessment procedure and planned instructional interventions to remediate students' reading difficulties.

FINDING

CCISD has not optimized parental involvement and communication with parents of students with disabilities. Parents of students with disabilities expressed the need for more training and input in the placement decisions of their children, especially those children with moderate to severe disabilities, such as cognitive retardation.

According to IDEA 1997, "in all states, parents will now be included in groups making eligibility and placement decisions about children with disabilities." Previously, in some states, parents only had a right to be included in IEP meetings. Parents also have a right to consent to periodic re-evaluations of their children's program, in addition to initial evaluations. The 1997 law aims to increase parental involvement by requiring that regular progress reports be made to parents of students with disabilities that are commonly made for other children.

CCISD's parents expressed concerns about their limited participation in meetings with schools held prior to the Admission, Review and Dismissal (ARD) committee meeting and in the development of IEP goals and objectives. A majority of parents of students with disabilities reported their concerns regarding the need for more inclusionary opportunities for students with disabilities, including those students with moderate to severe disabilities. The district includes these students, to the extent outlined in the students' IEP, in limited mainstreamed classes and activities, such as physical education, art and other extra curricular classes.

Exhibit 2-18 demonstrates CCISD's special education instructional settings and the percentage of students with disabilities receiving instruction in these settings. The chart indicates the district served 11 percent of the students in 2001-02 in special education in a self-contained classroom.

Exhibit 2-18
CCISD Special Education Students by Instructional Setting
2001-02

Instructional Setting	Percent of Students
-----------------------	---------------------

Homebound	0.6%
Resource/General Education	46.0%
Self-Contained	11.0%
Full Time Early Childhood	4.0%
Vocational Adjustment	1.4%
Off Home	0.4%
Residential Care	0.03%
Mainstream General Education	14.0%
Speech Therapy Only	23.0%
Total	100%

Source: TEA, PEIMS, 2001-02.

Note: Numbers may not add to 100 percent due to rounding.

TEA's 2002 DEC report resulting from an on-site peer review recommended that CCISD increase parental communication in the areas of disability awareness, parent satisfaction, comprehensive analysis process (CAP) and implementation of commitments made at ARD meetings. The district, in response, developed an inclusion task force to study the status of parental involvement and current inclusionary practices and to develop recommendations for future initiatives. This initial task force that included parents, teachers, support staff and administrators provided their results to the board and made them available to parents for review. The DEC peer review team also recommended in 2002 that the district develop a tracking system for the implementation of commitments made to parents by the ARD committee and other district personnel, to clarify each commitment and designate a person responsible for its implementation, as well as timelines for completion.

Region 4 offers a variety of program support services in the area of parental involvement, including workshops that explore ways to actively engage parents in the education process to increase student achievement. Participants examine current research and best practices pertaining to successful parental involvement programs. In another workshop, participants learn a process to increase the sharing of responsibility between families and schools for increasing students' performance. Region 4 also offers a three-week online workshop on federal and state regulations for serving students with disabilities. The content of the workshop includes information on developing and implementing legally compliant and effective Individualized Education Programs (IEPs) and

involving parents in the process. Region 4's workshop for building consensus in the ARD process explores options for working toward mutually agreeable outcomes for all concerned parties.

Districts seeking to increase parental inclusion and awareness of all aspects of special education programs often use task force committees on an ongoing basis and monitor progress through parent satisfaction surveys or training for staff and parents.

Recommendation 11:

Increase parental involvement in the inclusion task force and training opportunities on inclusion for staff and parents.

CCISD should work cooperatively with Region 4 to develop and provide training on inclusionary practices to parents of students with disabilities and to general educators receiving students with disabilities in their classrooms. CCISD's special education administrators could develop an annual parent survey to determine parent satisfaction and level of understanding and concerns about special education inclusionary practices, programs and services.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Special Education checks on the progress of CCISD's inclusion task force.	June - July 2003
2.	The director of Special Education surveys parents to determine the progress of the inclusionary task force.	August 2003
3.	The director of Special Education forms a committee, composed of CCISD personnel and parents, to develop an information system for parents to communicate their concerns and training needs.	September - October 2003
4.	The director of Special Education collaborates with Region 4 to develop and provide training on inclusionary practices and special education issues to parents of students with disabilities, as well as to general educators receiving students with disabilities in their classrooms.	November - December 2003
5.	The director of Special Education monitors and evaluates the progress of the information system and the training plan and reports the results to the superintendent.	January 2004 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

C. GIFTED AND TALENTED EDUCATION

In Texas, public school districts are required to identify and serve gifted and talented (G/T) students in kindergarten through Grade 12. *The Texas State Plan for the Education of Gifted and Talented Students* was adopted by the State Board of Education (SBOE) in November 1996. The plan is divided into components for student assessment, program design, curriculum and instruction, professional development and family/community involvement.

State legislation passed in 1987 requires all school districts to provide services for gifted and talented students. In 1990, SBOE adopted a state plan for serving gifted and talented students that was designed to provide guidance to districts on how to meet the requirements of the law, as well as to offer assurance that all students had the opportunity to be fairly and accurately assessed for the appropriate services.

In 1995, the Legislature required SBOE to "develop and periodically update a state plan of the education of gifted and talented students." The plan was to be used for accountability purposes "to measure the performance of districts in providing services to students identified as gifted and talented." The SBOE plan, adopted in 1996, provides direction for the refinement of existing services and for the creation of additional curricular options for the performance of gifted and talented students.

FINDING

CCISD developed a Gifted and Talented (G/T) education program including a variety of identification and instructional methods and providing instruction to participating students.

CCISD's G/T Alpha program provides differentiated instruction in seven strands: creativity, problem solving, research and communication, thinking skills, affective skills and leadership training.

CCISD uses a variety of organization models for gifted students, including pull-out sessions, cluster grouping, mixed-ability classes with differentiated instruction, ability-grouped classes and mini-courses offered at the University of Houston at Clear Lake, Armand Bayou Nature Center, the Lunar Planetary Institute and NASA Space Center Houston. These mini-courses offer topics of study that include in-depth analysis of

architecture, art, science, environmental studies, history, problem solving, technology, space, inventions, drama, literature, business and cultural awareness.

CCISD evaluates the G/T program by comparing data from AEIS, student and parent survey input from the G/T education advisory committee and student progress in the core content areas of mathematics, English, science and social studies. Every five years the district hires an independent evaluator to evaluate the G/T education program and to provide recommendations about the quality of services CCISD provides. The district also assesses effectiveness of the G/T program through student performance on the TAAS, responses to student and parent surveys, and input from the district's advisory council and parent group advisory council and the parent advocacy group. The district's TAAS scores for G/T students for the past four years reflect a passing rate above 98 percent.

CCISD offers G/T educational programs in each of the district's schools. Students in grades K-3 receive instruction in the core content areas. G/T education specialists meet with each group of students in a weekly pullout program to provide challenging activities. Grades 4-5 receive instruction in the general classroom, pullout sessions and participate in a mini-course study. Grades 6-8 are provided instruction through advanced classes in the four core content areas.

CCISD's G/T programs offer students a variety of options. G/T students may attend the Webster Academy Visions in Education (WAVE) magnet school, which offers mini-courses, independent studies and advanced academic courses. G/T services for students in grades 9-12 include instruction in advanced placement (AP). The three high schools have strong Pre-AP and AP programs and a strong Independent Study and Mentorship (ISM) program. High schools pair students who participate in ISM with community mentors for a semester or a year and complete projects based on an area of career interest.

CCISD ensures that district staff members receive training in G/T education and 1,255 teachers have completed the required 30 hours of training. Currently, 606 teachers provide services for students in the district's G/T programs. The district employs a full-time coordinator and 15 G/T specialists to assist staff members, parents and students. Each year, the district coordinates about 500 hours of staff development to provide opportunities for district staff members to acquire required training and to enhance their existing skills.

As shown in **Exhibit 2-19**, the percent of total student enrollment in CCISD's G/T program exceeds the state average by about 1 percentage point and is slightly less than that for Humble ISD. CCISD's G/T

expenditures for 2001-02 were \$883,130, which is less than the state average and less than Humble ISD, Irving ISD and Spring ISD.

Exhibit 2-19
Gifted and Talented Programs
Percent of Students, Teachers and Budgeted Instructional
Expenditures
CCISD, Peer Districts, Region 4 and State
2001-02

District	Percent of Student Enrollment	Percent of G/T Teachers	G/T Budgeted Instructional Expenditures as a Percent of Total Expenditures
CCISD	9.3%	1.8%	0.9%
Humble	9.9%	1.7%	5.7%
Irving	9.0%	4.0%	3.0%
Klein	8.6%	1.6%	0.5%
Spring	8.1%	3.3%	2.3%
Spring Branch	4.6%	1.0%	0.5%
Region 4	7.4%	3.3%	2.0%
State	8.2%	2.3%	1.8%

Source: TEA, AEIS, 2001-02.

According to the Program Analysis System (PAS) 2001-02 data, CCISD identified 10.19 percent of students for the G/T program although the data the district reported to TEA for the 2001-02 AEIS states 9.3 percent. Students from certain minority groups are under-represented in CCISD's G/T programs. African American students make up 6.8 percent of CCISD's total student population, yet represent only 2.1 percent of students in G/T programs. Hispanic students make up 14 percent of the CCISD student population, but only comprise 4.1 percent of the G/T population. Anglo students make up 69.6 percent of the total student population, but account for 79.9 percent of the students involved in G/T programs. The Other classification, which includes Asian, South Asian and other ethnic groups, represents 9.5 percent of CCISD's school population, but accounts for 13.9 percent of the G/T program. **Exhibit 2-20** shows student participation in CCISD's G/T program by ethnic distribution. Aware of the under-representation of African American and

Hispanic students in the G/T program, CCISD is striving to ensure a balanced ethnic distribution in the G/T education program.

CCISD coordinates G/T education program with other programs, including Bilingual Education/ESL, dyslexia, special education and Title I, Part A. CCISD trains teachers to observe gifted behaviors of students from minority groups, and teachers are encouraged to refer these students to the G/T program.

Exhibit 2-20
CCISD Gifted and Talented Program
Ethnic Distribution of Students
2001-02

Year	African American	Hispanic	Anglo	Other
2001-02	2.1%	4.1%	79.9%	13.9%

Source: CCISD, PAS Data, 2001-02.

CCISD's assessment for giftedness includes using diverse methods of evaluation to qualify for eligibility into the program. The district assesses prospective students for the G/T program using both quantitative and qualitative data. Multiple criteria are used instead of a single cutoff score. The G/T selection committee judges the quality of the student's past and current work, in addition to a single score on a standard achievement or cognitive test. The assessment process for the G/T program is designed to be non-discriminatory. Data collected through both objective and subjective assessments are measured against the criteria approved by the board, which endorses multiple procedures to discover various areas of giftedness to determine individual eligibility for the program. Assessment tools may include, but are not limited to: achievement tests; IQ tests (when necessary); behavioral checklists completed by teachers and parents; teacher nominations based on classroom observations; student/parent conferences; and a portfolio of student work products, if available.

CCISD's assessment procedures conforms with the Texas State Plan for the Education of Gifted/Talented Students, Indicator 1.5.4, which states that, "Students in Grades K-12 are assessed using measures collected from multiple sources for each area of giftedness served by the district and, if identified as G/T, are provided services."

Three CCISD high schools, Clear Brook, Clear Creek and Clear Lake, have received awards from Exxon Corporation and from NASA for their exemplary G/T programs. Community Oriented Science and Mathematics

Opportunities for Students (COSMOS), a collaborative project with Pasadena ISD, provides learning opportunities that prepare students to become productive members of the biomedical, petrochemical, information technology or aerospace industries. By using community partners and resources, the program provides experiences for students beyond the traditional curriculum in engineering, computer and science. CCISD's COSMOS program was recently chosen as a Texas Alliance Exemplary Partnership and was recognized at the Governor's Conference on Science, Technology and Mathematics Education.

COMMENDATION

CCISD's Gifted and Talented program includes diverse methods of identification and instruction, community partnerships and outside resources to provide services to students in a cost-effective manner.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

D. COMPENSATORY EDUCATION AND TITLE I, PART A PROGRAMS

The Elementary and Secondary Education Act, enacted in 1965, serves as the largest federal aid program for elementary and secondary schools. This initiative distributes funds for compensatory education to school districts throughout the nation. School districts use compensatory funds to provide supplemental services designated to improve the educational performance of at-risk students.

In a school wide program, there are no identified eligible students; all students can be served with Title I, Part A supplemental resources, if the student population is 50 percent or more at the low-income level. School wide programs are intended to leverage overall improvements of teaching and learning for all students in schools with high levels of poverty. According to Texas Education Code (TEC), Section 29.081, Subchapter C, school districts must evaluate and document the effectiveness of Title I money for enhancing educational experiences for at-risk students, reducing the number of dropouts and increasing student performance.

State compensatory education is designed to eliminate any disparity in performance on the TAAS or discrepancy in the rates of high school completion between students at risk of dropping out of school and other at-risk students. TEC, Chapter 39, Subchapter B regulates state compensatory education. School districts must use student performance data resulting from the state's education accountability system to identify students who did not master the state's basic skills criteria. School districts receive state funds to plan and develop appropriate instructional services to prevent students from dropping out of school and to prevent further school failure. The TEC restricts the amount of State Compensatory Education (SCE) funds a district may use to fund disciplinary alternative education programs (DAEP) to 18 percent of the district's SCE Foundation School Program allotment.

FINDING

CCISD provides an effective Title I program to students to improve both teaching and learning in Title I eligible schools in a cost-effective manner. CCISD makes it possible for students to meet the challenging state performance standards that all students are expected to master.

Title I of the *Improving America's School Act* of 1994 offers federal compensatory education aid to schools to increase student academic achievement. Funds flow through TEA to schools based on the previous year's number of students eligible for free and reduced-price lunches, as reported through PEIMS.

In CCISD, Title I, Part A Program funds are expended at six elementary campuses. Title I students in grades 3-8 and 10 take the TAAS tests and students in grade K-2 are given pre-and post-diagnostic assessments. Data is disaggregated to evaluate the overall effectiveness of the program. Title I students are not exempt from taking the TAAS, unless they are identified as eligible for special education services and qualify for exemptions.

Coordination between CCISD's programs reduces costs and avoids duplication of services. The district Title I staff coordinates activities and funds from other programs to provide quality instruction. Each Title I school has a school wide campus support team that meets regularly to form an agenda to address each student's instructional program. **Exhibit 2-21** shows the TAAS passing rates for students receiving Title I, Part A services.

Exhibit 2-21
CCISD Title I TAAS Passing Rates in
All Tests, Math, Reading and Writing
1998-99 through 2001-02

Year	All Tests Taken Percent Passing	Reading Percent Passing	Writing Percent Passing	Math Percent Passing
2001-02	81.0%	87.6%	88.0%	88.6%
2000-01	77.3%	85.8%	88.2%	86.1%
1999-2000	75.2%	84.4%	86.2%	75.2%
1998-99	75.8%	84.8%	84.9%	75.8%

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

The results of the district's efforts are evidenced by the improvement in students' TAAS scores from 1998-99 through 2001-02.

CCISD implemented a site-based budgeting procedure that gives the principal and staff at each school authority to determine how to use Title I funds. Schools determine how the funds will be spent, within the law's

requirements, to attain campus and district goals. Campus funds provide additional teachers, materials, training and other services.

Exhibit 2-22 shows the allocation of Title I funds for each elementary school receiving Title I funds.

Exhibit 2-22
CCISD's Title I Budget for Elementary Schools
2001-02

Schools	125 Percent Allocation
McWhirter Elementary	\$330,818
Stewart Elementary	\$187,087
Goforth Elementary	\$95,028
League City Elementary	\$119,973
Ross Elementary	\$115,222
Whitcomb Elementary	\$122,349
Summer School, Administration and Private Schools	\$118,588

Source: CCISD, Finance Department, Expenditure of State Compensatory Education and Title funds.

The CCISD Title I program includes a variety of programs and instructional strategies including: computer-assisted instruction, group and individual counseling, individual tutorials, extended day, mentoring HOSTS math and reading, instructional activities related to TAAS and TEKS, accelerated reading program, reading decoding skills, conflict resolution and writing strategies.

In computer-assisted instruction, students work with word-recognition programs that stress the use of word meanings in conjunction with phonics and structural analysis. In addition, the students are encouraged to monitor their own learning. Tasks that offer self-checking opportunities help students correct their own errors and become independent learners.

The primary goals of CCISD's conflict resolution program is to ensure that students develop the social and emotional skills needed to reduce violence and prejudice, form caring relationships and build healthy lives. CCISD counselors and teachers are involved in directly teaching social skills and

including activities for students to incorporate these skills at home and in society.

The district collaborates with Region 4 to offer professional development opportunities to CCISD staff at Title I campuses. Training is focused on reading and mathematics, as well as on other educational issues. Title I staff also attend training provided for compensatory education staff. Training included the following during 2001-02 and fall 2002:

- John Antonetti - Writing Across the Curriculum;
- Ruby Payne - Children of Poverty;
- Michael Eaton - Math and Reading;
- HOSTS training;
- TAAS preparation;
- Mentor training;
- Frameworks; and
- Master Reading Teacher.

Because programs lacking parental support frequently fail, parental involvement is a key component of the Title I, Part A program. CCISD's written policies ensure that the parents of Title I students have an opportunity to participate in the design and implementation of the program. CCISD parents and students sign a contract about academic responsibilities. CCISD holds numerous parent meetings in the evening and during the school day and teacher conferences are held with parents. The meetings and conferences teach parents how to help their children be successful in school and to encourage parents' involvement in their children's education.

COMMENDATION

CCISD's exemplary Title I instructional programs support student achievement, parental involvement and teacher training.

FINDING

CCISD's Title II program provides quality staff development in math, science, social studies and language arts to teachers and support personnel to foster student growth in these areas.

Title II federal program, the Dwight D. Eisenhower Professional Development Program, provides financial assistance to school districts to ensure that teachers and, where appropriate, other staff and administrators have access to sustained and intensive quality professional development. Eisenhower Professional Development must be aligned to challenge state

or local content and student performance standards in the core academic subjects with a primary focus on mathematics and science.

TEA's 2001-02 DEC report showed that CCISD's primary focus on Title II was in science and mathematics, with some training provided for social studies and language arts teachers.

Mathematics training included: Texas Teachers Empowered for Achievement in Mathematics (TexTEAM) for several grade levels; the AP Mathematics Vertical Team Pilot Project with the Charles A. Dana Center in Austin; the Collaborative Algebra Seminar: Destination 2003; the International Space Station Conference; Everyday Counts training for Grades K-1; the National Council of Teachers of Mathematics training; and the Conference for the Advancement of Mathematics Teaching.

Science training included the Conference for the Advancement of Science Teachers, the Texas Science Education Leadership Association Conference and the National Science Teachers' Association Conference. CCISD also partners with NASA and the Exxon - Mobil Corporation to offer staff development, such as the International Space Station Conference, the NASA Rocketry Workshop, the first Robotics Workshop and ongoing Great Explorations in Math and Science training.

Training in the core areas of social studies and language arts include History Alive I and II, a World History Seminar and local reading conferences. To ensure high quality staff development is tied to state and local content standards and driven by state and local student performance data, TAAS data analysis training has been conducted for all core area teachers.

The district has coordinated and supported the Title II staff development program with the Title I, Part A program and the Bilingual Education/ESL programs, as well as with various grant initiatives, such as the Ninth-Grade Initiative Grant Bilingual Education/ESL and the state-funded kindergarten and kindergarten grant programs.

The district uses a combination of district, state and national assessments to evaluate the Eisenhower Title II program. Performance measures include:

- district benchmark assessment TAAS scores;
- end-of-course (EOC) test scores in Algebra, Biology, English II and U.S. History;
- Scholastic Achievement Test (SAT) scores;
- American College Testing (ACT) scores;
- MAT-7 scores in grades 2,5 and 7; and

- AP and Pre-AP courses.

COMMENDATION

CCISD maximizes Title II Program services to students through quality professional development training for teachers in mathematics, science, social studies and language arts.

FINDING

CCISD has appropriately identified students at-risk of dropping out and has implemented improvement plans and provided funding to remediate the academic and behavioral deficiencies of identified students.

CCISD has budgeted more than \$1.1 million to support two state compensatory education programs: the Reading Recovery program in Grade 1 and the disciplinary alternative education program (DAEP) in the secondary grades.

Reading Recovery targets students in grade 1 who are having difficulty understanding the complex set of concepts that make reading and writing possible. The Reading Recovery program consists of one-to-one instruction and small literacy group instruction. The program's evaluation includes analysis of the student's ability to sustain and transfer the gains made in the program to the regular classroom. Reading Recovery incorporates the components necessary for effective reading instruction, as identified by the National Reading Panel and includes elements such as phonics, reading out loud or guided oral reading and comprehension. Accountability for the program is made possible through diagnostic testing prior to student entry into Reading Recovery, daily progress assessment and testing at the end of the Reading Recovery program. Students who complete the program are tracked to ensure that they continue to be successful in subsequent grades.

CCISD also supports two alternative education programs. One program focuses on drug and alcohol abuse and the other focuses on behavioral issues. The drug and alcohol alternative program is coordinated with the Safe and Drug-Free Schools program. The Discipline Alternative Education Program offers a basic instructional program, a Nova NET lab and a credit recovery program. A counseling program has been added and teachers are trained in Crisis Prevention Intervention and a nonviolent disciplinary intervention program.

The principal at Clear View Alternative High School explained Clear View's philosophy. It reflects the belief that all students can learn when they are provided the appropriate instruction which meets their

educational, emotional and social needs. Clear View's mission is to provide a nontraditional program that gives students who are unsuccessful on a traditional school campus the opportunity to overcome their academic deficits, develop effective social and life skills, achieve success and earn a high school diploma. Students assigned to one of these programs may also receive special education and/or ESL program services as necessary.

According to the 2001-02 DEC report, CCISD met the following four indicators for state compensatory education:

- The district appropriately identifies at-risk students.
- The district's improvement plans include:
 - campus allocation for staff resources;
 - a needs assessment;
 - description of strategies;
 - supplemental financial resources needed for SCE;
 - supplemental FTE's for SCE;
 - timeline and monitoring of SCE strategies;
 - measurable performance objectives; and
 - formative evaluation criteria.

The district spends at least 85 percent of its SCE allotment for allowable supplemental aid to the regular education program. The district and campus evaluate and document the effectiveness of the SCE Program in two ways: effectiveness in reducing the disparity in performance on assessment instruments between students at-risk of dropping out of school and all other district students; and effectiveness in reducing the disparity in rates of high school completion between students at risk of dropping out of school and all other district students.

CCISD coordinated federal and state programs to form a unified program which addresses student needs. CCISD coordinates all funding to help all students achieve their full potential. Some of the program's coordinating resources are: Title I, Part A; SCE; class-size reduction; innovative education; bilingual; ESL; special education programs; Title II; and Title IV.

COMMENDATION

CCISD effectively and consistently identifies and provides service for students at-risk of dropping out of school, by coordinating program efforts and monitoring the on-going academic progress of students.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

E. HEALTH SERVICES

The school nurse health program is an important factor in creating a safe, healthy environment that is conducive to learning. A comprehensive health program incorporates procedures that are preventive, promote wellness through education and intervention techniques for students with special health needs. Early identification of health concerns and a systematic approach to problem solving are among a school's program of health services contributions to student learning. Student health status, the teaching/learning process and educational outcomes are directly related. An effective health program facilitates the educational process by promoting optimum student health for every student

FINDING

CCISD coordinates health service programs with community institutions to increase districtwide health services and to meet the medical needs of students and their families who are economically disadvantaged.

The school nurse is an advocate for students and families and seeks to promote each student's optimum level of wellness in the educational setting. Health promotion and illness/disability prevention in the school community are focal points of school nursing practice. The Health Services Program in CCISD has 35 nurses. One nurse provides health services for both League City Elementary and Clear View Alternative High School. Two nurses are allocated to McWhirter Elementary. One nurse is assigned to each of the remaining schools in CCISD. School nurses provide vision and hearing screening, administration of prescribed medication and counseling on spinal and health and growth development. In addition to providing services to students, school nurses train staff and parents on first aid and CPR. Nurses also arrange for free dental screening and advise parents on programs available for special medical needs. School nurses also assume an active role in the ARD meetings of students with disabilities. The school nurses work collaboratively with students, parents, educators, staff members and other community resources to encourage students to develop skills to maintain physical and emotional health.

Through a joint venture with University of Texas Medical Center Branch (UTMB), CCISD contracts with a pediatrician from UTMB's staff. The pediatrician visits each campus at least twice during the school year to

assist nurses with medical concerns. The pediatrician is on-call to answer questions and is frequently called in for special medical consultations and advice. The Pediatric Consultation Program has involved parents in maintaining health through nutrition and immunization for students.

In spring 1999, CCISD met with representatives from the Interfaith Caring Ministries Health Outreach Program, a group made up of members from Christus St. John Hospital and UTMB. Their mission was to discuss ways to deal with the unmet health needs of low-income elementary school-aged children. The group explored ways to reduce barriers to adequate health care and increase the quality of education and life for these children. Christus St. John Hospital agreed to provide medical liability for a nurse practitioner licensed to treat upper respiratory/ear infections, other common acute care ailments and perform strep throat cultures and scabies evaluation. No student can be treated by the nurse practitioner unless the parent or guardian signs a medical release form. Families are part of the treatment and receive information on healthy diets and how to recognize signs of illness. Interfaith Ministries continues to write grants to expand this program. Two nurse practitioners and an aide are presently contracted to work in schools. CCISD plans to add the visiting nurse practitioner program in three additional schools: League City Elementary, Stewart Elementary and Goforth Elementary. These schools have a high percentage of students on free or reduced-price meals.

The Texas Association of School Nurses estimates that 24 percent of Texas children are uninsured. For some children, school health services are the most stable, consistent and available health care. Good health is a prerequisite to optimal learning. The combined CCISD school nurse program, the pediatric consulting program and the visiting nurse practitioner program have been successful in maintaining the health of insured and uninsured children. These programs have provided a framework for establishing an individual health program to identify, modify and/or remove health related barriers to education.

Exhibit 2-23 outlines CCISD health goals as they relate to the school nurse, the pediatric consultant and the nurse practitioner.

Exhibit 2-23
Goals of the CCISD Health Program
2001-02

School Nurse Care Program	Pediatric Consultant Program	Nurse Practitioner Program
• Augment health	• Visit CCISD	• Provide health

<p>instruction that helps students make responsible decisions about personal, family and community health.</p>	<p>every week for consultation on individual medical problems in schools.</p>	<p>care to children from economically disadvantaged households.</p>
<ul style="list-style-type: none"> • Advocate and assist in the provision of an environment conducive to the promotion and maintenance of health. 	<ul style="list-style-type: none"> • Visit 36 campuses at least twice during the school year to assist nurses with any special medical concerns. 	<ul style="list-style-type: none"> • Treat upper respiratory/ear infections and other acute care ailments.
<ul style="list-style-type: none"> • Detect and intervene with actual and potential health problems. 	<ul style="list-style-type: none"> • Be on call to answer questions. 	<ul style="list-style-type: none"> • Perform strep throat cultures and scabies evaluations.
<ul style="list-style-type: none"> • Provide liaison among school, home and community agencies, physicians and other health care personnel. 	<ul style="list-style-type: none"> • Be available for special medical consultation and advice. 	<ul style="list-style-type: none"> • Consult and collaborate with the school nurse.
<ul style="list-style-type: none"> • Provide a, physical, mental and emotional health advocate for children within school 	<ul style="list-style-type: none"> • Advise on school board policy and procedures regarding medical issues. 	<ul style="list-style-type: none"> • Offer health information and consultation to low-income parents.
<ul style="list-style-type: none"> • Maintain and use current individual and collective health data. 	<ul style="list-style-type: none"> • Discuss any health education issues that may arise during the school year. 	<ul style="list-style-type: none"> • Assist the district in providing a healthy environment that is conducive to learning.

<ul style="list-style-type: none">• Provide learning and growth experiences for staff members.		
<ul style="list-style-type: none">• Comply with all federal, state and local health regulations.		

Source: CCISD, Health Service Program Evaluation.

COMMENDATION

CCISD partners with community health programs to provide quality health care to the school community.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

F. COUNSELING

The 1996-2000 Long-Range Plan of the State Board of Education addresses the goal of the State Board and TEA to provide all Texas students equal access to a developmental guidance and counseling program. The Texas Education Code, Chapter 21.356 mandates the Commissioner of Education to develop and periodically update a counselor job description and to consult with the State Guidance Association. In 1998, TEA published a revised Model Developmental Guidance and Counseling Program Guide. The revised developmental guidance and counseling model differs from historical models in that it moves counseling from a crisis management model to one that is planned and based on priorities. The professional school counselor is in a position to be effective in designing, initiating and supporting a cognitive, as well as an affective, curriculum. School counselors are instrumental in facilitating students' personal, academic and social development in preparation for their future undertakings in life.

FINDING

CCISD has successfully developed a District Guidance and Counseling Plan that maximizes counseling support to all students within the district.

A significant change is taking place in CCISD for 2000-03. Elementary school counselors will gain about 30 percent of their time for counseling objectives since counselors will no longer attend ARDs unless requested. In CCISD, elementary schools are assigned one full-time counselor per campus. McWhirter Elementary is assigned an additional half-time counselor to assist with the special needs of its population of at-risk children.

At the secondary level, the position of special education counselor was eliminated. All students will be assigned to general education counselors. The position of general education counselor will become "team leader" and responsibilities will include overseeing and leading the special education program at the campus, as well as assuming responsibility for the organization of all campus level testing. Intermediate schools have three counselors per campus, two full-time general counselors who work with grades 6-8, and one full time counselor who provides counseling services to students with special needs. High school campuses each have a head counselor, a student support counselor and five to six general counselors depending on student enrollment

The district conducted a districtwide survey in spring 2000 of students, teachers, counselors, administrators and parents to determine district priorities for the Counseling and Guidance Department for 2001-02. Based on the results of the survey, counselors focused on the following objectives:

- to help students develop problem-solving and decision-making skills;
- to help students become aware of their own interests, abilities and values for course planning;
- to provide a safe and confidential place for students, parents, and staff to express concerns; and
- to help students learn to avoid risky behavior and learn to cope with crisis and conflict.

The director of Guidance and Counseling provided information on the involvement of parents, teachers, staff and students in developing performance objectives for the counseling program. The members of the Direct Counseling and Guidance Program Committee worked collaboratively to increase guidance time and reduce non-guidance activities. In fall 2002, the Direct Counseling and Guidance Program Committee met to discuss and redesign the counselor's job description.

Exhibit 2-24 outlines the performance responsibilities of the CCISD counselors.

Exhibit 2-24
Performance and Goals of CCISD Counselors
2002

Guidance Curriculum	Responsive Services	Individual Planning	System Support
<ul style="list-style-type: none"> • Identify appropriate resources and materials necessary for presenting the guidance curriculum. 	<ul style="list-style-type: none"> • Identify appropriate resources for referral to community resources. 	<ul style="list-style-type: none"> • Serve as member of campus intervention team. 	<ul style="list-style-type: none"> • Plan, organize and ensure implementation of campus wide Developmental Guidance Program.
<ul style="list-style-type: none"> • Coordinate 	<ul style="list-style-type: none"> • Consult 	<ul style="list-style-type: none"> • Interpret 	<ul style="list-style-type: none"> • Provide

<p>the developmental guidance curriculum in units with planned lessons for small or classroom-sized groups of students at all grades.</p>	<p>through conferences, phone calls and individual meetings with administrators, teachers, parents, psychologists, nurses, diagnosticians and other professionals.</p>	<p>assessment data, testing results, etc. and consult with school staff, parents and students in order to assist in planning realistic goals for students.</p>	<p>staff development at campus and district levels, which furthers knowledge and understanding of the counseling and guidance program.</p>
<ul style="list-style-type: none"> Collaborate with and provide assistance to other school team members who may integrate the guidance topics with other curricula. 	<ul style="list-style-type: none"> Initiate and/or assist other campus staff in making referrals to Children's Protective Services (CPS) and respond to requests for information from CPS. 	<ul style="list-style-type: none"> Coordinate the referral/appraisal placement process. 	<ul style="list-style-type: none"> Maintain positive public relations and continue to further professional development by attending conferences and workshops.
<ul style="list-style-type: none"> Coordinate guidance 	<ul style="list-style-type: none"> Serve as a member 	<ul style="list-style-type: none"> Consult with parents 	<ul style="list-style-type: none"> Provide parenting

<p>lessons with campus and district goals.</p>	<p>of the campus crisis intervention team.</p>	<p>regarding student needs.</p>	<p>education programs at campus and district levels.</p>
<ul style="list-style-type: none"> Coordinate a monthly calendar of guidance curriculum activities, which includes the topic/programs to be presented. The calendar should indicate the grade level and presenter and be made available to campus staff. 	<ul style="list-style-type: none"> Conduct small group or individual counseling sessions on various topics, such as self-esteem, academic progress, getting along with others, anger management, grief and loss, divorce, social skills, special needs, substance abuse, family issues, harassment issues and coping with stress. 	<ul style="list-style-type: none"> Consult individually with students on educational acquisition of study skills, awareness of educational opportunities, appropriate course selection, lifelong learning, utilization of test scores, career, knowledge, adaptive and adjustive social behavior. 	<ul style="list-style-type: none"> Participate in and contribute to district and campus leadership teams, including campus administrative team counselor meetings and committees, cluster meetings, support campus programs, special events and contribute articles to the campus newsletter

Source: CCISD, Minutes of the Direct Guidance and Counseling Program Committee, October 2002.

A review of the information on the counselor's monthly reports indicates that the revision in the Guidance and Counseling program at CCISD is providing positive results. The following shows how students are benefiting from the counseling interventions:

- guidance curriculum delivery through classroom guidance activities increased at all levels;
- time spent on non-guidance activities was reduced;
- number of parent programs for academic planning increased with a program occurring at each intermediate school discussing four-year planning and post-secondary planning, presented by the director of Guidance and Counseling and the 8th grade counselor for that campus;
- all students in grades 5-11 completed the Individual Academic Career Plan;
- *My Road*, a computer based career/college search program and student management system for counselors was licensed for 2002-03; and
- high school students registered online for the first time during the 2001-02 school year.

COMMENDATION

The district's counseling and guidance plan allows time for counselors to engage in activities to reduce violence in schools, attend to student emotional and academic needs, improve student motivation and reduce classroom disruptions.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

G. CAREER AND TECHNOLOGY EDUCATION

Eventually, all students enter into the workplace, whether they continue their education after high school or not. A major pipeline feeding the workforce is the K-12 educational system. Section 29.181 of the Texas Education Code (TEC) requires school districts to provide a curriculum that affords each student the opportunity to "master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the post-secondary level."

A TEA rule requires school districts to offer Career and Technology Education (CATE) courses selected from three of eight career and technology educational areas: agricultural science and technology, business education, health science technology, home economics, industrial technology, marketing, trade and industrial and career orientation.

FINDING

CCISD promotes its CATE program through unique business relationships and course offerings. The Center for Agriculture, Science and Engineering (CASE) is a partnership between the Johnson Space Center (JSC) and CCISD. CASE offers students the opportunity to learn about cattle care and breeding, aquaculture, fruit and vegetable cultivation, soil conservation and waste recycling. Other school districts are able to participate in programs and experiments under the auspices of CCISD. CASE provides a forum for students from kindergarten through high school to learn all aspects of science, agriculture, engineering and animal husbandry. Students develop an understanding of these concepts through hands-on experiences, problem solving, decision-making and applications of knowledge. Studies of agricultural science and engineering, through an appropriate curriculum, provide relevant, student-centered experiences that foster the investigative spirit. CASE focuses on the development of diverse skills critical to successful participation in a global society and an increasingly scientific and technological world. CASE provides students with basic skills while learning to connect and apply these skills to the real world. In the fall of 2001, CCISD adopted a new vision statement by the advisory committee: "To provide a world class learning laboratory for students where agriculture, science and engineering meet."

CASE had its beginnings in August 1996 when JSC Director George W. S. Abbey began to search for ways to make resources of the JSC available to the educational community in order to fulfill NASA's goal of taking a more proactive role in community affairs. Abbey recognized the school district needed a large tract of land in order to develop a "hands-on" agricultural education facility. Subsequent discussions between Abbey, CCISD's former superintendent Wilson, Dan Gattis, general manager of the Houston Livestock Show and Rodeo and the Texas Longhorn Breeders Association of America (TLBAA) resulted in developing the first-of-its-kind facility for furthering agricultural education and providing the basis of international cooperation in agriculture-related studies and scientific efforts.

In September 1996, a working committee met to discuss CCISD's requirements for the project. From that meeting a detailed document was developed and a timeline established for construction of facilities as financial resources became available.

On February 8, 1997, the first two Longhorn steers were donated to the project at a dedication ceremony at Rocket Park on the NASA property. Three additional steers were donated during the summer of 1997 and a sixth steer was donated at the Rodeo in 1999. At present, six steers and one bull are permanent residents at the project.

Heifers were introduced at the project in the summer of 1997 and first shown by students at the Houston Livestock Show and Rodeo in February 1998. Heifers are loaned to the students by members of the TLBAA. The students train and groom the cattle for show and, at the end of the school year, return them to the owner.

CCISD students continue to show the heifers. During 2000-01, there were three heifers and five students involved in the program. In 2001-02, there were eight heifers and nine students involved and for the 2002-03 school year there are 11 students and eight heifers projected to be involved. Agricultural science is difficult to offer as an option to students in an urban area like CCISD. This innovative program exposes urban students to agricultural science.

COMMENDATION

CCISD partners with the Johnson Space Center and the Center for Agriculture Science and Engineering to provide an innovative Career and Technology Education program that includes agricultural science opportunities for students.

FINDING

CCISD does not have an administrator whose primary duties are the supervision and oversight of the CATE program. Upon the retirement of the former director of CATE, the district, in a cost cutting move, divided responsibilities between a cluster superintendent and the director of Fine Arts Department. The review team found that the director of Fine Arts has no experience or training in CATE. The cluster superintendent performs many of the CATE duties, but has many other duties and simply does not have the time to visit job sites and interact with community workforce groups, as required by TEA as a part of the proper supervision and leadership for the CATE program.

CCISD has fewer students meeting the state-mandated CATE program than any of its peers except Spring Branch ISD. CCISD CATE enrollment averages are lower than the state and Region 4 averages. The 2001-02 Program Analysis System (PAS) report shows that CCISD is a risk level three for data element one, indicating that the district is under serving its students in the CATE program.

TEA funds the Texas CATE Secondary Workforce Education Clearinghouse, known as Texas CATE. Its mission is to promote the effective development of the Texas workforce by linking individuals and institutions to material and resources which focus on workforce education. TEA's CATE Division is dedicated to preparing young people to manage the dual roles of family member and wage earner. The goal is to enable them to gain entry-level employment in a high-skill, high-wage job and/or to continue their education.

Exhibit 2-25 indicates that CCISD is not meeting TEA's CATE expectation since it has a lower percent of enrollment and a lower percent of teachers, but not the lowest percent of expenditures.

Exhibit 2-25
Career and Technology Program Comparisons
By Enrollment and Budget
CCISD, Peer Districts, Region 4 and State
2002

District	Rank		
	Percent Student Enrollment in CATE	Percent Teachers for CATE	Percent Budgeted Operating Expenditures
CCISD	15.9%	0.6%	3.5%
Klein	19.1%	4.7%	4.4%

Humble	16.2%	3.4%	3.1%
Irving	19.0%	3.3%	4.1%
Spring Branch	14.2%	3.0%	2.9%
Spring	20.9%	4.6%	4.3%
Region 4	17.0%	3.4%	3.4%
State	18.9%	4.3%	4.1%

Source: TEA, AEIS, 2001-02.

CCISD has an articulation agreement with the College of the Mainland, but there are many opportunities to expand tech-prep programs with neighboring colleges. Tech-prep programs allow students to enter college with dual credit in such areas, as determined by school districts and the public it serves. The agreements typically allow students to attend classes either on the college campus or they allow for school district teachers with the appropriate academic preparation to teach the students on their school district campus. Dual credit for both high school and college is routinely granted to students who successfully pass coursework.

In a proactive move after meetings with the district, the superintendent began proceedings to hire a CATE coordinator.

Recommendation 12:

Hire a coordinator to oversee the Career and Technology Education program.

A full-time coordinator to oversee the CATE program would allow more than the minimum administrative duties to be accomplished. This important program needs a coordinator to plan, execute, evaluate and report the progress of these required, essential programs. This position will also interface with student job sites and community support agencies and should work with the College of the Mainland, San Jacinto College Central and San Jacinto College South to develop articulation agreements.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent seeks approval from the board to budget for and post a position for the recruitment and placement of a coordinator to oversee the CATE program.	Completed
2.	The superintendent directs the director of Human Resources to revise the job description for these duties and post a vacancy for	Completed

	the recruitment and placement of a full-time CATE coordinator.	
3.	The director of Human Resources posts the vacancy and interviews applicants for the CATE coordinator.	Completed
4.	The director of Human Resources submits recommended candidate(s) for the CATE coordinator to the superintendent for final selection and approval.	Completed
5.	The superintendent presents a recommended candidate to the board, receives approval and hires a CATE coordinator.	May 2003

FISCAL IMPACT

This fiscal impact is based upon a coordinator's annual salary level of \$54,600, plus benefits of \$4,290 ($\$54,600 + \$4,290 = \$58,890$).

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Hire a coordinator to oversee the Career and Technology Education program.	(\$58,890)	(\$58,890)	(\$58,890)	(\$58,890)	(\$58,890)

Chapter 2

EDUCATIONAL SERVICE DELIVERY

H. BILINGUAL EDUCATION/ENGLISH AS A SECOND LANGUAGE

Texas Education Code Chapter 29 requires all school districts with an enrollment of 20 Limited English Proficient (LEP) students in the same grade level to offer Bilingual Education, English as a Second Language (ESL) or an alternative language program. A LEP student is defined as one whose primary language is other than English and whose English language proficiency limits the student's participation in an English-language academic environment.

The law specifies that Bilingual Education must be provided in pre-kindergarten through the elementary grades and that Bilingual Education/ESL, or other transitional language instruction approved by TEA, is provided in post-elementary grades through grade 8. For students in grades 9-12, only instruction in ESL is required.

FINDING

CCISD has implemented a cost-effective partnership with the University of Houston-Clear Lake (UH Clear Lake) to prepare and develop teachers and principals for the future. The University of Houston-Clear Lake partnership provides a number of professional development services that, without the partnership, would translate into a significant cost. The benefit to CCISD on the cost of professors alone is over \$100,000 a year. UH Clear Lake provides the faculty, teacher interns and on-going teacher development, while CCISD provides the facility. CCISD receives thousands of instructional hours from teacher interns assisting teachers in the classroom, at no cost to the district. CCISD teachers receive higher education and staff development, at no cost to the district. CCISD provides input for teacher training and has first choice in hiring new teacher graduates, which can translate into higher student achievement.

McWhirter Elementary is a Professional Development Lab School (PDLS) developed in a partnership with UH Clear Lake. The PDLS will phase-in district teacher certification and development. It will also phase-in principal preparation and development. The PDLS provides planning and staff development to implement a dual language program over a five-year period. The program will start in 2003-04 with a 90 percent Spanish and 10 percent English dual language program and will phase-in a 50 percent Spanish and 50 percent English dual language program in 2007-08. The PDLS is an efficient and effective partnership that uses grant funds,

existing local resources and resources provided by the UH-Clear Lake, while developing teachers and principals for the future. The district's emphasis on teaching professions is exhibited by the high school tutoring program, the high school mentoring program and the college student program. The high school Best Program provides opportunities for high school students who want to become teachers to tutor younger students. CCISD targets CCISD graduates as future teachers by offering CCISD graduates, who are also college freshmen in local universities, the opportunity to work in the district as substitute teachers. All these efforts focus on the district's teacher training efforts of the PDLs. These are cost-effective efforts that are provided at no extra cost or a minimal cost.

COMMENDATION

CCISD's cost-effective partnership with the University of Houston-Clear Lake prepares and develops teachers and principals for the future, as a component of the McWhirter Elementary Bilingual Education/English as a Second Language program.

FINDING

The CCISD LEP student identification and placement process identifies and serves fewer LEP students than LEP students who are eligible to be served. According to AEIS data, CCISD serves an average of 9 percent fewer students than LEP students identified. However, the number of students served is unclear because district data provided in the 2000-01 District Program Evaluation Report (DPER) cannot be reconciled with AEIS data. This creates a problem since Bilingual Education/ESL students are funded by the state, based on district reporting to the state. For example, 2000-01 AEIS data shows that the district identified 1,506 LEP students, but only served 1,414. For 2000-01, the DPER reported two separate figures for the number of LEP students in the district. The DPER identifies LEP students were reported. In 2001-02, the DPER reported that 575 students were enrolled in bilingual education. The district's ESL program served 100 students in ESL and 43 students were waived out of the program. While the report accounts for 818 students, it does not account for the other 805 Bilingual Education/ESL students.

Bilingual Education is offered to LEP students who speak Spanish as their primary language in grades pre-K-5. ESL is offered to LEP students in grades 6-12. LEP students in grades pre-K-5, whose parents refuse bilingual education services by signing a waiver or LEP students who speak a language other than Spanish, are also offered ESL.

CCISD offers a maintenance or developmental bilingual program at two elementary schools: McWhirter and Stewart. Students opting for Spanish

bilingual services are bused to the sites, but principals said that the majority of the students in the K-5 bilingual program reside in the school zone. The pre-K-5 developmental Spanish bilingual program is designed to develop and maintain full proficiency in the student's home language, while providing full proficiency in all aspects of English. Instruction is delivered in English and Spanish based on the academic needs of each student enrolled in the bilingual education program. According to the summer 2002 DPER for Bilingual Education/ESL Programs and the district program director, LEP students represent 45 different languages, of which 62 percent are Spanish dominant. The three major languages after English are Spanish, Urdu and Vietnamese. For Urdu, an Eastern Indian language found in large urban areas, there is a shortage of certified teachers. According to the Bilingual Education/ESL program director, a third elementary was scheduled to start an Urdu bilingual program at the pre-K level, but the district was unable to hire a certified teacher.

Since 1998, student enrollment in Bilingual Education/ESL programs has steadily increased an average of 12 percent each year. The total LEP population in the district increased 62 percent from 1997-98 to 2001-02. As evident from principal interviews, demographic shifts and increasing numbers of Bilingual Education/ESL students are affecting the kinds of educational services and resources that the district needs to offer.

Exhibit 2-26 shows the pattern of increasing enrollments for the last five years.

Exhibit 2-26
LEP Enrollment in CCISD
1997-98 through 2001-02

Year	Annual Percent Increase
1997-98	7.5%
1998-99	4.8%
1999-00	.009%
2000-01	19.1%
2001-02	30.8%

Source: TEA, District Effectiveness and Compliance Report, January 2002.

Of the 1,505 students eligible for services in CCISD in 2000-01, 1,414 (93.8 percent) were served in Bilingual Education/ESL, as shown in

Exhibit 2-27. Next to Humble ISD, CCISD identifies and serves a lower percentage of Bilingual Education/ESL students than all of its peers. However, according to 2001-02 AEIS data, Humble spent \$912,868 more than CCISD, yet served 443 fewer students than CCISD as shown in **Exhibit 2-28.** Reports such as the 2000-01 DPER, indicate that the district may be under reporting the number of LEP students served by the district.

Exhibit 2-27
Limited English Proficient Eligible Students and
Bilingual Education/ESL Program Enrollment
CCISD, Peer Districts, Region 4 and State
2000-01

District	Number of LEP Eligible Students	Percent of Enrollment	Number of Students Enrolled in Bilingual Education/ESL	Percent Enrolled in Bilingual Education/ESL
CCISD	1,836	5.9%	1,622	88.3%
Humble ISD	1,210	4.8%	1,179	97.4%
Irving ISD	9,821	32.6%	9,232	94.0%
Klein ISD	2,954	8.8%	2,698	91.6%
Spring ISD	2,760	11.3%	2,628	95.1%
Spring Branch ISD	9,827	30.2%	9,447	96.1%
Region 4	151,334	16.8%	138,471	91.5%
State	600,922	14.5%	542,312	90.2%

Source: TEA, AEIS 2000-01.

The DPER, Exhibit II, shows 1,623 LEP students were identified for 2001-02. The 2001-02 AEIS data confirms 1,622 students were enrolled in Bilingual Education/ESL. In the DPER, Exhibit II, under CCISD Bilingual Education/ESL education expenditures, the district identified 1,823 LEP students (**Exhibit 2-28**) in 2001-02. The DPER identifies 200 districtwide certified ESL teachers who provide school-base ESL services or pullout services; no school data are provided.

As shown in **Exhibit 2-28**, while the state's average Bilingual Education/ESL enrollment is 13.1 percent of total enrollment, CCISD enrolls 5.2 percent of its total student population. Pupil expenditures in peer districts ranged from \$921 to \$1,811. Pupil expenditures for CCISD

(\$107) were dramatically lower than those for any of its peers. The percent of budgeted expenditures were also lower than budgeted expenditures for any of its peers. CCISD allocated 0.2 percent of budgeted expenditures for Bilingual Education/ESL programs. Humble ISD spent 1.2 percent of its budgeted expenditures on Bilingual Education/ESL programs and \$921 per pupil. CCISD's student expenditure of \$107 is lower than the state average of \$1,153. Bilingual Education/ESL students are funded by the state's weighted pupil system based on the number of students identified and served by the district. Students are identified and served at the campus level. The district's Finance Office accounts for Bilingual Education/ESL students in order to request state reimbursement.

Exhibit 2-28
Bilingual Education/ESL Per-Student Expenditure
CCISD, Peers Districts, Region 4 and State
2001-02

District	Students Enrolled in Bilingual Education/ESL	Percent of Total Enrollment	Budgeted Expenditures	Percent of Budgeted Expenditure	Per Student Expenditure
CCISD	1,622	5.2%	\$173,302	0.2%	\$107
Humble	1,179	4.7%	\$1,086,170	1.2%	\$921
Irving	9,232	30.7%	\$16,715,648	15.6%	\$1,811
Klein	2,698	8.0%	\$4,144,123	3.6%	\$1,536
Spring	2,628	10.8%	\$4,334,493	5.2%	\$1,649
Spring Branch	9,447	29.0%	\$11,870,732	9.8%	\$1,257
Region 4	138,471	14.4%	\$237,653,112	7.4%	\$1,716
State	542,312	13.1%	\$625,092,391	4.3%	\$1,153

Source: TEA, AEIS, 2001-02.

According to the CCISD Program Evaluation for Bilingual Education/ESL Program, expenditures for the program have decreased by 85 percent over the past five years. During the same period, enrollment has increased by 64 percent. Based on AEIS data, CCISD spends the smallest percentage of budgeted expenditures of any of its peers. Bilingual Education/ESL students are funded by the state's categorical system using a weighted per-pupil system based on the number of students identified, served by the district and reported to the state. Students are identified and served at the

campus level, but district finance data does not reflect an accounting of Bilingual Education/ESL students served. The district finance office must account for Bilingual Education/ESL students in order to request state reimbursement. **Exhibit 2-29** shows that from 1997 to 2002, Bilingual Education/ESL expenditures dropped from \$2,138,337 to \$335,973, a decrease of 84 percent over a five-year period.

Exhibit 2-29
CCISD's Bilingual Education/ESL Education Expenditures
1997-98 through 2001-02

Category	1997-98 Actual	1998-99 Actual	1999-00 Actual	2000-01 Actual	2001-02 Budgeted
Bilingual Education/ESL Expenditures	\$2,138,337	\$155,846	\$141,245	\$154,501	\$335,973
Funds Lost	\$0	\$1,984,491	\$1,997,092	\$1,983,836	\$1,802,364
Bilingual Education/ESL Students Served	1,113	1,167	1,178	1,414	1,622
Bilingual Education/ESL students Identified	1,203	1,284	1,275	1,506	1,836
Bilingual Education/ESL Expenditures Per Pupil	\$1,921	\$133	\$119	\$109	\$183

Source: TEA, AEIS, 1997-98 through 2001-02 and District Program Evaluation Report, 2000-01.

Recommendation 13:

Develop an accountability system and monitor the identification, placement, service and funding of bilingual/English as a Second Language students.

The district should coordinate accounting for Bilingual Education/ESL students using a process that identifies, places and reports bilingual student identification and placement to the district finance officer. Student identification and program placement data should be included in some district effort to account for revenue generating populations.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the associate superintendent of Business and Support Services in assistance with staff from the Student Accounting Office, Finance Department staff and the coordinator of Bilingual Education/ESL and dyslexia to develop a coordinated accountability system for Bilingual Education/ESL.	July - August 2003
2.	The associate superintendent of Business and Support Services presents the system to the superintendent for review and approval.	September 2003
3.	The director of Special Programs, under the direction of the assistant superintendent of Curriculum and Evaluation and the associate superintendent of Business and Support Services, implements the new system.	September 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources

Chapter 3

COMMUNITY INVOLVEMENT

This chapter reviews Clear Creek Independent School District's (CCISD) community involvement functions in the following sections:

- A. Community and Business Partnerships
- B. Communication/Public Relations

A high level of community involvement ensures that school districts obtain valuable public input from those who reside in the district. By providing input on the quality of service provided by the district, the community ultimately benefits from a district that will produce more educated citizens and a more capable workforce. The district in turn can better focus its services to more precisely reflect community needs and increase its resource capacity by linking with civic, religious and business interests.

Maintaining a systematic, effective two-way communication process with the community is an integral component to the overall success of a school district. Effective communication includes: opportunities for citizens to contribute ideas or criticism; consistent use of print and electronic media to disseminate information; and the inclusion of diverse community groups representative of the whole community.

Chapter 3

COMMUNITY INVOLVEMENT

A. COMMUNITY AND BUSINESS PARTNERSHIPS

Community and business partnerships play a crucial role in how districts leverage their own services with those provided by the community. By capitalizing on community and business resources and expertise, a school district can experience savings through volunteer hours worked or materials provided. These partnerships include parents and other citizens in the day-to-day operation of the schools. This inclusion gives participants an additional avenue of receiving district news as well as an opportunity to contribute their time and expertise.

CCISD uses the Community Partnership Office (CPO) to create mutually beneficial relationships between the community and the district. The mission of the CPO is "To develop an open exchange of resources between schools and the community, to enrich education and to prepare students to serve as tomorrow's leaders." The objectives associated with accomplishing this mission are to:

- identify and address the educational needs of CCISD students;
- provide students with meaningful experiences to enhance education, promote literacy and decrease the dropout rate;
- involve students, businesses and other civic representatives in programs that serve local community needs;
- promote community involvement in CCISD activities; and
- assist schools in understanding and working with the local business community.

FINDING

The district has a high overall level of community participation at the campus level that includes members of the business community and civic organizations. CCISD has a strong and unique government community partnership with the National Aeronautics and Space Administration (NASA), which is located in the district. **Exhibit 3-1** presents a comparison of the estimated dollar value of CCISD's community participation efforts compared to its peers.

Exhibit 3-1
Total Dollar Amount of Community Participation
CCISD and Peer Districts
2001-02

District	Amount
CCISD	\$772,304
Spring	\$401,106
Humble	No data submitted
Irving	\$60,000
Spring Branch	\$464,386
Klein	\$1,500

Source: CCISD, Community Partnership Office and Peer Surveys, October 2002.

Community and business participation in CCISD has raised \$772,304 in direct contributions, in-kind donations and volunteer tutoring services in 2001-02. Based on market surveys, the volunteer tutoring services are assigned a value of \$20 per hour; these "accrued dollars" are included in the more than \$700,00 in benefits received during 2001-02. All other CCISD volunteer services, such as parents helping with bake sales, school plays or in the library, remain unaccounted for the district's tally.

Further evidence of the depth of community support is reflected in one Parent Teacher Association (PTA) group's ability to raise \$70,000 to pay for a running track for Space Center Intermediate School in 2002.

In addition to the monetary value of services and time donated to the district, CCISD has established a multitude of programs with business, government and community partners to enhance the educational experience of the students. The partnerships have helped to establish supplementary educational programs, provide professional speakers and give students exposure to learning opportunities outside of the classroom.

Exhibit 3-2 presents a summary of community and business partnerships and their benefit to the district.

Exhibit 3-2
Summary of Existing Relationships and their Benefit to the District

Organization/Partner	Benefit/Description
Career Discovery Day	<ul style="list-style-type: none"> Approximately 450 eighth grade students spend a day in more than 65 local businesses gaining exposure to and solving real world business problems. The program allows

	<p>students to learn more about potential career fields by seeing them in action.</p>
<p>Class ACTS (Academics, Culture, Technology and Science)</p>	<ul style="list-style-type: none"> • More than 325 parents and business community members choose from 10 tours of CCISD programs and activities. The program gives community members an opportunity to see the programs in operation and learn more about the participating students and activities.
<p>Expanding Your Horizons in Math Science and Technology</p>	<ul style="list-style-type: none"> • Every two years, female students between grades 6 and 8 attend a one-day conference conducted by women working in math, science or technology. The program encourages girls to study and consider careers in advanced mathematics, technology or science.
<p>Superintendent's Annual State of the District Address/ Breakfast</p>	<ul style="list-style-type: none"> • Each fall, the Clear Creek Education Foundation hosts a breakfast attended by 225 business representatives. The breakfast allows the superintendent an opportunity to update the community on the state of the district as well as recognize teachers who have received grants for the upcoming year.
<p>Community Partnership Annual Recognition Breakfast</p>	<ul style="list-style-type: none"> • The CPO hosts a recognition breakfast at the end of each school year to thank and recognize companies and organizations that contributed to CCISD schools during the year.
<p>Texas Scholars Program</p>	<ul style="list-style-type: none"> • The CPO, in conjunction with the local businesses and community representatives, creates and makes presentations to eighth grade students to encourage them to take advantage of advanced study courses at the high school level.
<p>Annual New Teachers Welcome Luncheon</p>	<ul style="list-style-type: none"> • Held annually for the last 36 years, the Clear Lake Area Chamber of Commerce luncheon

	<p>welcomes new teachers and administrators to the district. Approximately 450 guests and business and community representatives attend each year.</p>
Gramps n Granny Kids Program	<ul style="list-style-type: none"> • This program encourages participation of senior citizens who would like to read or listen to a child read for one hour a week. There are currently 65 senior citizen volunteers in the program.
Speaker's Bureau	<ul style="list-style-type: none"> • CCISD faculty and staff use the Speaker's Bureau, a directory produced in partnership between the Clear Lake Area Chamber of Commerce and CCISD, to identify and recruit area business and community speakers for classroom presentation and campus programs.
Center for Agriculture, Science and Engineering (The Longhorn Project)	<ul style="list-style-type: none"> • The program exposes high school students to agricultural science by allowing them to raise and care for longhorn cattle on loan from local longhorn cattle breeders.
The Clear Creek Education Foundation	<ul style="list-style-type: none"> • The foundation is a not-for-profit group established to generate and channel funds to the district for the advancement of academic programs and classroom teaching objectives.
University of Houston at Clear Lake	<ul style="list-style-type: none"> • The university's Education Department adopts a school in which prospective teachers tutor and mentor students in the classroom setting.
Rewards and Recognition Programs	<ul style="list-style-type: none"> • Local restaurants and entertainment businesses donate free-product certificates to recognize student achievement. During the 2001-02 school year, these businesses donated \$652,350 in certificates.

Source: CCISD, Community Partnership Office, October 2002.

One principal told the review team how an elementary school parent was not able to be her daughter's class mother until the child was a fourth grader simply because the list of room mother volunteers each year was so long.

To maintain and foster relationships with the business and civic community, the district assigns staff at each intermediate and elementary school campus to serve as community liaisons. With the districts' liaisons acting as single points of contact with their campus partners, coordination efforts are streamlined between the CPO and its clients. The liaisons:

- coordinate distribution of entertainment/restaurant coupons and other recognition items;
- work with corporate and agency representatives to establish and maintain campus partnership programs;
- receive and review community partnership correspondence to share with campus staff;
- communicate with CPO director any ideas for improvement or areas of concern; and
- coordinate Gramps-n-Granny Kids Reader Program.

Each of CCISD's campuses, including its alternative education secondary school, has a very active PTA. During 2000-01, the elementary school PTAs drew from an active roster of more than 2,000 parent volunteers. These volunteers tutored students, raised funds and provided support for student activities. Each of the intermediate principals complimented their respective PTA groups during focus group meetings with the review team. The principals explained that the PTAs coordinate volunteers, produce newsletters and communicate district news to other parents and district groups. The PTAs also raised money to purchase school playground equipment and other items. One elementary school principal said the school's PTA raised \$10,000 for equipment. Another principal said, "I know that whatever I need, whether it is volunteers or money, I just have to pick up the phone."

COMMENDATION

CCISD effectively capitalizes on community and business partnerships to strengthen district services to students and staff.

FINDING

The Clear Creek Education Foundation supports district schools needing additional funds and community participation. CCISD uses the money the foundation generates to fund non-athletic initiatives that target teacher-driven initiatives to improve instruction. The foundation raises funds

intended to either supplement the district's general fund revenue or use in lieu of district money. For example, the Clear Creek Education Foundation helped develop the career labs at Space Center and League City intermediate schools. These labs educate intermediate students about the types of career opportunities available so that students can make informed decisions when choosing courses of study in high school. The Clear Creek Education Foundation raised \$10,000 in commitments over five years from Boeing, Nova Chemical and Barrios Technology to completely fund the construction and continued operations of these learning labs. Remaining funds from these commitments are targeted for combination with future grant awards to fund construction of labs at other intermediate schools.

In addition, the Clear Creek Education Foundation directs dollars to schools that need additional funds for defined projects. The Clear Creek Education Foundation Board, which includes CCISD personnel, conducts an annual retreat to rank and prioritize identified projects and needs and to set fundraising targets. The results of the retreat guide the Clear Creek Education Foundation in its fundraising efforts throughout the year.

Teachers receive grants annually through a proposal and evaluation process from the Clear Creek Education Foundation. At the beginning of each calendar year, a Clear Creek Education Foundation committee asks district teachers to create and submit proposals for project funding. These proposals cover subject areas designed to supplement the regular instructional opportunities available to students in the classroom. Once submitted, the Clear Creek Education Foundation committee reviews the proposals via subcommittees and selects the winners in May. The awards are presented at the annual State of the District Breakfast in October.

In order to qualify for this grant funding, the applicant must show that the program will be sustainable in subsequent years without additional funding from the Clear Creek Education Foundation.

In 2002-03, the Clear Creek Education Foundation awarded 14 grants to district teachers for a total of \$35,842. Funded projects ranged from gardening to robotics. **Exhibit 3-3** represents the number, type and amount of grants issued by the Clear Creek Education Foundation from 1999-2000 through 2003-03.

Exhibit 3-3
Dollar Amount and Type of Grant Awards Issued by the Education
Foundation
1999-2000 through 2002-03

Grant Title and Year	Purpose	Amount	Year
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Meeting the Texas Reading Initiative Using the Four Blocks Instructional Framework	<ul style="list-style-type: none"> Assist struggling elementary school readers in the regular classroom by presenting different methods of teaching and reading. 	\$5,000	1999-2000
U.S. History and Language Arts	<ul style="list-style-type: none"> Use documentary photographs in the classroom to allow students to learn more about setting, symbolism and perspective. 	\$777	1999-2000
Read and Do Bags	<ul style="list-style-type: none"> Promote literacy among students in grades pre-K through 5. 	\$5,889	1999-2000
Computer Map Making	<ul style="list-style-type: none"> Teach computer programs for students in grades 1 through 5 to improve their map skills. 	\$1,050	1999-2000
Environmental Lifelines	<ul style="list-style-type: none"> Increase student's knowledge and understanding of the environment to develop a sense of responsibility to the natural environment. 	\$2,500	1999-2000
Career Investigation/College Search Center	<ul style="list-style-type: none"> Establish a career investigation/college search center computer center with Internet access to enable students to make better informed decisions concerning college selection and career opportunities. 	\$4,739	1999-2000
The School Weather Program	<ul style="list-style-type: none"> While studying science, math social studies and 	\$7,940	2000-01

	language arts the students learn about meteorology.		
Math Mini-Course (2000-01)	<ul style="list-style-type: none"> • Help students develop and maintain a positive attitude towards math by observing real world math applications. 	\$950	2000-01
Facilitating Interactive Language Skills with Special Needs Children	<ul style="list-style-type: none"> • Help special needs students become more interactive by increasing their command of language. 	\$500	2000-01
Biology for the 21st Century	<ul style="list-style-type: none"> • Increase student interest in technology by focusing on the real world applications of science 	\$2,375	2000-01
I Want to Help but Don't Know How	<ul style="list-style-type: none"> • Increase the number of tutors on campus by providing skills, training, and an "attitude lift" that will increase volunteer's confidence. 	\$840	2000-01
Board with TAAS	<ul style="list-style-type: none"> • Use educational games to reinforce TAAS related skills in reading. 	\$875	2000-01
Bridge Bags	<ul style="list-style-type: none"> • Connect the community and curriculum by increasing parental involvement in schools and with their children's education. 	\$5,783	2000-01
Bay Eagle Robotics Lab	<ul style="list-style-type: none"> • Involve students in the integration of math. 	\$2,990	2000-01

	science, language and reading through robotics.		
Absorbing the Abstract	<ul style="list-style-type: none"> Integrate abstract concepts such as projectile motion, light, sound and thermodynamics throughout science curriculums. 	\$2,021	2001-02
Increasing Cognitive Development, Self-Esteem and Social Success	<ul style="list-style-type: none"> Develop identified learning ability weaknesses into strengths through gross and fine motor activities. 	\$3,556	2001-02
Reading Fluently with Recorded Books	<ul style="list-style-type: none"> Increase oral reading levels of English as a Second Language and other special needs students using recorded books. 	\$1,446	2001-02
Better Math Through Manipulatives	<ul style="list-style-type: none"> Expose first grade students to math manipulatives to successfully integrate concrete experiences with abstract math concepts. 	\$1,461	2001-02
Facts are Basic (FAB)	<ul style="list-style-type: none"> FAB provides every K-grade 5 math teacher with daily math practice materials to help students gain fluency in basic math facts. 	\$1,600	2001-02
League City Intermediate School Nature Study	<ul style="list-style-type: none"> Involve students with the construction and maintenance of a fish 	\$4,800	2001-02

	pond, marsh pond, butterfly habitat and an archeology pit.		
Reading Levels Soar	<ul style="list-style-type: none"> Accelerate student reading level over an 18-week period using leveled readers and regular group sessions. 	\$981	2001-02
Integrating Instruction Using Leveled Expository Tests	<ul style="list-style-type: none"> Improve reading by integrating the teaching of science and social studies topics with guided reading lessons. 	\$2,500	2001-02
Problem Solving Strategies: Crossing the River with Dogs	<ul style="list-style-type: none"> Increase student problem solving, interpersonal and communication skills as a result of participating in this program. 	\$4,000	2001-02
Robotics	<ul style="list-style-type: none"> Science Magnet Program and Seabrook Intermediate grade 7 and 8 students are Boosting Engineering, Science and Technology (BEST) by constructing a 2' X 2' radio controlled robot. 	\$1,010	2001-02
WPHG Live	<ul style="list-style-type: none"> Grade 4 and 5 students participate in developing a private FM radio station. 	\$2,000	2001-02
Back on Track in Math	<ul style="list-style-type: none"> Students working below grade level use accelerated math software in a lab setting to increase skills and 	\$1,921	2001-02

	confidence.		
Magnificent Meteorology	<ul style="list-style-type: none"> Implement the WeatherNet Program. Students will use the latest technology in weather through an AirWatch Weather Station. 	\$6,700	2002-03
Leveled Readers	<ul style="list-style-type: none"> First graders check out books every night at their own independent reading level. 	\$1,996	2002-03
Goforth Garden Club	<ul style="list-style-type: none"> Create a garden that will allow students to have hands-on experiences caring for plants and flowers. 	\$2,500	2002-03
Take Home Literacy	<ul style="list-style-type: none"> Provide literacy materials into the hands of all K-2 families to build a positive outlook towards reading at home. 	\$6,988	2002-03
Organization: The Key to Success	<ul style="list-style-type: none"> Bridging the Educational Scene for Teachers for Tomorrow helps students to develop lifelong organizational skills through the use of day planners. 	\$1,387	2002-03
Mathematics and Robotics	<ul style="list-style-type: none"> Introduce students to the world of robotics: Improving their practical problem-solving skills by building, designing and programming computer- 	\$2,683	2002-03

	controlled models.		
Hands -on Science	<ul style="list-style-type: none"> Science Kits that provide hands-on equipment to study: Planets & the Solar System, Animals, Weather and Simple Machines. 	\$725	2002-03
Kid Writing	<ul style="list-style-type: none"> Use an integrated approach to writing in which phonics instruction is a systematic, planned and essential part of the curriculum. 	\$590	2002-03
Goforth Go-Getters Book Club	<ul style="list-style-type: none"> A cross grade-level buddy reading program that involves fifth graders and kindergartners. 	\$900	2002-03
Growing Wild in the Classroom	<ul style="list-style-type: none"> Minibiomes containing aquatic, tropical, desert, woodland, swamp and bog plants will be housed in the classroom, providing students with expertise on these elements. 	\$337	2002-03
Eliminating the Good Enough	<ul style="list-style-type: none"> Have students use precise equipment (electronic balances, temperature, motion, pressure and pH computer probes) to collect accurate data. 	\$3,808	2002-03
A Literacy Center	<ul style="list-style-type: none"> Provide teachers in grades K-2 with copies 	\$978	2002-03

	of readers that are in ascending levels of reading difficulty and cover a variety of subjects.		
Heading to Success in Math	<ul style="list-style-type: none"> Find and correct the gaps in our students' knowledge of mathematics to get them to grade level skills. Also, to allow students who have not received credit for algebra and geometry to work independently in math labs. 	\$4,750	2002-03
GEMS	<ul style="list-style-type: none"> Interdisciplinary kits will be developed to increase the math and science awareness, abilities and knowledge of students in grades K-5. 	\$1,500	2002-03
Total	40 Programs	\$105,346	

Source: CCISD, CPO, October 2002.

The Clear Creek Education Foundation has awarded \$105,346 in funding for 40 teacher-initiated programs since 1999-2000. These programs would not have been funded if the district relied solely upon its own resources. CCISD has successfully collaborated with the Clear Creek Education Foundation to provide additional educational opportunities for the district's students.

COMMENDATION

CCISD effectively uses the Clear Creek Education Foundation to support districtwide non-athletic school needs and enhance educational opportunities for students.

FINDING

The CPO conducts an annual needs assessment to determine the needs of the campuses and how those needs can be addressed through community partnerships. These partnerships help campuses obtain funds, materials, volunteers and tutors. The partnerships also provide schools with volunteers for speaking engagements by community organizations or local businesses. At the end of each school year, the director of the CPO sends a survey to each of the campus liaisons to address the projected needs for the upcoming year. The survey results drive the summer activities of the CPO designed to align the surveyed needs of the respondent campuses to the resources of existing community partners. In addition, the survey directs the CPO in approaching new community partners and determining how they can structure a mutually beneficial relationship between identified schools and the organization. **Exhibit 3-4** represents the result of using the school needs assessment to link community business resources and schools.

Exhibit 3-4
School and Corporate Partnerships 2002-03

School	Corporate Partner
Margaret S. McWhirter Elementary School	Lockheed Martin Space Operations
League City Elementary School	United Space Alliance
G.H. Whitcomb Elementary School	Barrios Technology
Walter Hall Elementary School	NASA Johnson Space Center
LaVace Stewart Elementary School	NASA Johnson Space Center and NOVA Chemicals
C.D. Landolt Elementary School	Spacelab
James F. Bay Elementary School	The Boeing Company
Henry Bauerschlag Elementary School	Verizon Corporation

Source: CCISD, CPO, October 2002.

The corporate partners listed in **Exhibit 3-4** assist their corresponding campuses by making staff available for volunteer activities such as tutoring and speaking engagements, as well as donating supplies and sponsoring campus events like bake sales. One local business donated 22 boxes of binders in direct response to schools indicating on their assessment sheets that they were in short supply of the binders.

The assessment process also helps the CPO prioritize campus needs. The CPO uses the number of economically disadvantaged students on a particular campus to help determine priorities. Exceptions to this practice occur if a potential corporate sponsor requests a particular campus for a partner. For example, even though Bay City Elementary School's needs assessment did not place it very high on the list, Boeing requested this partnership because of the school's close proximity to Boeing and the fact that parents of many of the children at Bay City Elementary are company employees. According to the priority of the current campus assessments, Goforth Elementary will be the next campus to receive a corporate partner.

In 2001-02, tutors and volunteers recruited by the CPO performed more than \$30,000 worth of services primarily at district elementary schools. In addition, more hours are donated by parents through work with the PTA and direct relationships with community members.

COMMENDATION

The Community Partnership Office uses needs assessments to effectively distribute resources from community and business partnership among campuses.

FINDING

CCISD lacks a process to effectively and consistently track and report all volunteer hours and donations. The CPO currently tracks volunteer hours and donations resulting from CPO or Clear Creek Education Foundation Initiatives. Campus liaisons track, detail and report volunteer activities to the CPO. The figures generated from this tracking process, in conjunction with the needs assessment surveys, are then used to determine which campuses need additional volunteers and community participation. There is no districtwide process, however guiding uniform submission of all PTA and campus-generated volunteer hours and donations to the CPO.

While this represents the effective use of resources offered through the CPO, volunteer and philanthropic activity at schools occurring outside of the program's scope is recorded. For example, the various campus PTAs organize and coordinate volunteer activity in concert with the school principals and campus staff. PTAs maintain records of this activity; however, the CPO does not capture these records, giving the district an incomplete picture of volunteer activity on some campuses.

The CPO reports its record of volunteer and philanthropic activity to the school board and superintendent

According to CPO staff, "When we first came here (to the district) our PTAs were so well organized and had such great relationships with the schools that we did not want to disrupt that, especially since their focus is often centered on events such as making preparations for the school play or assisting the teacher by being a class mom. Our (the CPO) focus is more specifically on academics and instructional support but we still need to know what is going on."

In 2000-01, dual \$2,000 donations were directly made to Falcon Pass Elementary School and Space Center Elementary School without the knowledge of the CPO. A company directly contributed to the schools through the principals. As the director of the CPO explained, "I found out about the donations when I saw them in the local Citizen."

Additionally, the University of Houston at Clear Lake's Education Department annually selects a district school to "adopt." This "adoption" program gives future teachers an opportunity to tutor children in the classroom and assist classroom teachers. However, the CPO is not informed of the adopted school, the number of participants involved or the length of the program. This information is coordinated with the principal of the school and is not relayed to the CPO.

Many districts ensure complete communication between campuses and community coordination offices by using consistent procedures to report all volunteer activities and donations on campuses.

Recommendation 14:

Create and implement consistent procedures to report all campus volunteer and philanthropic activity to the Community Partnership Office.

The district may accomplish this aim by amending its reporting form to include directions to the campus liaisons to also report volunteer activities that occur outside the purview of the CPO on the annual needs assessment survey.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of the Community Partnership Office (CPO) meets with campus liaisons to determine the best way to capture data related to volunteerism outside of CPO programs on the annual assessment survey.	August 2003
2.	The CPO secretary amends the assessment survey to the reflect changes determined by the CPO director and campus	September 2003

	liaisons.	
3.	The director of the CPO ensures that campus liaisons to submit data consistent with the newly created survey to the CPO and adhere to consistent reporting procedures.	October 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

COMMUNITY INVOLVEMENT

B. COMMUNICATION/PUBLIC RELATIONS

Effective communication and public relations processes allow districts to present themselves in a positive way, creating support for upcoming initiatives. Communication also supports distribution of district news and reception of community feedback.

Print and electronic communications provide vital tools for a school district to disseminate information to the community. Examples of these tools include the video production, Web site development and radio and cable broadcasts. Printed media includes the production of newspapers, newsletters and press releases.

Districtwide public relations and communications are also vital in the efficient transmission of emergency updates and campaign strategies for issues subject to public vote. This requires public relations efforts to present the district's position on items of concern to the community or points of clarification to diffuse or correct misinformation.

FINDING

CCISD lacks a consistently effective means of communicating information across municipal and county boundaries. The district encompasses 12 municipalities without a local daily newspaper or single public access cable channel that crosses city boundaries.

The former superintendent told the review team that unlike other districts which serve as the center of a clearly delineated town, CCISD includes many communities that identify more with their own municipality than they do with the district. Matters involving interlocal cooperation or coordination requires the district to coordinate with a multitude of different city officials and media. CCISD has been unable to gain local cable access across its district because the cable company has individual agreements with each of the individual municipalities. The district does not have access and distribution agreement with each of the area cable outlets.

There is not a single major daily newspaper that covers Clear Creek as its primary metro area. As a result, news about the district that appears in one of the local weeklies may not necessarily be printed in the *Houston Chronicle*. None of the area community newspapers cover district news on a regular basis.

All but one of the parents and citizens in the parent and PTA focus groups conducted by the review team were unaware that the district publishes a newsletter.

The Office of Public Information (OPI) office currently publishes a community newsletter that appears online about twice a month. The district began publishing the newsletter online to avoid the \$18,000 cost of publishing and distributing hard copies. Press releases sent to area newspapers also notify them when the district's newsletter is available on the district's Web site. The district notifies citizens without Web access through this press release that they may request newsletter hardcopies from the district office. However, not all newspapers always print this notification. The district does not use any other print means to notify parents when the papers choose not to publish the notification.

Most of the district's school PTAs publish their own campus newsletters. Campus volunteers produce the newsletters. Efforts between campus PTA's are not coordinated.

CCISD and all of its member schools have Web sites. According to members of the PTA focus group, some principals allow members to post materials to the site while others do not. The campus Web sites also vary in the types of material appearing on the Web site. Some district Web sites, such as Clear Lake High School's, includes detailed information on academic performance and a profile of the student body. It does not, however, contain any information pertaining to the PTA or other parent organizations. Conversely, the Web sites for both Clear Brook and Clear Creek High Schools contain information and news about the PTA but do not include a student body profile or overview of academic performance.

Many larger districts effectively communicate information across district boundaries through a PTA Web site housed in the central Information or Communication Office. Districts also use the PTA Web site to distribute information and newsletters, eliminating district newsletter publication and distribution expenses. Districtwide, information can be updated whenever PTA or district personnel have new items. All parties are notified by e-mail when new information has been posted. This system provides these districts with the flexibility of making changes to published text quickly and easily. Each PTA appoints one of its members to forward news and updates to the Communication office for Web site additions.

Many multi-municipality districts improve cross boundary communication through districtwide negotiated cable broadcast services. This allows their districts to broadcast board meetings and other events or news as they happen. As a result, residents without access to the Internet or the means

to attend board meetings have an opportunity to stay current with district news and receive school-related emergency dates in a timely fashion.

Recommendation 15:

Strengthen cross-boundary communications.

CCISD should strengthen its cross-boundary communications by consistently distributing and increasing the readership of the districtwide newsletter, broadcasting district news on cable access television and creating a PTA Web site for the posting of campus news and updates. Increasing awareness and readership of district information will help maintain effective cross boundary communication.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the director of the Office of Public Information to coordinate a communications committee including staff and parent representatives to examine ways of strengthening the district's communication mechanisms.	July 2003
2.	The communications committee reviews comprehensive opportunities for improvement and creates a report detailing their recommendations to be submitted to the superintendent for review and approval.	August - October 2003
3.	The superintendent presents a communications improvement plan to the board for review.	November 2003
4.	The board approves plan during regular board session.	December 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The OPI does not efficiently post news to the CCISD Web site. Though the OPI writes or edits 80 to 85 percent of the text that appears on the district's Web site, this information must be forwarded to the Technology Department for actual posting. This delays release of information.

The OPI reviews all information submitted for grammar, style and general appropriateness of subject and text. The OPI then makes any editorial changes necessary or returns the material to the sender for additional work if needed. Once the information has been approved for posting on the

district Web site, it is then forwarded to the Web master who is located in the Technology Department. The Web master then posts the information to the Web site in accordance with any instructions from the OPI.

Although the information is sent to the Web master electronically, the system is still prone to delays. Often the material is not the first priority of the Web master since his job description and expertise focus on the technical elements of the district's Web site such as site maintenance rather than the clerical elements of posting updates. The OPI director said the issue focuses on volume. He said the current process creates more work than one Web master can handle. He added "posting things ourselves would expedite the process so that we can get information up there much faster."

The current process means OPI staff rely upon their ability to contact the Web master to quickly post information. The Web master's availability significantly impacts when new material can be posted on the Web site. According to the OPI director, in 2001 when a leak occurred at a local petrochemical outlet requiring the immediate evacuation of two nearby schools, the OPI staff was unable to release information through the Web site because of an inability to contact the Web master.

Another example cited by staff occurred when the district needed to react to Hurricane Lily's threat to the Texas Gulf Coast in October of 2002. The district decided to keep the school open after 5 p.m. The superintendent made the decision in conference with the PIO, executive staff and area emergency staff the district but was unable to post notice on the Web site without the Web master. Instead the district had to rely exclusively on the telephone voice recording system and local television.

Many districts provide selected staff in the central Communications Office with direct access to the district's Web site. These districts can quickly and efficiently post district news and updates on the district Web site.

Recommendation 16:

Provide the Office of Public Information with the capability to update and amend the Web site.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of the Office of Public Information (OPI) and the Web master coordinate a strategy to allow the OPI to post information to the district Web site.	July 2003
2.	The director of the Office of Public Information presents a plan	July -

	including these strategies to the superintendent for review and approval.	August 2003
3.	The director of the Office of Public Information and the Web master implement the plan strategies to allow the OPI to post information directly to the district Web site.	August 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The growing volume of open records requests has created a strain on OPI staff resources.

From May through December 2001, the district received 89 requests for information filed in accordance with the Texas Public Information Act. From January 1 through November 11, 2002, CCISD received 141 requests. According to the OPI staff, these requests have not only grown in number but have also grown in complexity. The director of the OPI said public information requests have "mushroomed and it has become really difficult to keep up and this has become a full time job in this district." He said the office used to receive four or five requests every three months.

The process for handling these requests involves the director of OPI filling the requests as they are received through the district's Web site or hardcopy. If the OPI staff cannot handle a request, they enlist staff assistance from the department that is the subject of the request. The district's policy is to notify the person by letter if the data will cost more than \$40 to produce and receive verification before filling the request. If the data will cost more than \$100 to produce, then the district may require the requesting party to contribute money before the material is produced. CCISD's OPI staff attributes the increased level of complexity of the data requests to the general savvy of district residents and their desire to keep informed and lend ideas to issues of budget, finance, management and structure.

Many public and private sector organizations have public information offices that function only as clearinghouses for open records requests by receiving the request and returning the completed documentation to the customer. However, a subject matter expert within the organization actually researches and compiles the requested information.

Spring Branch ISD established a Community Involvement Department with three staff specifically assigned to handle open records requests,

minimizing the chance of any one employee becoming overwhelmed with requests for information.

Recommendation 17:

Revise the Office of Public Information's process for filling public information requests.

Restructure the way public information requests are completed by assigning a staff member in each department to fill requests as they are received from the OPI.

The OPI can expedite the process of filling public information requests by forwarding the requests directly to staff in the appropriate department instead of shouldering the efforts to fill the requests using primarily their own staff. In addition, open records turnaround time should improve since the district optimizes available resources by assigning requests to the department and staff most knowledgeable in the request's subject area.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of the Office of Public Information (OPI) receives approval from the superintendent for the OPI to coordinate with district department managers and assign information requests liaisons in each department.	July 2003
2.	The director of the Office of Public Information creates a process to forward incoming requests for information to assigned departmental liaisons and receive them again once they are complete.	July - August 2003
3.	The superintendent assigns the director of Office of Public Information oversight and responsibility for implementation of the new process for filling public information requests.	August 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

PERSONNEL MANAGEMENT

This chapter reviews Clear Creek Independent School District's (CCISD) personnel management functions in the following sections:

- A. Human Resources Policies, Procedures and Systems
- B. Recruiting, Hiring and Retention
- C. Compensation Plan and Practices
- D. Faculty and Staff Development

Effective personnel management functions and practices are critical to the success of a school district. To ensure educational achievement and advancement of its students, a district must attract, hire and retain qualified and talented employees to teach its students and manage district operations.

BACKGROUND

Personnel costs typically consume 80 percent of the average school district budget. CCISD allocated almost 86 percent of its 2002-03 budget for payroll costs. **Exhibit 4-1** presents CCISD's 2002-03 budget for its general operating fund by expenditure category.

Exhibit 4-1
CCISD Budgeted Operating Expenses
2002-03

Category	Dollar Amount	Percent of Budget
Payroll Costs	\$150,723,619	85.8%
Contracted Services	\$14,971,206	8.5%
Supplies and Materials	\$6,352,769	3.6%
Other Operating Costs	\$3,553,341	2.1%
Total	\$175,600,935	100.0%

Source: CCISD, Human Resources Department, August 2002.

Exhibit 4-2 shows that CCISD payroll costs and professional and contracted services expenses increased by 13.5 percent between 1999-2000 and 2001-02.

Exhibit 4-2
CCISD Budgeted Operating Expenses
General Operating Fund
1999-2000 through 2001-02

Category	1999-2000	Percent of Budget	2000-01	Percent of Budget	2001-02	Percent of Budget
Payroll Costs	\$126,182,396	83.7%	\$131,984,193	84%	\$142,503,165	83.7%
Contracted Services	\$13,268,055	8.8%	\$13,410,852	8.5%	\$15,712,841	9.2%
Supplies and Materials	\$8,012,632	5.3%	\$8,463,333	5.4%	\$9,040,210	5.3%
Other Operating Costs	\$3,367,542	2.2%	\$3,347,566	2.1%	\$2,957,824	1.7%
Total	\$150,830,625	100.0%	\$157,205,944	100.0%	\$170,214,040	100.0%

Source: Texas Education Agency (TEA), Academic Excellence Indicator System (AEIS), 1999-2000 through 2001-02.

Note: Chart excludes capital outlay and debt service.

Exhibit 4-3 shows that CCISD's budget increased slightly between 2001-02 and 2002-03. Payroll costs increased more than \$8 million, almost 6 percent, during this period.

Exhibit 4-3
CCISD Budgeted Operating Expenses
2001-02 and 2002-03

Category	2001-02	Percent of Budget	2002-03	Percent of Budget	Amount of Change	Percent of Change
Payroll Costs	\$142,503,165	83.7%	\$150,723,619	85.8%	\$8,220,454	5.5%
Contracted Services	\$15,712,841	9.2%	\$14,971,206	8.5%	(\$741,635)	(5%)

Supplies and Materials	\$9,040,210	5.3%	\$6,352,769	3.6%	(\$2,687,441)	(42.3%)
Other Operating Costs	\$2,957,824	1.7%	\$3,553,341	2.1%	\$595,517	16.8%
Total	\$170,214,040	100%	\$175,600,935	100%	(\$5,386,895)	3.1%

Source: TEA, AEIS, 2001-02 and CCISD, Human Resources Department, August 2002.

CCISD selected and identified five districts, Humble, Irving, Klein, Spring and Spring Branch as its peer districts for comparative purposes. **Exhibit 4-4** compares CCISD's budget for payroll costs and professional and contracted services to its peer districts and shows that CCISD allocates about the same percentage of its budget for payroll costs and professional and contracted services as its peers.

Exhibit 4-4
2001-02 Budgeted Operating Expenses
CCISD and Peer Districts
2001-02

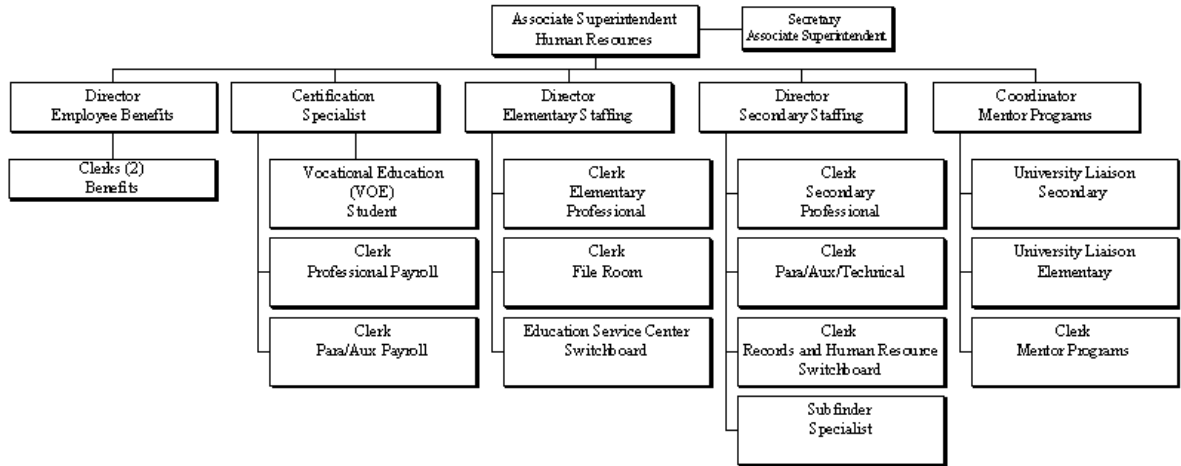
District	Payroll Costs plus Professional and Contracted Services	Percent of Total Budget	Student Enrollment	Total Staff Count
Spring Branch	\$193,876,976	91.9%	32,540	4,446.3
Irving	\$165,344,384	92.6%	30,086	3,675.1
Spring	\$131,294,757	92.8%	24,429	3,374.0
CCISD	\$158,216,007	93.0%	30,994	3,529.6
Klein	\$184,658,166	93.2%	33,528	4,384.3
Humble	\$138,765,599	94.1%	25,239	3,256.6

Source: TEA, AEIS, 2001-02.

The Human Resources (HR) Department of CCISD has 21 budgeted full-time equivalent positions. The organizational chart shows an additional position, the receptionist for the district's central administration office building. This position does not perform human resources functions but is supervised by the HR department. The associate superintendent of Human Resources manages the department. The department has seven

professional staff and 14 secretarial or clerical positions. **Exhibit 4-5** presents the organizational structure of the department.

**Exhibit 4-5
CCISD Human Resources Department
Organization
2002-03**



Source: CCISD, Human Resources Department.

Note: The Education Service Center is the district's central administration building.

Exhibit 4-6 summarizes the department's budget for 1997-98 through 2001-02.

**Exhibit 4-6
CCISD Human Resources Department Budget
1997-98 through 2001-02**

Budget Category	1997-98	1998-99	1999-2000	2000-01	2001-02*
Salaries	\$597,456	\$605,180	\$601,794	\$734,849	\$723,113
Supplies and Materials	\$40,943	\$65,469	\$48,647	\$60,772	\$61,601
Contracted Services	\$84,473	\$73,354	\$78,486	\$62,728	\$35,000
Other Operating Expenses	\$76,119	\$110,180	\$109,615	\$120,705	\$78,904
Capital Outlay	\$22,481	\$16,617	\$25,695	\$2,903	\$18,795
Total Actual Expenditures	\$821,472	\$870,800	\$864,237	\$981,957	\$917,413

Source: CCISD, Human Resources Department, June 2002.

*2001-02 Expenditures through May 2002.

CCISD increased the budget for salaries in response to changes in staffing levels and department functions. According to the associate superintendent of Human Resources, the University of Houston at Clear Lake (UHCL) required the district to assume responsibility for supervising student teachers. After UHCL made its request, the HR department added staff to perform the function. In 1999-2000, the HR Department added and staffed a university intern liaison position. The department also hired a coordinator of Mentor Programs in October 2000 to address the retention goals for first-year teachers. The department also upgraded the certification specialist position then added a clerical position to the Benefits section to handle medical account and workers' compensation functions. In 2002-03, the department added a second liaison position because of the addition of student teachers from Stephen F. Austin State University and the start of the CCISD School District Permit Academy.

HR increased its 2001-02 capital outlay funds to upgrade its computer systems for the WinOcular system paperless project. In "other operating expenses," HR increased expenses in 1998-99 to expand drug and alcohol testing from basic Department of Transportation (DOT) requirements to include to all safety sensitive positions. In 2001-02, CCISD shifted budget responsibility for testing to the Transportation Department. Contracted services expenditures decreased because the district shifted Employee Assistance Program expenses from the basic budget to the health insurance reserve fund. CCISD made this change in response to changes in health insurance legislation regarding maintenance of funding efforts.

CCISD's HR department provides employees with professional and administrative support. **Exhibit 4-7** presents the specific roles and responsibilities of HR Department staff in each organizational section.

Exhibit 4-7
Roles and Responsibilities of the Human Resources Department

Section	Staff	Roles and Responsibilities
Associate Superintendent Office	<ul style="list-style-type: none"> • Associate superintendent • Secretary • Clerk (professional payroll) • Clerk 	<ul style="list-style-type: none"> • Direct supervision of director of Employee Benefits, director of Elementary Staffing, director of Secondary Staffing, coordinator of Mentor Programs, certification specialist, secretary for associate superintendent, professional payroll clerk and

	(paraprofessional and auxiliary payroll)	paraprofessional/auxiliary payroll clerk <ul style="list-style-type: none"> • Employee complaints, grievances and mediation • Equal employment opportunity compliance • Americans with Disabilities Act (ADA) administration and compliance • Budget development, management and reconciliation for HR • Student projections compilations • Personnel policy development, interpretation and communication • Compensation plan administration and market studies • Employee and substitute handbooks • Board meetings and presentations • Monthly personnel activity reports • Contract administration and renewals • Purchase order requests • Vendor payment requests
Benefits	<ul style="list-style-type: none"> • Director • Clerk • Clerk 	<ul style="list-style-type: none"> • Benefits plan administration • COBRA program administration • Annual benefits enrollment coordination • 403(b) retirement investment program • Employee leave requests, including Family and Medical Leave Act (FMLA) • Workers' compensation administration • Payroll data entry for benefits
Certification	<ul style="list-style-type: none"> • Specialist 	<ul style="list-style-type: none"> • Applications for certification and permits with TEA • Districtwide personnel file maintenance compliance

Elementary Staffing	<ul style="list-style-type: none"> • Director • Clerk (elementary professional) • Clerk (file room) • Clerk (district switchboard operator) 	<ul style="list-style-type: none"> • Recruitment, applications screening and interviewing • Applicant tracking • New hire processing • Job description development and revision • Interpretation and communication of human resources policies and procedures • Paperwork processing for personnel changes and transfers • Switchboard operations for Education Support Center
Secondary Staffing	<ul style="list-style-type: none"> • Director • Clerk (secondary professional) • Clerk (paraprofessional, auxiliary and technology) • Specialist (SubFinder substitute system) 	<ul style="list-style-type: none"> • Recruitment, applications screening and interviewing • Applicant tracking • New hire processing • Job description development and revisions • Interpretation and communication of human resources policies and procedures • Paperwork processing for personnel changes and transfers • Employee Assistance Program facilitation • Substitute teacher orientation • Substitute teacher tracking and placement
Mentor Programs	<ul style="list-style-type: none"> • Coordinator • University Liaison (secondary) • University Liaison (elementary) • Clerk 	<ul style="list-style-type: none"> • Program orientation for first-year teachers, mentors and administrators • Staff development for new teachers • Placement, support and supervision of student teachers, student observers and interns

Source: CCISD, Human Resources Department, July 2002.

Chapter 4

PERSONNEL MANAGEMENT

A. HUMAN RESOURCES POLICIES, PROCEDURES AND SYSTEMS

CCISD's Board Policy, Section D, addresses state laws and board policies governing personnel matters. The policies are given to newly hired employees on the first day of work during new hire orientation in the form of an employee handbook. CCISD uses various methods and opportunities to update and inform staff about human resources policies, procedures and programs. The HR department communicates personnel related news, changes and events to CCISD employees through presentations, memos, online updates and faculty or employee meetings. HR staff also uses e-mail to communicate with employees. The employee handbook and compensation manual are online. CCISD also has banks of computers in all school libraries and a computer in each classroom so that any employee can access information online.

FINDING

The HR Department initiated an innovative phased plan to become a paperless office using the WinOcular Human Resources Document Management system. In 1998, HR began using WinOcular to automate the applicant database. The automated imaging, scanning and filing system capabilities of WinOcular allows department staff to store and retrieve employee and candidate information with ease. The first phase of this major change involved the applicant tracking process. District personnel involved in the hiring process can view and print applicant demographic information such as employment applications, resumes, transcripts, certifications, letters of reference and other important data without touching the physical paperwork or file folder. HR scans all employment candidate information into the system. Campus principals then access the information from their desktop computers to identify candidates for interview. The principals no longer have to make a physical visit to the HR office to review stacks of employment applications. CCISD's change to the paperless system reduced the time and effort associated with the hiring process.

The district accomplished the second phase of this paperless initiative in March 2002 with the launch of an online employment application. Individuals seeking employment with CCISD as an administrator or teacher complete and submit an online application form. The district downloads candidate information such as social security number, address,

certifications and references, into the applicant database. The paperless system places the application form in an electronic applicant file.

The district began the third phase of this initiative in September 2002. The primary objective of this phase is to scan the personnel file contents for each active employee into the system. Some staff members pull the files while others scan the documents. Other employees conduct a quality review to ensure accuracy and completeness. The district has about 2,400 professional employee files and about 1,300 paraprofessional and auxiliary personnel files. HR plans to have all employee files scanned into WinOcular by the fall of 2003. Conversion of employee files into WinOcular will allow HR to create documents electronically and reduce the occurrence of lost employee files.

Historically, CCISD receives about 3,000 hardcopy applications each year. As the district transitioned to the online application process, the number of hardcopy applications dropped by 75 percent compared to 50 percent for the previous school year. During fall recruitment activities, CCISD recruiters handed out cards with online application information. Almost all of the targeted recruits, 99 percent applied online. The district maintains hardcopy applications for walk-ins in the receptionist's area of the district office so that applicants without computers can still apply for employment. The receptionist will also mail hardcopy applications upon request. As of February 2003, the district reports that it only receives about 1 percent of its applications in hardcopy form.

The HR Department estimates the district will realize an initial cost savings of approximately \$18,000 upon completion of its paperless office initiative. The savings projection includes postage for mailing applications and self-addressed stamped envelopes for three reference checks; cost of printing applications, folders and other miscellaneous materials used to create employee files; and overtime of employees during the months of March through September when the district receives applications and requests for application packets. HR also has plans to generate other documents online such as contracts, employee appraisals and pay sheets. This will eliminate the need to manually scan or file such documents. The WinOcular database management system will allow HR to facilitate timely storage and retrieval of information.

COMMENDATION

CCISD has implemented an efficient document imaging and management system to store and retrieve applicant information and is expanding the system to include information on active employees.

FINDING

Although the HR department has a Personnel Department Practices Manual that describes departmental policies and procedures, some of the operational procedures are incomplete and unclear. The manual does not provide enough detail for a new staff member to perform the tasks independent of an experienced team member. For example, the application tracking protocol requires the HR secretary to "query" the Internet application. There is no explanation as to what constitutes a "query." Similarly, the protocol states that criminal "history" checks are "processed." There is no specific guidance whether such "processing" involves a telephone call, an Internet search or a manual mailing process.

CCISD HR staff told the review team that while the department does not have a written manual, individual staff members are developing written procedures for the duties they perform. The department did not make these drafts available to the review team and did not give a timeline for completion. The district did provide the review team with a copy of the written procedures for the duties performed in the benefits area of the department. The procedures for the Benefit Department are better but do not always provide enough detail to enable a newly hired employee to perform a given task. For example, the benefits procedure that explains how to create an employee's benefits file only instructs the clerk to label the file without explaining how the file needs to be labeled. Another step in the same benefits procedure requires the payroll clerk to "track" the forms to ensure that they are completed and returned to the benefits section. There is no information that gives the reader a sense of when the completed forms would be considered past due and/or what steps need to be taken by the payroll clerk in the event the forms are not returned.

Many Human Resource Departments have comprehensive written operating procedures. Documented procedures help these departments establish work standards, ensure consistency and implement overall operational efficiency. Additionally, a detailed procedures manual preserves institutionalized knowledge in the event a staff member is absent or leaves and a replacement is needed. Many HR departments also report a reduction in repeated cross-training efforts with the availability of detailed operating procedures. These manuals often include such details as departmental organization charts.

Recommendation 18:

Develop a comprehensive and detailed human resources operating procedures manual.

Incumbents for the various positions in HR are cross-trained; however, a procedures manual would reduce the amount of time the department invests in cross-training. Current practice for the transfer of knowledge is

committed to an individual's memory as opposed to a well-documented procedure manual. Absent a comprehensive procedural manual, staff members do not reference a written manual or guide to expeditiously check policy and personnel issues or find procedures for work functions in the department. The procedures manual will provide the framework and structure for standardizing procedures and keep staff informed on operational processes and expectations. Each functional area should develop desk manuals to ensure continuity of work during absences and vacancies.

The manual should contain the department's organizational structure and detailed procedures for carrying out the responsibilities performed by the department. The HR department should review and update the manual at least annually.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of Human Resources appoints staff members from each functional area to serve on a task force to develop a procedures manual.	August 2003
2.	The task force reviews descriptions of policies, procedures and processes for each functional area in the department.	August - September 2003
3.	The task force develops the contents of the procedures manual and presents a draft and recommendation to the associate superintendent of HR for approval.	October - November 2003
4.	The associate superintendent of HR approves the manual and obtains final approval from the superintendent.	November 2003
5.	Once approved, the associate superintendent of HR ensures distribution of the manual with signed acknowledgement by each staff member of the HR Department, including any newly hired employees.	December 2003 - January 2004
6.	The associate superintendent of HR reviews and makes necessary modifications on an annual basis.	June 2004 and Thereafter

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The HR department prepares two monthly reports that summarize faculty and administration resignation reports providing minimum information on

resignations. The secretary collects the data for the reports from the School Employee Exit Interview Form and resignation letters. Employees planning to separate from the district complete a School Employee Exit Interview form. This form is reviewed by the campus administrator and the office of the associate superintendent of HR and then is placed in the employee's personnel file. The HR Department conducts a summer retreat to discuss personnel issues and the addition of a question on the exit form regarding the effectiveness and relevance of the Mentor Program to the employee leaving the district.

A monthly record of resignations is given to board members as part of their board packets according to the following designed reasons for leaving the district:

- personal;
- relocating;
- career;
- retiring, and
- deceased.

Both monthly reports include the employee's name, length of service, school, assignment and an explanation of the reason for resignation. The secretary gives one report to the district superintendent and the other to the board. The superintendent's report is more detailed; the report that the secretary gives the board only offers a one-word explanation for the resignation. **Exhibit 4-8** provides a sample of the teacher resignation report that the secretary prepares for the board.

Exhibit 4-8
Teacher and Administrative Staff Resignations
Board Report
November 2002

Name	Length of Service/CCISD	School	Assignment	Reason
Doe, Jane	12 Years	Ward Elementary	Grade 1	Relocating
Doe, John	5 Years	Clear Lake High School	English/Theater	Personal
Doe, Jane	2 Years	Goforth Elementary	Grade 4	Personal
Doe, Jane	10 Years	Clear Lake High School	Science	Personal

Doe, Jane	13 Years	Clear Lake High School	PE/Coach	Personal
Doe, Jane	5 Years	Clearview High School	Open Entry	Retiring
Doe, Jane	6 Years	Clearview High School	Social Studies	Personal
Doe, Jane	21 Years	Clear Lake High School	Counselor	Retiring
Doe, Jane	1 Years	Seabrook Intermediate	History/Theater	Personal
Doe, Jane	5 Years	Education Support Center	Chief of Staff	Personal

Source: CCISD, Human Resources Department.

Although the district has available software for reporting purposes, the HR Department does not use it for these reports. The content and format of the report do not provide turnover statistics and impact of turnover on district operations.

Many HR Departments include detailed turnover statistics based upon existing electronic personnel data. These districts also include detailed analysis on turnover in relation to overall district operations in department head and board reports. Effective reporting of turnover data provides timely, clear and specific information that is useful in an organization's retention efforts.

Recommendation 19:

Improve standards and methods for reporting turnover statistics and impact.

The HR department should provide the superintendent and board members with a more comprehensive resignation overview that includes employment statistics. The new report format will allow the secretary to compile a single report using automated data. The HR Department should work with the Technology director to assist in this endeavor.

The HR department can reduce the time it spends creating the reports by using its existing computer system. The department can extract employment statistics from its Pentamation software and transfer this information to a spreadsheet. Regular analysis of employee turnover will allow the department to estimate staffing needs, determine staffing

placement and anticipate staffing shortages based on historical data. The district can then develop strategies for targeting those areas where employee shortages are likely to occur.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of HR cooperates with the director of Technology to create an electronic reporting format for turnover statistics.	June - August 2003
2.	The associate superintendent of HR determines what additional turnover information to present in the monthly resignation reports.	August 2003
3.	The associate superintendent of HR drafts a revised summary-level resignation report and presents the draft to the superintendent for approval.	September 2003
4.	The superintendent reviews, provides input and approves the report format.	October 2003
5.	The associate superintendent of HR uses the approved format to produce executive summary level resignation reports to the board.	November 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CCISD collects medical information from its employees on an emergency notification form and does not restrict access to the information according to law. Employees write the name and telephone number of individuals whom the district may contact in case of an emergency on the form. This form has two sections that specifically request employees' personal medical information on employees. The top section of the form asks employees to list their allergies. The bottom portion of the form asks employees to list health information and medications being taken. The HR Department collects the completed forms from each employee and stores the form in the personnel file of the employee.

Under board policy regarding access to public information, district employees may allow public access to information related to the employee's home address, telephone number, social security number or any information that reveals whether the employee has family members. The district's employee handbook states that the district will treat medical information on individual employees confidentially and that the district

will take reasonable precautions to protect such information from inappropriate disclosure.

Many employers use employee emergency notification forms for the primary purpose of informing and authorizing the employer to contact persons designated by the employee in the event of an emergency. However, most employers will limit requests for medical and health information to verification of an employee's request for accommodation in employment under the Americans with Disabilities Act (ADA); for purposes related to the administration of medical benefits; or, when approving leaves of absence under the Family and Medical Leave Act (FMLA).

The ADA requires employers to keep medical records and employee medical information separate from non-medical records in a locked cabinet with restricted access. Under the ADA, access to such medical information is restricted to individuals with a need-to-know, usually one designated staff person, not multiple staff. CCISD's practice of storing medical information in personnel files does not meet ADA requirements.

In addition, under the ADA, post-employment medical inquiries about a potential disability may not be asked unless the inquiry and requirement is job-related and necessary for the conducting of the employer's business. In many instances, the employer's request for medical information is directly linked to the employee's request for accommodation in employment under the ADA and/or for medical leave benefits such as the FMLA, or workers' compensation. CCISD's failure to comply with this legislation places the district at high risk for litigation and charges of disability discrimination under federal and state equal employment opportunity laws.

The Jourdanton Independent School District limits the information on its emergency notification form to the names, addresses, phone numbers and relationships of four persons that the district may call in case of an emergency. The form includes a statement that advises employees that the completed form will be placed in the employee's personnel file.

Recommendation 20:

Remove all medical and health information from personnel files and revise the employee emergency notification form to discontinue requesting medical information.

To comply with federal and state regulations, the district should immediately discontinue placing medical and health information on employees in personnel files. The district also should cease requesting employee disclosure of medical information without a legitimate business

need such as a request for accommodation under the ADA. The district must also expeditiously remove confidential medical information from existing files and place the information in separate confidential files. The medical information files must remain locked when not in use as required under the ADA. The HR department needs to designate a confidential custodian of the medical information and records who only will provide the information to employees who have a need-to-know information in order to perform their jobs.

The district should also create a revised employee emergency notification form that only requests an employee's emergency contact information. The district should coordinate all requests for employee medical information through designated positions. The associate superintendent of HR and his designated representative should continuously monitor requests for employee medical information to ensure ADA compliance.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of HR assigns department personnel to remove all confidential medical information from personnel files and place the information in separate confidential and secure files.	June 2003
2.	The associate superintendent of HR directs department personnel to destroy existing stock of unused emergency notification forms.	June 2003
3.	The associate superintendent of HR revises the employee emergency notification form to remove requests for medical or health information.	June 2003
4.	The associate superintendent of HR directs department personnel to use the revised employee emergency notification form and ensures continuing compliance.	June 2003 and Ongoing
5.	HR staff completes the transfer of medical information from personnel files to confidential and secure files.	July - September 2003
6.	The associate superintendent of HR reports monthly implementation progress to the superintendent.	July - September 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

PERSONNEL MANAGEMENT

B. RECRUITING, HIRING AND RETENTION

Like other school districts in Texas, CCISD faces challenges in recruiting and retaining qualified teachers. On average, CCISD has between 250 and 300 vacancies each year. The ability to recruit, hire and retain qualified staff is critical for the overall success of CCISD and its nearly 32,000 students.

Exhibit 4-9 shows the ethnicity of Education Support Center staff.

Exhibit 4-9
Education Support Center Staff by Ethnicity
2002-03

Ethnicity	Percentage
African American	2.5%
Anglo	90.8%
Asian Pacific	0.0%
Hispanic	6.7%
Native American	0.0%
Total	100.0%

Source: CCISD, Human Resources Department, October 2002.

Exhibit 4-10, **Exhibit 4-11** and **Exhibit 4-12** present the count and ethnicity of CCISD's staff and students for 1999-2000 through 2001-02.

Exhibit 4-10
Count and Ethnicity of CCISD Teachers and Students
1999-2000

	Teachers		Students	
	Count	Percentage	Count	Percentage
African American	31.4	1.8%	1,870	6.5%
Anglo	1,658.9	93.0%	20,754	71.9%
Asian Pacific	9.9	0.6%	2,519	8.7%

Hispanic	78.3	4.4%	3,623	12.6%
Native American	6.0	0.3%	80	0.3%
Total	1,784.5	100%	28,846	100%

Source: TEA, AEIS, 1999-2000.

**Exhibit 4-11
Count and Ethnicity of CCISD Teachers and Students
2000-01**

	Teachers		Students	
	Count	Percentage	Count	Percentage
African American	42.5	2.2%	1,948	6.5%
Anglo	1,739.9	92.0%	21,253	71.1%
Asian Pacific	12.5	0.7%	2,675	9.0%
Hispanic	88.0	4.7%	3,924	13.1%
Native American	8.0	0.4%	75	0.3%
Total	1,890.9	100%	29,875	100%

Source: TEA, AEIS, 2000-01.

**Exhibit 4-12
Count and Ethnicity of CCISD Teachers and Students
2001-02**

	Teachers		Students	
	Count	Percentage	Count	Percentage
African American	42.1	2.1%	2,113	6.8%
Anglo	1,825.7	92.1%	21,580	69.6%
Asian Pacific	15.0	0.8%	2,853	9.2%
Hispanic	93.5	4.7%	4,349	14.0%
Native American	7.0	0.4%	99.0	0.3%
Total	1,983.3	100%	30,994	100%

Source: TEA, PEIMS, 2001-02.

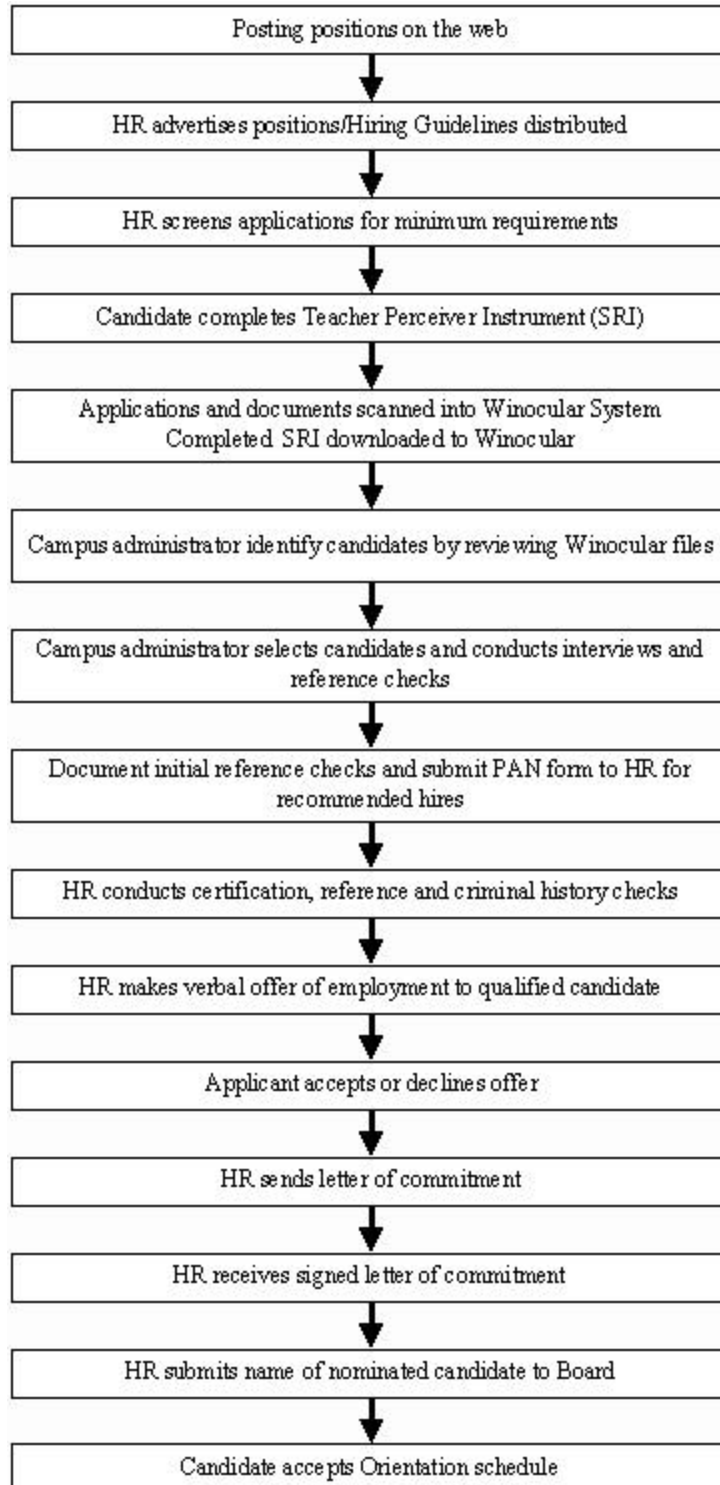
The district's existing recruitment strategy advertises teaching positions at local, regional and national levels. The HR Department posts open instructional positions on its Web site, on other educational Web sites, placement offices of colleges and universities and on the district job line. The district advertises staff positions in Finance, Transportation, Maintenance, custodial and Food Service in local newspapers.

The HR Department reports that a vast majority of new hires come from surrounding school districts. In an effort to target this population, in March 2001, CCISD advertised for teachers, bus drivers, maintenance workers and custodians at a local theater during the pre-movie advertisements. The district made this advertisement once, a one-time cost of \$1,500. Afterwards, HR asked new teachers how they learned about the position. However, HR did not track the success of the pre-movie advertisement.

The CCISD recruiting budget for 2001-02 was \$14,500. The directors of Elementary and Secondary Staffing along with two secretaries are responsible for filling teacher vacancies in the district. The department publishes guidelines and provides information for the hiring processes in the Personnel Practice Manual. The secretaries for the staffing areas pre-screen applications to determine whether applications meet basic qualifications. The secretaries then scan applications and related documents such as resumes, transcripts, references and certificates into WinOcular and download the results of the SRI into WinOcular. The secretaries prepare a comprehensive list of qualified candidates and send this information to principals with vacancies. Principals and campus administrators access current applicant information via WinOcular to determine which applicants they will interview.

Exhibit 4-13 illustrates CCISD's hiring process for teachers.

Exhibit 4-13
CCISD Teacher Hiring Process Flowchart



Source: CCISD, Human Resources Department, October 2002.

CCISD creates committees to interview and evaluate candidates for high-level administrator vacancies. The associate superintendent of HR appoints either the director of Elementary or Secondary Staffing as the HR administrator for a particular position. The HR administrator assigned to guide the selection process selects committee members and facilitates the interview process. In absence of the Elementary and Secondary directors, the associate superintendent assumes the role of the HR administrator. The HR administrator creates an interview committee of five to seven members. Standard membership for administrator interview committees includes the associate or assistant superintendent, campus or program administrator and the HR administrator. The HR administrator may invite other staff to sit on the committee if it is appropriate for the position.

The district requires interview committee members to attend training before conducting interviews. The HR Department must ensure that all committee members complete training. All campus administrators attend the annual training workshop to learn how to use the Guidelines for Conducting Legal and Effective Interviews for CCISD.

Exhibit 4-14 compares the number of administrative and professional personnel of CCISD with its peer districts.

**Exhibit 4-14
Staff Distribution
CCISD, Peer Districts and State
2001-02**

District	Student Enrollment	Central Admin	School Admin	Professional Support	Educational Aides	Auxiliary	Teachers	Total
Humble	25,239	14	117.6	320.5	242.3	868.1	1,694	3,256.6
Irving	30,086	2	152.4	98.8	266.5	390.1	740.7	2,123.3
Klein	33,528	36	98.8	293	356	1,438.1	2,162.4	4,384.1
Spring	24,429	21	80.1	291.3	288.2	1,074.1	1,619.4	3,374
Spring Branch	32,540	1	145	414.5	404.1	1,332.2	2,149.6	4,446.3
CCISD	30,994	31	72.5	218.8	93.6	1,130.5	1,983.3	3,529.6
State	4,146,653	5,756	15,234	49,903.6	57,941.4	148,644.9	282,583.1	560,063.1

Source: TEA, AEIS, 2001-02.

Note: Chart has staff numbers represented as full time equivalents.

Exhibit 4-15 compares student-to-staff ratios for CCISD with its peer districts and the state average. The district is above the state average of 14:1 for its number of student-to-teacher ratio.

**Exhibit 4-15
Average Student -to-Staff Ratio
CCISD, Peer Districts and State
2001-02**

District	Student Enrollment	Central Admin	School Admin	Professional Support	Educational Aides	Auxiliary	Teachers
Humble	24,684	1,645:1	308:1	72:1	98:1	28:1	15:1
Irving	29,097	4,849:1	248:1	100:1	65:1	42:1	14:1
Klein	32,376	1,116:1	381:1	110:1	90:1	25:1	15:1
Spring	23,034	1,354:1	316:1	94:1	84:1	24:1	15:1
Spring Branch	31,659	5,276:1	261:1	77:1	84:1	24:1	15:1
CCISD	29,875	1,106:1	423:1	156:1	188:1	29:1	15:1
State	4,059,619	903:1	291:1	96:1	73:1	26:1	14:1

Source: TEA, AEIS, 2001-02.

FINDING

The directors of Elementary and Secondary Staffing of the HR Department jointly develop strategies to recruit teachers for CCISD. CCISD attends local, statewide and out-of-state job fairs. The district considers the location, number of potential teacher applicants graduating from the university program and cost of the job fair to decide if it will send a representative to a job fair. Principals and campus administrators have the option to attend in-state job fairs based on campus needs and anticipated vacancies. CCISD participates in more than 40 teacher job fairs each year at Texas colleges and universities and in surrounding states. Historically, CCISD recruits the majority of its teachers in Texas, especially from University of Houston at Clear Lake. The district also attracts experienced teachers from neighboring school districts.

The directors measure the effectiveness and success of attending various job fairs by evaluating the number of teachers hired by location each year. As a result of an assessment of recruiting efforts two years ago, the directors removed Colorado, Nebraska, Nashville and Kentucky from the recruitment schedule because visits to these locations did not result in any

teacher hires. After eliminating those non-producing recruiting locations, CCISD added the University of Texas at El Paso and the University of New Mexico to the recruitment schedule. Both institutions have proven to be a viable source of teacher candidates. **Exhibit 4-16** illustrates the number of teachers hired from recruitment fairs by location between 1999-2000 and 2001-02.

Exhibit 4-16
CCISD
New Hires from Recruitment Fairs by Location
1999-2000, 2000-01 and 2001-02

Recruiting Location	Number of Hires
Texas A&M at Corpus Christi	0
Texas A&M at Kingsville	0
Arkansas Tech	1
Baylor University	7
Central Arkansas	1
Central Oklahoma	1
Henderson State	1
Lamar University	3
Louisiana State	2
LSU	3
McNeese State	3
Oklahoma State	2
Prairie View A&M	0
Sam Houston State	6
Southern Louisiana	0
Southwest Texas	7
Stephen F. Austin	13
Texas A&M	18
Texas A&M at Canyon	0
Texas Tech	3

University of Alberta	3
University of Houston at Clear Lake	95
University of Houston Main	22
University of Louisiana	0
University of New Mexico	1
University of New Orleans	0
University of North Texas/Texas Women's University	4
University of Oklahoma	3
University of Texas at Austin	11
University of Texas at El Paso	1
University of Texas at Pan American	0
University of Texas at San Antonio	2

Source: CCISD, Human Resources Department.

CCISD initiated and implemented several innovative approaches to recruiting teachers. These approaches include targeting universities for critical teaching areas, allowing pre-hire authority for the directors of Elementary and Secondary Staffing and financing the cost of the H1-B visa for Canadians hired as teachers. The district has used different strategies to finance work visas for qualified Canadians. Visas cost the district about \$1,850 per teacher. In 2001, the district offered a \$2,000 bonus to attract qualified Canadian teachers. The district deducted attorney fees and work visas from the bonus amount. Upon arrival, the district issued the newly hired teacher a check for the balance to help with relocation expenses. The district hired three teachers through this program.

For 2001-02, the district paid all costs associated with the work visas. The district hired 10 Canadian teachers through this program. By changing its visa payment program, the district saved \$150 per Canadian teacher from the previous year.

The directors of Elementary and Secondary Staffing assessed the recruiting efforts of Canadian teachers and found that paying upfront costs associated with acquiring a work visa increases the number of teacher hires. Beginning with 2002-03, the district will pay for the visas. The new hire still pays for the work visa but defers payment through a payroll deduction, providing the new employee with more money when actually needed to cover relocation costs.

Another innovative approach the district takes to recruiting is a promotional video created by HR. The video is a teacher recruitment tool and provides information about the district, including staff testimonials, community highlights and places of interest. The district shows the video while participating in out-of-state job fairs. The HR Department has plans to digitize the video to place it on the district's Web site. This would allow interested candidates to learn more about the district and the community prior to submitting an application.

CCISD also recruits teachers from its substitute teacher pool. The district employs various district and university-based programs to encourage individuals to enter the teaching profession. **Exhibit 4-17** presents the district and university-based programs.

Exhibit 4-17
CCISD District and University Programs
for the Teaching Profession

<p>Bridging the Education Scene for Teachers of Tomorrow (B.E.S.T.T.) This high school course provides opportunities for seniors in CCISD interested in a career in education to learn basic instructional and management strategies and to use these skills to work with elementary students.</p>

<p>New Horizons for Bilingual ESL Teacher Training - University of Houston at Clear Lake (UHCL) This program is a project of the UHCL funded through the U.S. Department of Education (Title VII) grant that provides financial assistance to students working toward a Bachelor of Science in Interdisciplinary Studies with elementary certification and a specialization in bilingual education. The university also has financial assistance available to graduate students seeking an endorsement in bilingual education or English as second language.</p>

<p>Undergraduate Paid Internship (UPI) The UHCL UPI program, in cooperation with member school districts, is a training program that provides the opportunity for students who have earned a bachelor's degree to be employed as full-time teachers as part of the requirements for earning teacher certification. The university recommends that students complete all course work toward teacher certification prior to beginning the UPI. Students can complete six hours of course work, not including professional development courses, during the post-degree program (PDI.)</p>

<p>Post-Degree Program (PDI) The UHCL PDI program, in cooperation with member school districts, is a training program that provides the opportunity for students who have earned a bachelor's degree to be employed as full-time teachers as part of the requirements for earning teacher certification. The university recommends that students complete all course work toward teacher certification prior to the PDI. Students</p>
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can complete six hours of course work, not including professional development coursework, during the PDI.

Aide Exemption Program

The Texas Higher Education Coordinating Board established this plan to encourage and support educational aides who show a desire to become a certified teacher. Any school employee who has worked as an educational aide for at least one year out of the past five meets the state's criteria and may apply for tuition exemption.

Source: CCISD, Human Resources Department, November 2002.

In surveys of CCISD administration conducted by the review team, 66 percent of the administrators said the district had an effective employee recruitment program; more than half (51 percent) of the principals said the district had an effective recruitment program.

COMMENDATION

CCISD uses innovative and creative ways to recruit qualified teachers.

FINDING

CCISD uses an automated substitute calling system, Substitute Finder Computerized System (SubFinder) to identify and place substitute teachers. The system interfaces with payroll and generates various reports. The HR Department assigned a specialist and clerical assistant to oversee the operation of the system. The clerical assistant enters employee data into SubFinder for administrators, teachers and substitute employees. The district gives employees a personal identification number to use when dialing-in to use SubFinder. The SubFinder specialist provides training on the system during new teacher and substitute teacher orientation throughout the year as needed. Brochures given to new hires and available in the HR Department also provide instructions for using the system. The district requires all returning substitute teachers to attend a re-orientation workshop during the summer before the school year begins. The district recruits substitute teachers through job postings, the district's Web site and referrals.

When teachers cannot work, they call SubFinder. The system automatically searches for an approved, qualified substitute based on prescribed availability and subject area interest. Once the system identifies a substitute, the computer calls the substitute to coordinate scheduling logistics. The substitute responds to a computer voice messaging system by using a telephone keypad. If the substitute accepts the job assignment,

the system assigns a job number that authorizes a salary payment to the substitute. The scheduling process is complete after the computer assigns the salary. If the substitute rejects the job assignment, the computer searches the database for an alternate substitute. The system allows employees to call-in absences and indicate the reason for the absence up to 45 days in advance. If used as intended, this feature allows the system sufficient time to locate and place a substitute. SubFinder is a proactive staff management tool that operates 24 hours a day, seven days a week, 365 days a year. It allows the district to place substitute teachers to fill absences in an efficient fashion.

COMMENDATION

CCISD's automated substitute calling system effectively manages, schedules and places substitutes throughout the district.

Chapter 4

PERSONNEL MANAGEMENT

C. COMPENSATION PLAN AND PRACTICES

Board policies establish broad guidelines and stipulations for the district's compensation plan consistent with the Texas Education Code (TEC). Board policy specifies that the district pays each classroom teacher; full-time librarian; full-time counselor who is certified under TEC Chapter 21, Subchapter B; or full-time nurse at least the state minimum monthly salary, based on the employee's level of experience. The district determines the local salary schedule for teachers, counselors, nurses and librarians on an annual basis after the board approves the pay increase budget. For all other employees, the district assigns positions to pay ranges with minimum and maximum base pay rates. The district classifies these positions on the basis of qualifications and duties of the position and conducts market surveys to determine competitive pay practices. Employees advance through the pay range according to the annual pay increase budget that the board approves.

The HR Department publishes a compensation manual that is available on the district's Web site for all employees. The manual covers administrative regulations related to the compensation system. Other topics in the manual include pay periods, annual duty schedules, job classifications, hiring rates for new employees, overtime compensation, general pay increases, pay range structures, extra duty stipends and other similar matters.

Exhibit 4-18 presents a comparison of CCISD's average salaries for 2001-02 to its peer districts and the state average.

Exhibit 4-18
Employee Salaries
CCISD, Peer Districts and State
2001-02

District	Teachers	Professional Support	School Administration	Central Administration
Humble	\$39,837	\$48,063	\$52,065	\$85,363
Spring	\$39,886	\$48,554	\$61,190	\$80,087
Irving	\$40,203	\$48,817	\$64,907	\$138,750
CCISD	\$41,611	\$48,990	\$65,293	\$75,466
Spring Branch	\$43,105	\$50,677	\$71,655	\$232,237

Klein	\$44,228	\$49,470	\$63,132	\$85,559
State	\$39,232	\$41,959	\$58,561	\$69,849

Source: TEA, AEIS, 2001-02.

FINDING

CCISD does not use a performance-based salary incentive plan to reward employees who sustain high levels of performance. The district does not have any policies that link pay increases to employee performance. All employees receive general pay increases that the district awards annually to recognize employees' continued services to the district. Employees with average performance receive the same level of salary increase as employees who perform at superior levels.

The superintendent has the authority to recommend an amount for general pay increases as part of the annual budget process. The superintendent expresses the recommended general pay increase as a percent of mid-point salary. After the board approves the budget, CCISD calculates the pay increase for each employee by multiplying the percent increase approved by the board by the midpoint of each employee's pay range. Non-contract administrative employees with base salaries in excess of \$50,000 are not eligible for a general increase until the completion of one year of service in the district. The district will not give pay increases to employees who receive the maximum pay in their assigned pay ranges. The exception occurs only if the district changes the pay range for specific positions and the maximum increment in the range is also increased.

Board policy establishes general principles and guidelines for the district's performance appraisal system. The district uses several different forms for evaluating the performance of staff. According to the HR Department, the district develops an annual schedule for teacher appraisals. The employee handbook does not address the scheduling of performance appraisals for non-instructional employees. It only notes that the evaluation process is to occur at least annually. The district does not use information from the performance evaluation to make compensation decisions about its employees. The district does not have a policy regarding pay increases for employees who are not performing at acceptable levels. As a result, the district's compensation plan does not encourage and reward higher levels of individual performance.

The review team surveyed district administrators, support staff, principals, assistant principals and teachers about their perceptions of CCISD's performance management practices. **Exhibit 4-19** shows the results of this

survey. A significant majority of the respondents agreed that CCISD employees receive annual performance evaluations.

Exhibit 4-19
CCISD Employee Opinion Survey Results

"District employees receive annual personnel evaluations."					
Respondent	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
District Administration and Support Staff	37%	50%	7%	3%	3%
Principals and Assistant Principals	23%	56%	15%	4%	2%
Teachers	30%	61%	6%	3%	0%

Source: TSPR Survey Results, October 2002.

Exhibit 4-20 shows that respondents had mixed opinions about the consequences for low or unacceptable performance.

Exhibit 4-20
CCISD Employee Opinion Survey Results

"Employees who perform below the standard of expectation are counseled appropriately and timely."					
Respondent	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
District Administration and Support Staff	17%	47%	13%	20%	3%
Principals and Assistant Principals	3%	43%	19%	28%	6%
Teachers	5%	33%	36%	23%	3%

Source: TSPR Survey Results, October 2002.

Some districts use pay-for-performance plans that link performance achievements to salary increases to communicate the importance of hard work. Districts with pay-for-performance plans allocate merit increases in different amounts to reward employees based on individual levels of performance. In a typical pay-for-performance plan, poor performers do not receive merit increases while average performers are eligible for a

minimal pay increase. Top performers are considered for larger merit increases.

Spring ISD implemented an effective combination of an across-the-board pay increase and a performance-based pay increase. The district assigns some positions to regular pay schedules and others to the performance-based pay plan. The district requires all administrators above the assistant principal level to participate in the performance-based plan. The district also places teachers who have reached the top of the regular salary schedule on the performance-based plan. The Spring ISD board sets aside two allocations within the annual budget for the different pay plans. The district awards performance-based increases according to the results of the employee's annual performance appraisal. Principals conduct performance appraisals for teachers and assistant principals. Assistant superintendents conduct the appraisals for administrators within their respective areas. The principals and assistant superintendents rank employees based on the performance appraisal. They submit the rankings with recommendations for pay increases and suggested levels of pay to the district superintendent. The district superintendent makes the final determination of performance pay increases.

Recommendation 21:

Develop and implement a pay-for-performance compensation plan.

CCISD should develop policy and implement a pay-for-performance plan to encourage and communicate the high performance expectations of the district. To effectively tie pay to performance, the district should award pay increases according to varying levels of high performance. The district should not base pay raises solely on years of service with the district. The district should not reward unsatisfactory performance with monetary incentives. The district should consider instead giving raises to employees who satisfactorily meet performance standards and larger raises to its top performers.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of HR requests the superintendent's approval to establish a task force of key stakeholders to develop a pay-for-performance policy and plan.	August 2003
2.	The superintendent appoints administrators, teachers and support staff as committee members and the associate superintendent of HR as the task force chairperson.	September 2003
3.	The associate superintendent of HR ensures that the drafted	February 2004

	policy complies with all applicable wage and employment laws.	
4.	The committee develops and presents a revised pay raise policy draft and recommended plan to the superintendent for review, revision and approval.	October 2003 - March 2004
5.	The superintendent reviews, approves and presents the revised plan to the board for approval.	April 2004
6.	The associate superintendent of HR implements the pay-for-performance plan.	May 2004

FISCAL IMPACT

The district currently provides annual pay raises for all employees, regardless of the individual's performance in his or her job. By developing a pay for performance compensation plan, the district can refocus existing resources and reward those employees who are demonstrating superior performance while also recognizing staff who are Exhibiting average performance. This recommendation can be implemented with existing resources.

FINDING

CCISD hires and pays employees specifically for lunchroom monitoring duties. According to data provided by the HR Department, CCISD has 71 lunchroom monitors. The average wage for these employees is \$7.92 per hour. The district determines how many lunchroom monitor hours each school will have based on its enrollment. The campus determines the number of monitors and how many hours each monitor works. In general, lunchroom monitors do not hold other jobs in the district. According to payroll records, the district spent \$179,700 in 2001-02 for lunchroom monitors. **Exhibit 4-21** presents a breakdown of the district's payroll costs for lunchroom monitors.

Exhibit 4-21
CCISD Payroll Costs for Lunchroom Monitors
1999-2000 through 2001-02

School Year	Amount
1999-2000	\$146,800
2000-01	\$162,300
2001-02	\$179,700

Total Costs for the Three Year Period	\$488,800
Average Annual Cost	\$162,933

Source: CCISD, Human Resources Department.

The use of paid lunchroom monitors increases CCISD's payroll costs. In addition to direct costs of salaries, the district also incurs indirect costs for processing new hire and termination paperwork for these employees.

CCISD has a mechanism for organizing a volunteer effort to meet various needs of the schools and the district. The Community Involvement chapter discusses this mechanism. CCISD has a Community Partnership Office (CPO) that develops relationships and an open exchange of resources between CCISD and the community. The district also has a high level of community participation at the campus level. Parent Teacher Association (PTA) groups are very active at each campus. The district designates staff at each intermediate and elementary school campus to serve as community liaisons.

El Paso ISD uses volunteers through its Volunteers in Public Schools (VIPS) program to significantly reduce personnel costs. The district has a VIPS coordinator who manages the program and works with VIPS chairpersons at each school. The VIPS coordinator links parents and community members with volunteer activities in the district. VIPS volunteers serve as teacher assistants, tutors, special event judges and field trip chaperones. The volunteers save the district approximately \$16 million annually in payroll costs.

Ysleta ISD supports its school volunteer efforts with a strong training program. Every school in the Ysleta district has a training program for volunteers. Experienced and new volunteers attend the program to learn about volunteer opportunities and any recent changes in the district's policies or procedures. In addition, the district trains volunteer coordinators at each school to provide orientation to new volunteers who join the program after the annual district orientation session. The volunteer orientation session covers information contained in a comprehensive handbook, *Opening the Door to Volunteering*, which Ysleta gives to every participant at the orientation. The brochure contains information in both English and Spanish. This increases support from all segments of the Ysleta ISD community.

Recommendation 22:

Replace paid lunchroom monitors with volunteers and provide structured training for the volunteers.

It is common practice for school districts to increase the resources of the district by using volunteers for activities like lunchroom monitoring. The district will reduce its payroll costs by replacing paid monitors with volunteers. The district should provide training to the volunteers to help them to be knowledgeable and effective in carrying out the monitoring responsibilities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of HR prepares a historical report on costs associated with paid lunchroom monitors.	June 2003
2.	The associate superintendent of HR submits the report and a recommendation to use volunteers to monitor the lunchrooms to the superintendent.	July 2003
3.	The superintendent requests the director of CPO to develop a plan to use volunteers for lunchroom monitoring activities.	July 2003
4.	The director of CPO works with the community liaisons and PTA groups to organize and implement a volunteer effort for lunchroom monitoring.	July 2003 - August 2003

FISCAL IMPACT

This fiscal impact assumes that CCISD pays an annual average cost of \$162,933 (**Exhibit 4-21**) for paid lunchroom monitors. The review team estimates the cost savings of using volunteers as lunchroom monitors over a five-year period totals \$814,665 ($\$162,933 \times 5 = \$814,665$).

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Replace paid lunchroom monitors with volunteers and provide structured training for the volunteers.	\$162,933	\$162,933	\$162,933	\$162,933	\$162,933

Chapter 4

PERSONNEL MANAGEMENT

D. FACULTY AND STAFF DEVELOPMENT

Effective staff development programs improve employee work performance, productivity and job satisfaction. Three major elements of successful training programs include assessment of training needs, delivery of training and evaluation of training programs.

The office of Staff Development in the Instruction Department oversees staff development programs. The Educational Services Delivery chapter of this report discusses this office at greater length.

CCISD developed and implemented a comprehensive model mentor program to provide personal and professional support for new teachers and administrators. A coordinator with dedicated resources to focus full-time on this effort heads this program.

The Texas Education Code prescribes criteria for staff development in a Texas school district (Subchapter J. Staff Development, Section 21.451). Staff development efforts should:

- include training in technology, conflict resolution strategies and discipline strategies;
- include instruction on what is permissible under law;
- be predominantly campus-based, related to achieving performance objectives; and
- be developed and approved by the campus site-based decision-making committee.

According to TEA, an effective policy on staff development must include: guidelines to identify needed training; specific training requirements; guidelines for how campus-level staff development operates; a focus on staff development for student achievement; criteria for how campus staff will be reimbursed for attending training on their own time; requirements for special programs training (gifted and talented, Title I, students with disabilities); and an administrator training policy.

FINDING

CCISD led 12 other districts in its geographical area to establish the Consortium for the Advancement of Professional Excellence to provide enhanced professional development efforts. The consortium offers staff development workshops in the summer months. Teachers from CCISD

make up a majority of the presenters for these workshops. The consortium also invites state and national consultants to present workshops. Teachers have the opportunity to earn professional growth credits by attending consortium workshops.

CCISD teachers may also earn graduate credit hours through the University of St. Thomas. CCISD works closely with the UHCL to offer additional staff development opportunities. The district conducts workshops after school or on Saturdays during the fall semester for interested staff members. The district gives first-year teachers instructional and technical support through its Novice Program offering workshops designed specifically to meet their needs.

The CCISD Staff Development Program is primarily focused at the campus level. Three of the four staff development days the district offered prior to the first day of school were campus based. The district only gave a single training day to cover state-mandated rules and regulations. The district also applied for a state waiver to provide six additional early-release, campus-based staff development days. This enables the district to provide additional staff development time without incurring additional payroll costs.

The district conducted an online Staff Development Needs Assessment during the spring of 2002. The district used the results from the survey to plan summer and fall district staff development opportunities. Campus administrators used the survey results to plan campus staff development for the 2002-03 school year.

CCISD started a Thinking Through Writing Across the Curriculum program for its students in 2000-01. The program gives students writing assignments in all their subject areas, not limited to language arts. Research suggests that this is a very effective way for meeting the needs of economically disadvantaged students. The district began a corresponding staff development program to give teachers instruction about the program. National consultant John Antonetti visited each district campus and worked with individual teachers and administrators to guide the Thinking Through Writing program activities to meet individual needs of CCISD students.

CCISD offers online registration for all summer and fall staff development courses. Professional educators evaluate these courses online with a minimum of effort. Distance learning is quickly becoming an integral part of the district's professional development program as well as curriculum development. The district is linking campuses so instructional coordinators can meet with their departments and principals can conference with other administrators without leaving their respective

campus locations. The same network can link outside consultants to more than one campus to provide continuous staff development in a cost-effective manner. As additional video conferencing equipment becomes available on all campuses, a wider selection of training options should become available for all faculty.

The district plans to offer staff development for administrators and teachers who are interested in pursuing careers in administration through a Principals' Academy. This Academy addresses the Standards for Principal Certification from the Texas Administrative Code as well as topics that the district considers essential for effective management in CCISD. Administrators in the district provide most of the instruction in the academy.

The district provides training year round to administrators to improve their ability to meet the needs of their students and staff members. The district has two additional programs that also offer support to first-time administrators. Project Lead is an administrative internship that the district awards to two teachers each year. The First Time Administrator Mentorship Program also provides support to new administrators in the district.

Subject area coordinators are providing train-the-trainer activities during the school day for small groups of teachers. These teachers return to their campuses and train other teachers at faculty meetings or on early release days.

COMMENDATION

The district offers comprehensive staff development in a collaborative and cost-effective manner.

FINDING

The coordinator of the Mentor Programs was instrumental in creating a mentor program for new teachers to assist with districtwide retention efforts. The district designed its Mentor Program to develop the skills, knowledge, attitudes and values necessary to be an effective classroom teacher.

CCISD introduced the Mentor Program in 1991. The district hired a coordinator in 2000 to help expand the program. The program assigns a teacher mentor to first-year teachers and a campus "buddy" to experienced teachers new to CCISD. Since 2000, the program assigned mentors to approximately 307 first-year teachers and campus "buddies" to approximately 339 experienced teachers who were new to CCISD. Since

1991 the program assigned over 1,100 mentors and 2,150 campus "buddies" to the district's new teachers. Teachers volunteer to become mentors or campus "buddies." The district pays a \$500 stipend to volunteer mentors and a \$50 stipend to campus "buddies."

CCISD requires all individuals new to the teaching profession to participate in the Induction Program. This is an integral component of the district's Mentor Program. Participants are first-year teachers transitioning from student teacher/intern programs; first-year teachers completing an alternative certification or deficiency plan; and first-year teachers on a CCISD permit. The Induction Program facilitates the growth of the teachers through partnerships with the mentors and campus "buddies." The program provides support in the areas of instruction, classroom management, parent conferences and student discipline.

The Mentor Program has several additional support components that contribute to the overall success of new teachers. This includes a lead mentor at each campus and support teams comprised of retired teachers, campus administrators and administrative staff. Other support activities that the Mentor Program provides include orientation for new teachers; classroom observations by experienced teachers; district developmental programs; CCISD Permit Academy; campus-based new teacher workshops; book studies; focused assistance provided by support team members; and assistance preparing for teacher certification. The mentor coordinator collaborates with the university liaison for Elementary and Secondary education and the Department of Instruction to provide support for all new teachers.

The mentor coordinator designed a survey as a performance measure tool to determine the effectiveness of the Mentor Program. The district uses the results of the survey to improve the design of materials used in the program and to develop additional workshops for new teachers.

The CCISD Mentor Program is an effective means of targeting and meeting the needs of new teachers and administrators. The support components and activities of the program are pertinent to the daily functions and responsibilities of teachers and administrators. Through this program, new teachers and administrators receive information that directly contributes to overall performance and student achievement.

COMMENDATION

The Human Resources Department developed an effective mentoring program for new teachers and administrators to assist in retention efforts for the district.

FINDING

CCISD does not have a formal staff development program for all non-instructional staff. The district provides new hire orientation and technology training but does not have regularly scheduled training for non-instructional staff to improve skills and knowledge. Some professional HR Department staff members attend outside human resources training. Staff members in other departments usually do not participate in training classes. CCISD has not taken any steps to determine the development and training needs of its personnel. There is no centralized and coordinated effort to ensure that all personnel receive appropriate training to enhance their job performance.

Policy DMC (Local) of the CCISD Board Policy Manual explains the district's policy for professional development of instructional staff. The payroll file clerk tracks professional growth activities by each individual teacher and campus administrator. The district trains all new employees to document professional growth activities during the Payroll and Benefits orientation facilitated by the clerk. The clerk generates annual reports from the Pentamation System Records that indicates degree(s), certification information and professional growth history for each professional employee. The clerk sends copies to campus administrators so that administrators can determine if professional growth requirements are being met at their campus.

The Office of Staff Development maintains a districtwide needs assessment. All professional staff complete this assessment annually. The district sorts the results by district and campus level to identify staff development needs at those levels. Some districts include assessments in training in districtwide needs assessments.

Recommendation 23:

Conduct a training needs assessment to determine the development needs of non-instructional personnel.

CCISD should conduct a needs assessment to determine the training needs of its non-instructional staff. This will allow the district to identify the specific training that is appropriate for other positions. Development and implementation of workshops that improve skills will improve work performance of non-instructional personnel.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of (HR) appoints staff members to form a committee to conduct a training needs	July 2003
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	assessment of non-instructional staff.	
2.	The committee along with the Office of Staff Development conducts a training needs assessment of non-instructional personnel.	July - September 2003
3.	The committee compiles the results of the needs assessment and presents it to the associate superintendent of HR for review.	October 2003
4.	The associate superintendent of HR develops and implements a training program for non-instructional personnel based on the committee's results.	October 2003
5.	The associate superintendent of HR monitors the program and annually reviews the non-instructional staff development needs.	October 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 5

FACILITIES USE AND MANAGEMENT

This chapter reviews Clear Creek Independent School District's (CCISD) facilities use and management functions in the following sections:

- A. Facilities Planning, Design and Use
- B. Plant Maintenance
- C. Custodial Operations
- D. Energy Management

School facilities must be adequately planned to create an environment that supports educational programs. Preventive maintenance and repairs ensure that facilities are in working order and provide an atmosphere conducive for learning. Custodial operations provide for the general cleanliness and daily upkeep of facilities. An energy management program provides for the effective and efficient use of utilities by developing energy conservation practices and monitoring energy costs and usage.

BACKGROUND

CCISD has 36 schools and alternative programs, an education support center, maintenance warehouse and transportation building that house its 30,994 students and 3,530 employees in 2001-02. Of the district's 3,530 employees, 314 support facilities operations: five are in Facilities Planning, 76 in Maintenance and Operations and 233 in Custodial Operations. The average age of CCISD's facilities is 21 years. The district's oldest facilities, Clear View Alternative School and Webster Intermediate School, were built in the late 1930s. The district opened five new schools in the last two years: Bauerschlag and Goforth Elementary Schools opened in 2001 and Falcon Pass and Weber Elementary Schools and Victory Lakes Intermediate School opened in 2002.

CCISD budgeted \$9.9 million for the Facilities and Planning and Maintenance and Operations Department for 2000-01 and \$10.6 million for 2001-02, representing a 7 percent increase. Payroll for the Facilities and Planning Department increased 10.7 percent for 2001-02, from the previous year, when the district hired two additional project management staff, in lieu of hiring more expensive contract program managers to implement the district's bond program. For the same time period, the Maintenance and Operations Department budgeted for additional administrative staff and an increase of 20 custodial staff to accommodate the district's four new schools.

The district attributed a majority of the 20 percent increase in supplies and materials costs to the implementation of an apportionment custodial supply system, which required an initial investment in measuring and storage equipment. The district expects the apportionment system to save money in future years. The 43 percent decrease in other operating expenses resulted from budget reductions in travel and membership fees originally budgeted by Facilities Planning. Capital outlay decreased 100 percent when items budgeted were transferred from the Maintenance and Operations budget to the district's bond program.

Exhibit 5-1 presents a summary of CCISD's budget for the Facilities and Planning and Maintenance and Operations Department for 2000-01 and 2001-02.

**Exhibit 5-1
Facilities and Planning and Maintenance and Operations Department
Budget Summary
2000-01 and 2001-02**

Description	2000-01	2001-02	Percent Increase/ (Decrease)
Payroll Costs	\$7,076,202	\$7,834,638	10.7%
Professional and Contracted Services	1,518,950	1,486,492	(2.1%)
Supplies/Materials	1,058,800	1,266,093	19.6%
Other Operating Expenses	30,750	17,500	(43.1%)
Capital Outlay	168,807	0	(100.0%)
Total	\$9,853,509	\$10,604,723	7.6%

Source: CCISD, Facilities and Planning Department Operating Budget, 2000-01 and 2001-02.

Chapter 5

FACILITIES USE AND MANAGEMENT

A. FACILITIES PLANNING, DESIGN AND USE (PART 1)

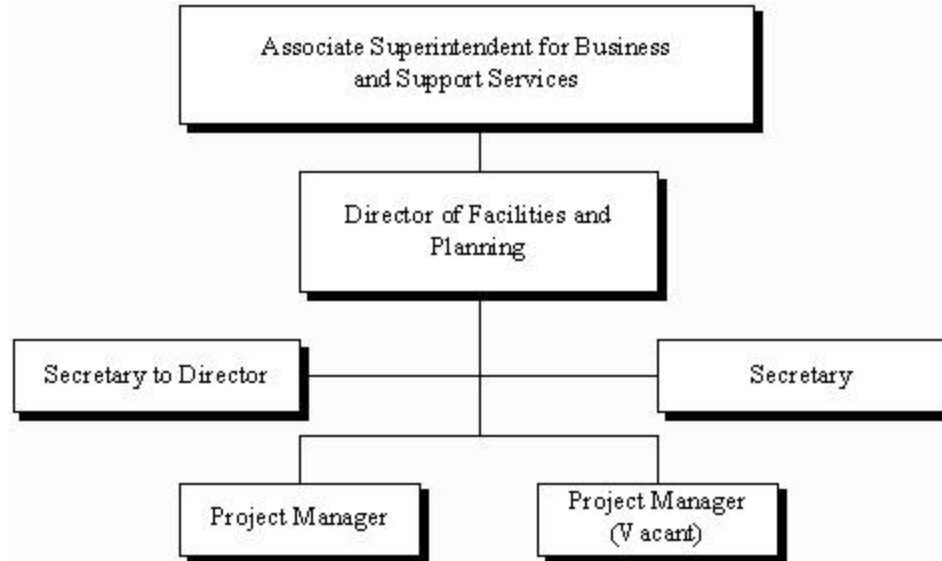
Long-range planning is the most critical aspect of facilities planning and design. The planning process should include an ongoing assessment of the condition of all facilities. Necessary renovations should be scheduled and completed to maintain building facilities at a level that meets or exceeds the district's current standards.

A school district must continually monitor classroom space to determine whether it is sufficient to comfortably accommodate students. In order to assess the adequacy of classroom space, the district must monitor total square footage, number of classrooms and student enrollment on an ongoing basis.

CCISD's Facilities and Planning Department reports to the associate superintendent for Business and Support Services. The director of Facilities and Planning manages the department and is supported by two project managers and two secretaries. The department manages and administers school construction bond programs; facilitates the district's long-range facilities planning function; oversees the district architect in the development of specifications for facilities drawings and administration of construction contracts; monitors construction process to ensure quality expectations of the district; maintains and monitors department and construction and renovation expenditure budgets.

Exhibit 5-2 shows CCISD's Facilities and Planning organization.

**Exhibit 5-2
Facilities and Planning Organization**



Source: CCISD Facilities and Planning Department, October 2002.

FINDING

CCISD's Facilities Needs Committee completed a districtwide facilities needs assessment to prepare for its 2000 bond program. This assessment served as a blueprint for prioritizing the bond program's facilities needs.

During the facilities needs assessment the district reviewed facilities condition surveys completed by architects and engineers for CCISD in 1988, 1991 and 1995; conducted demographic studies projecting district growth; and asked members of the Parent Teacher Association (PTA) to evaluate and analyze current facilities conditions.

This data was provided as background information for a Facilities Needs Committee established by CCISD's Board of Trustees in July 1999. To represent a cross-section of the community, the 50-member citizen committee consisted of area business and community leaders, parents, students and PTA members. CCISD staff served in a facilitator/resource capacity to the committee, which met weekly beginning in August 1999. The committee presented a report and made recommendations to the board in October 1999. The board held a workshop in November 1999 to discuss all aspects of the report with Clear Creek community members.

The Facilities Needs Committee examined several issues, included perceived public perceptions of inequities in facilities, such as the poor condition of the boy's locker room and weight room and some of the vocational education classrooms at Clear Creek High School, compared to

the same type of facilities at Clear Brook High School, built 30 years later. The Facilities Needs Committee reviewed the districtwide needs of all facilities and established priorities based on the overall academic needs and the number of students served in the various educational programs. The review team was told during public input that the boy's locker room and weight room at Clear Creek High School did not have a high academic impact and the vocational classrooms had relatively low enrollment, therefore both projects were given a lower maintenance priority.

Exhibit 5-3 provides an overview of priority projects for the district's 2000 bond program developed by the Facilities Needs Committee.

**Exhibit 5-3
CCISD 2000 Bond Program
Priority Needs Developed by the Facilities Needs Committee**

Bond Proceeds Usage	Amount
Construction of three new elementary schools	\$36,000,000
Construction of two new intermediate schools	\$39,772,000
Capital Improvements and Updating of Existing Facilities throughout the District (Priority Maintenance)	\$50,000,000
Technology: instructional computers, on-line instruction and area networking. (Technology bonds will be retired in five years or less.)	\$15,300,000
Renovation of Webster Intermediate School and Clear View Alternative School sites	\$8,590,000
Land purchase (8 sites): three elementary sites, three intermediate sites, one 9th grade center site for Clear Brook High School and one site for a fourth high school with a 9th grade center.	\$12,338,000
Total	\$162,000,000

Source: CCISD, Facilities and Planning Department.

A consistent evaluation system and estimates of facilities needs resulted from the committee's effort. The level of detail allowed the district to provide complete information to CCISD voters and served as a major factor in the successful bond campaign. In addition, the data helped develop educational specifications for each project.

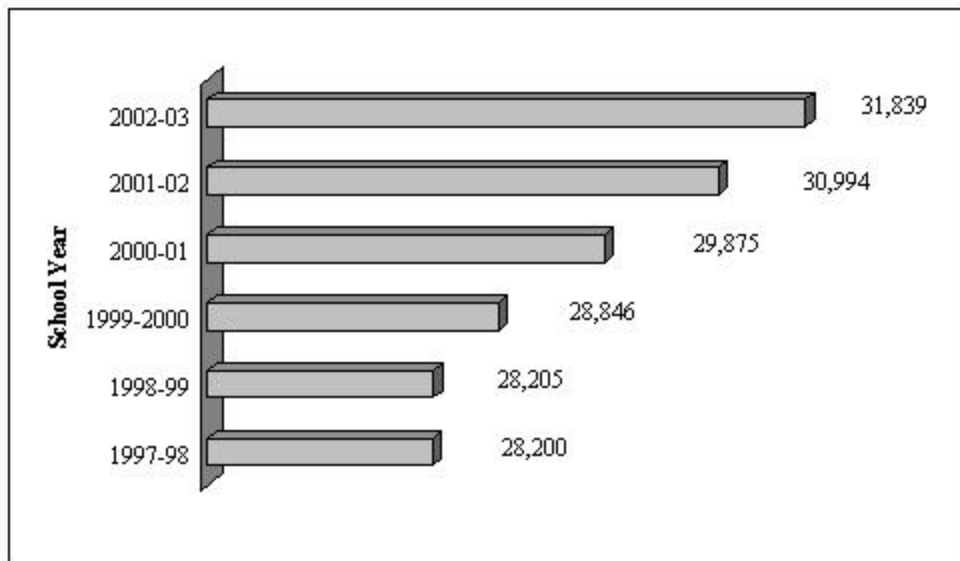
COMMENDATION

CCISD assessed and prioritized facilities needs for its bond proposal, which provided a detailed estimate of facilities needs districtwide.

FINDING

CCISD completed a long-range enrollment projection process that will enable the district to adequately plan for student growth. Projecting student enrollment is an integral part of the facilities planning process because student enrollment is directly linked to the number of schools and administrative facilities that will be required. CCISD enrollment has increased 12.9 percent, from 28,200 students during 1997-98 to 31,839 students in 2002-03. **Exhibit 5-4** shows CCISD's enrollment from 1997-98 through 2002-03.

**Exhibit 5-4
CCISD Historical Student Enrollment
1997-98 through 2002-03**



Source: Texas Education Agency (TEA), Academic Excellence Indicator System (AEIS), 1997-98 through 2001-02 and Public Education Information Management System (PEIMS), 2002-03.

CCISD contracts with a staff member at the University of Houston and an associate of the Population Analysts and Survey Association in College Station to conduct demographic studies, which it uses to develop the district's long-range enrollment projections. Demographic data (birth and survival rates, growth patterns for new subdivision development, census data, historical school trends, roadway project projections and other economic data) were used to develop the district's long-range enrollment projections. Additionally, CCISD's director of Facilities and Planning meets regularly with representatives from the 12 municipalities included

Wedgewood	800	1,046	1,122	1,222	1,294	1,365	1,442	1,512	1,585	1,664
Whitcomb	700	748	748	748	748	748	748	748	748	748
White	640	654	672	695	725	737	742	746	759	773
Total	15,406	16,947	17,323	17,793	18,209	18,620	19,028	19,426	19,838	20,272

Source: CCISD, Facilities and Planning Department November 2002.

Accurate enrollment projections enable the district to determine the time required for opening new schools. Depending on the size of the facility and the site work required, the Facilities and Planning Department, determined that CCISD requires a minimum of 13 months and up to three years to plan for and construct a new school. The director of Facilities and Planning uses long-range enrollment projections to trigger construction of new schools.

COMMENDATION

CCISD prepares annual long-range enrollment projections to anticipate student growth and facilities needs.

FINDING

CCISD's Facilities and Planning Department uses building prototypes and facilities building standards as a cost control measure for building new and renovating existing facilities. The prototype shows the net square footage area allotted to classrooms of different types, as well as instructional support facilities. Prototype designs ensure that each classroom type and instructional support facility, such as media center libraries, cafeterias and kitchens, are functional and maximize space. The district effectively used the building prototypes for Arthur and Pat Goforth Elementary School, Henry Bauerschlag Elementary School, Falcon Pass Elementary School, Arlyne and Alan Weber Elementary School and Victory Lakes Intermediate School.

The district's Facilities and Planning Department modifies elementary and middle school prototype designs to adapt each new school to its site and the specific educational programs that will be implemented at the school. Additionally, the district developed material standards for items used in renovations such as carpet, wall coverings and light fixtures. Successful use of building prototypes and facilities building standards ensures that new construction and renovation costs are as low as possible. **Exhibit 5-6** shows sample elements of CCISD's elementary school prototype standards.

Exhibit 5-6
Sample Elements of CCISD's Elementary School Prototype

Space/Function	Quantity	Net Unit Square Feet	Total Net Square Feet	Description
<i>Administration</i>				
Reception/Secretary	1	450	450	Easily accessible/good visibility.
Principal's Office	1	320	320	Close to reception/conference.
Offices	3	160	480	
Conference Room	1	215	215	Convenient to all offices.
Clinic				Accessible from reception, corridor.
- Office/Treatment	1	450	450	Desk area/Cot rooms.
- Restroom/Storage	1	100	100	
Bookroom	1	270	270	Metal shelving.
Teacher's Workroom	1	540	540	Includes Storage Room.
Teacher's Lounge	1	480	480	Includes Storage Room.
Computer Room	1	75	75	
Time-out Rooms	2	30	60	Doors with windows.
Restrooms				
- Men	1	50	50	
- Women	1	185	185	
Storage	1	70	70	
<i>Academics</i>				Includes sink, cabinets, A/V cabinet, two computer drops four-plex outlets, and two 12' marker boards.
Pre-K				
Classrooms	3	800	2,400	Access to fenced play area.

Restrooms	2	150	300	
Storage	1	260	260	
Kitchenette	1	110	110	
Teacher Restroom	1	50	50	
Kindergarten				
Classrooms	6	800	4,800	Access to fenced play area.
Restrooms	2	150	300	
Storage	2	245	490	
Kitchenette	1	110	10	
Teacher Restroom	1	50	50	
2nd Grade				
Classrooms	7	745	5,215	
Restrooms	2	150	300	
Storage	1	300	300	
Teacher Restroom	1	50	50	
3rd Grade				
Classrooms	7	745	5,215	
Restrooms	2	150	300	
Storage	1	300	300	
Teacher Restroom	1	50	50	

Source: PBK Architects, Inc., League City Texas, 2000.

Exhibit 5-7 shows the district's estimated cost to build a new elementary school using prototype designs, based on 2000-01 and 2001-02 cost data maintained by CCISD's Facilities and Planning Department for the construction of the district's last four elementary schools.

Exhibit 5-7
Estimated Cost to Build a CCISD Elementary School
Using Prototype Design
2000-01 and 2001-02

Description	Amount
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Anticipated Construction Cost (One Elementary School)	\$10,546,200
Furniture, Fixtures and Equipment	\$843,696
Soil Reports, Surveys, Testing, Reimbursables and Professional Fees	\$616,952
Total for One New Elementary School	\$12,006,848

Source: CCISD, Facilities and Planning Department.

CCISD's Facilities and Planning Department estimates the district has saved more than \$1.4 million in design fees after implementing construction prototype designs in 1999-2000. **Exhibit 5-8** shows CCISD's estimated savings from using prototype designs.

Exhibit 5-8
Estimated Savings to Build a CCISD Elementary School
Using Prototype Design
2000-01 and 2001-02

Project Name	Project Cost	Fee Savings from Use of Prototypes
Bauerschlag Elementary	\$9,579,956	\$205,969
Goforth Elementary	\$9,587,044	\$206,121
Falcon Pass Elementary	\$9,757,000	\$209,775
Victory Lakes Intermediate	\$17,349,938	\$373,023
Intermediate #2-not yet bid	\$19,050,042	\$409,575
Total	\$65,323,980	\$1,404,463

Source: CCISD, Facilities and Planning Department.

CCISD began building 900-student capacity elementary schools in 1988-89 and modified the prototype design for elementary schools in 1992-93. This design remains in use for the construction of elementary schools completed through 2001-02. The district developed its prototype design for intermediate schools in 1990-91 and has not changed the design since that time.

A CCISD-built elementary school in 200-01 included 110,000 square feet at a cost of \$90.23 per square foot. The typical intermediate school built in 2001-02 included 176,000 square feet at a cost of \$95.58 per square foot.

In comparison, Cypress Fairbanks ISD completed a 92,500 square foot elementary school in 2000-01 at a cost of \$94.80 per square foot and completed a 224,000 square foot middle school in 2000-01 at a cost of \$95.80 per square foot. Fort Bend ISD completed a 83,900 square foot elementary school in 2000-01 at a cost of \$102.80 per square foot and Katy ISD completed a 142,438 square foot middle school in 2000-01 at a cost of \$98.90 per square foot.

CCISD's philosophy for building new schools is to construct larger campuses that can offer specialized courses and magnet programs. CCISD's Facilities and Planning Department management said that through the construction of larger schools the district saves in capital and operations costs over the long run.

CCISD construction cost per square foot is among the lowest of Houston-area school districts that have completed new school construction since 2001-02. **Exhibit 5-9** reinforces that the use of school building prototypes can help keep construction costs low.

Exhibit 5-9
Comparative School District Construction Cost
and Projected Costs
CCISD and Houston Area School Districts
2001 through 2004

School District	Per Square Foot Construction Cost By School Type		
	Elementary	Middle	High
Alief		\$94.86 (3)	
CCISD	\$90.23 (1)	\$95.58 (2)	
Cypress Fairbanks	\$94.80 (2)	\$95.80 (1)	\$97.60 (2)
Katy		\$98.90 (1)	\$107.00 (4)
Conroe	\$97.40 (2)	\$96.67 (1)	\$105.00 (1)
Fort Bend	\$102.80 (1)	\$102.77 (1)	\$101.93 (1)
Humble			\$109.38 (2)
Spring	\$116.38 (3)	\$93.31 (3)	

Source: CCISD, Facilities and Planning Department and Survey of Facilities Departments of Houston Area School Districts.

Note: (1) completed in 2001, (2) completed in 2002, (3) anticipated completion in 2003 and (4) anticipated completion in 2004.

COMMENDATION

CCISD uses building prototypes to ensure functionality, maintain construction standards and control school building costs.

FINDING

CCISD is preparing for a \$337 million-bond referendum in May 2003, but does not have a facilities master plan. Because it coordinates the district's educational programs and physical space and resources, a facilities master plan is critical to the overall success of school district operations. The school board initiated the proposed bond election to deal with school overcrowding and steadily increasing enrollments. The district expects student enrollment to reach 38,000 students by 2008-09.

Key components of a facilities master plan include: identifying current and future needs of district facilities and educational programs; analyzing facilities condition for existing schools (inventory analysis); developing student growth projections and community expansion plans; analyzing cost and capital requirements; and developing facilities program management and design guidelines.

Exhibit 5-10 shows a detailed description of facilities planning deliverables suggested by TEA and the status of CCISD's facilities planning deliverables.

**Exhibit 5-10
TEA's Recommended Facilities Planning Process**

Program Element	Mission	Responsibilities	TEA Deliverables	CCISD Deliverables
Planning	Needs Assessment	Identify current and future needs.	Demographics, facilities survey, boundary, funding, education program, market, staff capability, transportation analysis	Complete (1)
	Scope	Outline required building areas; develop schedules	Programming, cost estimating, scheduling, cost	Complete (2)

		and costs.	analysis	
	Strategy	Identify structure.	Facilities project list, master schedule, budget plan, organizational plan, marketing plan	Incomplete (3)
	Public Approval	Implement public relations campaign.	Public and media relations	In progress (4)
Approach	Management Plan	Detail roles, responsibilities and procedures.	Program management plan and systems	Incomplete (5)
	Program Strategy	Review and refine details.	Detailed delivery strategy	Incomplete (6)
	Program Guidelines		Educational specifications, design guidelines, Computer Aided Design standards	Incomplete (7)

Source: TEA. Recommended Planning Model, 2002 and CCISD, Facilities and Planning Department, January 2003.

The numbers 1 through 7 in the CCISD deliverables column in **Exhibit 5-10** correspond to the narrative explanation of the district's facilities plan status outlined below.

- CCISD created a 68 member Facilities Needs Committee in November 2002. With input from the Facilities Needs Committee, CCISD's Facilities and Planning Department established a list of priority items and budgets for new and existing facilities that will be covered in the planned 2003 bond program.
- The Facilities Needs Committee established four subcommittees. The four subcommittees were charged with the task of developing detailed budgets for priority items for new and existing facilities, technology upgrades, priority maintenance and support facilities. Cost analysis was completed in February 2003.
- A facilities project list is complete, however a master schedule, a detailed budget plan, organizational plan, and marketing plan is incomplete.

- Public hearings were conducted in January 2003 and the bond election is planned for May 2003.
- A similar public relations campaign to the one conducted for the 2000 bond election may be planned for March and April 2003.
- Detailed strategies for implementing program management plans have not been developed.
- Educational specifications and design guidelines have been developed for the elementary and intermediate schools only. All other facilities such as the new high school, natatorium, and fine arts arena will require the development of educational specifications and design guidelines.

There are five main areas totaling \$337 million in CCISD's proposed 2003 bond referendum. The five areas include: new schools, land bank, technology, support facilities and priority maintenance. Proposed funds for new schools include monies for constructing and renovating schools. Bond referendum proceeds for land bank will be used to identify and purchase future sites for new school construction. Proposed bond proceeds for support facilities will be used for needs such as a districtwide maintenance facility, classroom storage and additional parking at campuses. Proposed bond proceeds for priority maintenance will be used for needs such as new roofs and heating, ventilation and air conditioning systems. **Exhibit 5-11** outlines the five areas where proposed bond proceeds will be spent.

Exhibit 5-11
CCISD 2003 Bond Referendum Allocations
March 2003

Area	Bond Allocation
New Schools	\$155,022,600
Land Bank	\$13,220,460
Technology	\$53,015,556
Support Facilities	\$76,377,387
Priority Maintenance	\$39,363,997
Total	\$337,000,000

Source: CCISD, Bond Election Brochure, CCISD Web site.

Exhibit 5-12 shows detailed bond referendum allocations proposed for new schools. The Facilities Needs Committee and CCISD's Facilities and Planning Department plan for the bond proceeds to be used for the

construction of two new elementary schools, one new intermediate school, two new high schools and three school additions.

Exhibit 5-12
CCISD 2003 Bond Referendum Allocations
Proposed for New Schools
March 2003

Type of School	Bond Allocation
Elementary School (Seabrook)	\$9,000,000
Elementary School (W. League City)	\$13,992,000
White Elementary (add 14 classrooms)	\$1,915,200
Armand Bayou Elementary (add 6-7 classrooms)	\$957,600
Intermediate School (W. League City)	\$24,076,800
High School (Palomino Lane, League City)	\$50,081,000
Clear Creek High School (rebuild)	\$31,000,000
Clear Brook High School (9th Grade Center)	\$24,000,000
Total	\$155,022,600

Source: CCISD, Bond Election Brochure, CCISD Web site.

Chapter 5

FACILITIES USE AND MANAGEMENT

A. FACILITIES PLANNING, DESIGN AND USE (PART 2)

Exhibit 5-13 presents bond referendum allocations for the proposed land bank. Sites are planned for five elementary schools, two intermediate schools, one high school and a multi-purpose stadium.

Exhibit 5-13
CCISD 2003 Bond Referendum Allocations
Proposed for Land Bank
March 2003

Recommended Sites	Bond Allocation
Five Elementary School Sites:	
Friendswood area-15 acres	\$653,400
West League City area-15 acres	\$653,400
West League City area-15 acres	\$849,420
East League City area-15 acres	\$522,720
Seabrook area-15 acres	\$1,306,800
Two Intermediate School Sites:	
Seabrook area-30 acres	\$2,613,600
East League City area-30 acres	\$1,045,440
One High School Site:	
East League City area-60 acres	\$2,090,880
Stadium/Multipurpose Site:	
Central location-100 acres	\$3,484,800
Total	\$13,220,460

Source: CCISD, Bond Election Brochure, CCISD Web site.

Exhibit 5-14 summarizes how the Facilities Needs Committee and the Facilities and Planning Department propose to use bond referendum proceeds to construct and renovate support facilities at the district and campus levels.

Exhibit 5-14
CCISD 2003 Bond Referendum Allocations
Proposed for District Support Facilities
March 2003

Type of Facility	Bond Allocation
District:	
Central multi-purpose stadium	\$20,396,250
District warehouse/maintenance facility	\$8,800,724
Update district outdoor facilities	\$5,530,000
Outdoor lighting and fencing	\$4,082,977
New buses	\$3,840,000
New parking	\$3,742,750
Classroom storage	\$2,625,835
Portable buildings	\$1,596,000
Agriculture facility (north side)	\$1,439,900
Campus:	
Clear Lake High School	\$7,599,181
Clear Creek High School	\$2,326,960
Clear Brook High School	\$1,375,136
Clear Lake Intermediate School	\$1,621,924
Seabrook Intermediate School	\$1,060,000
Elementary Gymnasiums (8)	\$10,339,750
Total	\$76,377,387

Source: CCISD, Bond Election Brochure, CCISD Web site.

Exhibit 5-15 highlights the Facilities Needs Committee and CCISD's Facilities and Planning Department proposed use of bond referendum proceeds allocated for priority maintenance.

Exhibit 5-15
CCISD 2003 Bond Referendum Allocations
Proposed for Priority Maintenance
March 2003

Maintenance	Bond Allocation
Roofs	\$10,926,775
Heating Ventilation-Air Conditioning	\$4,409,335

Electrical	\$9,174,813
Security/Miscellaneous	\$14,853,074
Total	\$39,363,997

Source: CCISD, Bond Election Brochure, CCISD Web site.

Many school districts have found that proposed capital improvement plans, such as the failed May 2003 bond referendum or future reworked bond referendums planned by CCISD are more readily accepted by the community and implemented more successfully, when future facilities requirements are well- defined, strategies are clear and measurable benefits from investments are documented in a long-range facilities master plan.

Recommendation 24:

Develop a long -range facilities master plan.

CCISD should complete the formal facilities planning process recommended by TEA and include the Facilities Needs Committee's recommendations for future bond referendums. A comprehensive facilities master plan will help to ensure that the district makes cost-effective decisions about facility consolidations and renovation projects and that appropriate documentation is maintained.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Facilities and Planning, the Facilities Needs Assessment Committee and the district's external architectural and engineering firm use the TEA model to assess CCISD's status for the facility planning process.	June 2003
2.	The director of Facilities and Planning assigns responsibilities for completing the district's facilities planning process.	July 2003
3.	The director of Facilities and Planning, the Facilities Needs Assessment Committee and the district's external architectural and engineering firm compile remaining components of the facilities master plan and develop a formal facilities master plan document.	October 2003
4.	The superintendent and the director of Facilities and Planning present the facilities master plan to the board for review.	November 2003
5.	The board approves the final facilities master plan.	December 2003

FISCAL IMPACT

The estimated cost for an external architect to conduct facilities assessments and help prepare estimates for capital budgets is \$30,000. The other facilities planning activities can be implemented with existing resources.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Develop a long-range facilities master plan.	(\$30,000)	\$0	\$0	\$0	\$0

FINDING

CCISD's Facilities and Planning Department, which oversees school construction and renovation, does not perform regular analysis on facilities use rates. Facilities use rates are defined as the percentage of building capacity used by students based on student enrollment. Although CCISD's Facilities Needs Committee has evaluated student capacity to assist the district with rezoning its schools, no CCISD department has fully evaluated facility use rates to determine whether building and construction programs might be delayed to save funds.

Exhibit 5-11 shows that 12 CCISD schools have use rates under 75 percent. These schools include:

- Armand Bayou Elementary;
- Bauerschlag Elementary;
- Clear Lake City Elementary;
- Goforth Elementary;
- Greene Elementary;
- Hyde Elementary;
- Landolt Elementary;
- McWhirter Elementary;
- Ross Elementary;
- Weber Elementary;
- Creekside Intermediate; and
- Victory Lakes Intermediate.

The CCISD Facilities and Planning Department staff told the review team that the district's newest schools are typically opened at about 40 to 50 percent capacity to allow time for community growth so that new schools are not immediately overcrowded soon after they are built. However, analysis of **Exhibit 5-16** shows that several of CCISD's older schools currently operate under capacity. For example, McWhirter Elementary, which was built in 1956, shows a student use rate of 48 percent and

Landolt Elementary, which was built in 1979, shows a student use rate of 71 percent.

Since 1999, CCISD has built six new schools and is planning four new schools.

**Exhibit 5-16
CCISD School Facility Inventory and Use Rates
October 2002**

Facility	Year Built	Grades Levels	Permanent SFT.	Port. Building SFT.	Total SFT.	Design Capacity	Enrollment	Use Rate
<i>Clear Brook Cluster</i>								
Clear Brook High	1988	9-12	420,783	-	420,783	2,850	2,557	89.72%
Brookside Intermediate	1995	6-8	147,610	10,752	158,362	1,000	1,201	120.10%
Webster Intermediate	1939	6-8	138,064	-	138,064	1,000	813	81.30%
Greene Elementary	1976	K-5	70,410	9,984	80,394	820	554	67.56%
Landolt Elementary	1979	PreK-5	76,870	5,376	82,246	840	594	70.71%
McWhirter Elementary	1956	PreK-5	101,530	-	101,530	1,480	710	47.97%
Ward Elementary	1990	K-5	101,400	-	101,400	900	768	85.33%
Weber Elementary	2002	K-5	94,800	-	94,800	600	336	56.00%
Wedgewood Elementary	1992	PreK-5	101,400	1,536	102,936	900	863	95.89%
Education Support Center	1991	N/A	40,000	-	40,000			
Maintenance/Warehouse	1978	N/A	33,000	6,912	39,912			
Transportation	1981	N/A	30,000	3,072	33,072			
<i>Clear Creek Cluster</i>								
Clear Creek High	1956	10-12	345,097	3,840	348,937	2,850	2,230	78.25%
Clear Creek High Grade 9 Center	1982	9	156,355	10,752	167,107	1,000	994	99.40%
Clear View Alternative	1938	6-12	29,530	-	29,530	200	174	87.00%
Creekside Intermediate	1991	6-8	144,186	-	144,186	1,000	652	65.20%
League City Intermediate	1999	6-8	156,000	4,608	160,608	1,200	1,109	92.42%

Victory Lakes Intermediate	2002	6-8	176,550	-	176,550	1,200	548	45.67%
Bauerschlag Elementary	2001	K-5	105,000	-	105,000	900	478	53.11%
Ferguson Elementary	1990	K-5	101,400	1,536	102,936	900	857	95.22%
Goforth Elementary	2001	K-5	105,000	-	105,000	900	491	54.56%
Hall Elementary	1979	K-5	76,128	2,304	78,432	840	738	87.86%
Hyde Elementary	1995	K-5	102,603	-	102,603	900	638	70.89%
League City Elementary	1961	PreK-5	70,003	2,304	72,307	680	567	83.38%
Ross Elementary	1965	PreK-5	85,540	-	85,540	980	594	60.61%
Stewart Elementary	1996	PreK-5	83,191	7,680	90,871	600	592	98.67%
<i>Clear Lake Cluster</i>								
Clear Lake High	1972	10-12	425,000	1,536	426,536	2,850	2,380	83.51%
Clear Lake High 9th Grade Center	1982	9	147,921	-	147,921	1,000	991	99.10%
Clear Lake Intermediate	1972	6-8	147,921	7,680	155,601	1,000	1,047	104.70%
Seabrook Intermediate	1966	6-8	118,203	5,376	123,579	1,000	1,009	100.90%
Space Center Intermediate	1999	6-8	156,000	6,144	162,144	1,200	1,234	102.83%
Armand Bayou Elementary	1974	K-5	67,093	3,840	70,933	740	535	72.30%
Bay Elementary	1994	PreK-5	110,028	768	110,796	900	903	100.33%
Brookwood Elementary	1991	K-5	101,400	-	101,400	900	902	100.22%
Clear Lake City Elementary	1965	K-5	72,959	3,840	76,799	760	550	72.37%
Falcon Pass Elementary	2002	PreK-5	105,000	-	105,000	900	967	107.44%
North Pointe Elementary	1995	K-5	102,603	-	102,603	900	892	99.11%
Whitcomb Elementary	1967	PreK-5	76,254	1,536	77,790	880	786	89.32%
White Elementary	1965	K-5	71,637	768	72,405	680	592	87.06%
Total			4,794,469	102,144	4,896,613	38,250	31,846	83.26%

Source: CCISD, Facilities and Planning Department, October 2002.

The state of Florida has published best practice guidelines for school district long-range facilities work plans that evaluate alternatives to minimize new construction:

- evaluate, in writing, alternatives to new construction that could reduce the demand for new construction;
- accommodate expansion of new facilities through a reasonable use of portable buildings when changes in demographics or rapid growth can be anticipated;
- consider joint-use agreements that share the construction, operation and maintenance costs of a multi-use complex with a local government, further reducing the construction costs of its schools;
- consider building regional, multi-use complexes to be shared by middle and high schools; and
- develop a five-year facilities construction plan for new schools that only allows for construction when needs cannot be met through other means.

In addition to delaying new construction costs, other cost variables for operating schools under capacity include unnecessary maintenance, energy and administrative costs for staff.

Recommendation 25:

Develop facility use guidelines that maximize student use rates in all schools.

CCISD's Facilities and Planning Department should work closely with the Facilities Needs Assessment Committee and principals, teachers and parents to analyze facilities use. Once facilities use rates have been thoroughly analyzed, the Facilities and Planning Department should establish formal guidelines for use rates for all educational facilities including those in the planning stages.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Facilities and Planning and the Facilities Needs Assessment Committee conduct a study of facility use rates and develop guidelines to maximize the use of educational facilities.	June 2003
2.	The director of Facilities and Planning and the Facilities Needs Assessment Committee meet monthly to discuss school renovation needs and new construction projects.	July 2003 and Monthly Thereafter
3.	Once the districtwide facilities use guidelines are developed and sanctioned by the board. guidelines are submitted to the	September 2003

Facilities and Planning Department for inclusion in the district's facilities master plan.	
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Although CCISD formed a School Boundary Advisory Committee (SBAC) to evaluate its attendance boundaries and help balance enrollment, at the end of the process many of the schools were still under used. Several of CCISD's older schools operate under capacity, such as McWhirter Elementary, which has a student use rate of 48 percent and Landolt Elementary, which has a student use rate of 71 percent.

The committee lacked specific facility use guidelines to maximize student capacity at schools. In addition, the committee did not use facilities enrollment projections by school to complete its analysis on changing the district's attendance boundaries. While community input is critical to the facilities planning process, both sound data and community desires are necessary components of the decision-making process.

The committee was comprised of parents and community members to provide input to the board for rezoning school attendance boundaries, relieve overcrowding in schools, and maintain the neighborhood school concept. The committee divided itself into three areas based on existing geographic cluster patterns --Clear Brook, Clear Creek and Clear Lake because committee members felt it would be more efficient to represent neighborhoods they were already familiar through participation with Parent Teacher Associations (PTAs) and other school activities. A geographic cluster is defined as a group of elementary and middle schools that feed into one of CCISD's three high schools.

Major committee goals included:

- achieving a diverse distribution as equitable as possible;
- minimizing zone apartment students busing distances;
- avoiding splitting neighborhoods;
- relieving overcrowding;
- developing boundaries that remain intact for a reasonable time period;
- keeping children at the school closest to their home;
- eliminating I-45 crossovers;

- projecting growth areas with near-term (three- to four-year) potential impact; and
- anticipating intermediate school impact.

The SBAC conducted public hearings in each of the three geographic clusters so parents and community members could comment about school attendance boundary rezoning issues. The SBAC used community input, visited schools and viewed actual classroom use to develop a plan to rezone CCISD's attendance boundaries. The committee obtained school floor plans and made determinations regarding whether school use rates required adjustment to facilitate school attendance boundary change recommendations, but did so without the benefit of specific facility use guidelines to maximize student capacity at schools or incorporating the impact of enrollment projections by school.

Many school districts not only use student enrollment projections when developing new construction plans, but also incorporate them in district attendance zone considerations.

Recommendation 26:

Analyze facilities use data and student enrollment projections to adjust attendance zones to maximize the use of district facilities.

CCISD should use the recommended facilities use guidelines and analyze student population in existing school attendance zones and prepare more detailed student enrollment projections by school.

Facilities use guidelines and more detailed student enrollment projections by school will assist the district with maximizing facility use. Since more detailed enrollment projections will also enhance the facilities planning process, implementation of a new attendance zone policy should also delay the need for some of the district's planned facilities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Facilities and Planning and the Facilities Needs Assessment Committee work together to develop an attendance projection model that is based on enrollment and demographics of each individual school zone.	June 2003
2.	The director of Facilities and Planning and the Facilities Needs Assessment Committee recommend attendance zone changes to delay the construction of at least one school.	July 2003
3.	The superintendent presents the proposed attendance zone policy to the board for approval.	July 2003

4.	The superintendent implements the new board approved policy.	August 2003
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CCISD has used bond proceeds to fund priority maintenance for facilities projects, which results in the district incurring long-term debt for projects that will have a short-term benefit and useful life. In CCISD's 2000 bond program, the district earmarked \$50 million for priority maintenance, based on the Facilities Needs Committee recommendations. CCISD's architects and engineers developed priority maintenance budget amounts when they completed facilities condition surveys for the district. The district's Facilities Needs Committee determined the priority for maintenance programs for each school. **Exhibit 5-17** provides a breakdown of CCISD's priority maintenance budget by school.

Exhibit 5-17
Breakdown of CCISD's Priority Maintenance Program Budget by School
2000 Bond Program

School	Budget Amount
Armand Bayou Elementary School	\$1,270,518
James F. Bay Elementary School	\$229,150
Brookwood Elementary School	\$39,236
Clear Lake City Elementary School	\$1,504,905
Ferguson Elementary School	\$262,043
Greene Elementary School	\$2,178,962
Hall Elementary School	\$2,130,676
Hyde Elementary School	\$16,100
Landolt Elementary School	\$2,031,860
League City Elementary School	\$765,383
McWhirter Elementary School	\$2,320,214
North Pointe Elementary School	\$1,300

Ross Elementary School	\$1,509,518
Stewart Elementary School	\$173,000
Ward Elementary School	\$25,837
Wedgewood Elementary School	\$22,380
Whitcomb Elementary School	\$1,541,007
White Elementary School	\$1,411,412
Brookside Intermediate School	\$15,400
Clear Lake Intermediate School	\$2,348,308
Creekside Intermediate School	\$83,881
Seabrook Intermediate School	\$2,760,932
Clear Brook High School	\$539,731
Clear Creek High School	\$6,497,650
Clear Creek High School-9th Grade Center	\$3,163,887
Clear Lake High School	\$6,754,326
Clear Lake High School-9th Grade Center	\$2,666,521
Education Center	\$3,709
District Stadium	\$169,520
Transportation Center	\$769,685
Inflation at 5% per year to 2003	\$6,792,949
Total	\$50,000,000

Source: CCISD, Facilities and Operations Department, 2002.

Because of a lack of available Maintenance and Operations funds, the district began using bond money for renovations. The district prepared lump sum budgets for each individual school.

Exhibit 5-18 compares actual and budgeted plant, maintenance and operations cost on a per student basis for CCISD, selected peer districts and the state average. CCISD's actual maintenance and operations cost was the highest of its peers in 1999-2000 and ranked in the middle of its peers in 2000-01.

Exhibit 5-18
Plant Maintenance and Operations Cost
Per Student - All Funds

**CCISD, Peer Districts and State
1999-2000 through 2001-02**

District	Actual		Budget
	1999-2000	2000-01	2001-02
Irving	\$526	\$556	\$520
Humble	\$588	\$610	\$596
Spring	\$519	\$610	\$604
CCISD	\$645	\$633	\$618
Klein	\$618	\$657	\$705
Spring Branch	\$595	\$696	\$704
Peer Average	\$569.20	\$625.80	\$625.80
State Average	\$641	\$687	\$699

Source: TEA, Public Education Information Management System (PEIMS), 1999-2000 through 2001-02.

Exhibit 5-19 compares actual and budgeted debt service cost for CCISD and its peers and the state average. CCISD's actual debt-service cost ranked in the middle of its peers for 2000 and highest among its peers in 2000-01.

**Exhibit 5-19
Debt Service Cost
Per Student - All Funds
CCISD, Peer Districts and State
1999-2000 through 2001-02**

District	Actual		Budget
	1999-2000	2000-01	2001-02
Spring Branch	\$600	\$668	\$641
Spring	\$728	\$733	\$766
Humble	\$569	\$757	\$836
Irving	\$785	\$785	\$649
Klein	\$705	\$805	\$876
CCISD	\$649	\$834	\$790

Peer Average	\$677.40	\$749.60	\$753.60
State Average	\$516	\$581	\$599

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

Recognizing that the district has immediate facilities and maintenance needs the new superintendent, in conjunction with the Facilities Needs Committee, has included priority maintenance funds in the upcoming bond package. However, the new superintendent also recognizes that using bond funds for priority maintenance projects costs the district a greater amount of money than if financial resources were designated through the general fund.

Examples of priority maintenance projects like those identified at CCISD that other districts routinely handle through maintenance and operations budgets include:

- repair cracked tile in corridors;
- vacuum interior ducts;
- replace stage curtains;
- paint exterior of school;
- replace vinyl tile in janitor room; and
- reprogram telephone system.

In its TSPR review of Ysleta ISD (YISD) in 1998, the Texas Comptroller of Public Accounts commended the district for adopting a "pay as you go" approach to funding school renovation and new construction projects. The district earmarked approximately \$10 to \$15 million each year from general funds for plant maintenance and operations to fund construction projects. Using this method of financing, the YISD spent more than \$40 million over a four-year period, but avoided frequent bond issues and other debt that would result in tax increases for residents. More importantly, the condition of the schools did not suffer. The review team visited 29 of the district's 60 schools and found most were in good condition.

Because of YISD's approach to financing renovation and new construction projects, plant maintenance and operations costs tended to be higher when compared to peer districts. In contrast, however, YISD's debt service costs were much lower than peer districts. The Comptroller lists YISD's financing strategy as a best practice in the A+ Ideas for Managing Schools (AIMS) database.

Recommendation 27:

Include priority maintenance needs and project funds in a districtwide long-range strategic plan and discontinue the practice of using long-term debt to finance routine maintenance.

CCISD's Facilities and Planning Department should work with the district's Maintenance and Operations Department to develop accurate cost estimates of major maintenance projects and identify funding for these projects in the annual maintenance and operation budget. These cost estimates should be based on the district's experience with prior similar projects; current estimating cost standards and current market conditions. By CCISD financing priority maintenance projects through a bond referendum, the district limits funds available to implement its ongoing maintenance projects if the referendum fails.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Facilities and Planning works with the director of Maintenance and Operations to establish realistic cost estimates for priority maintenance that can be incorporated into the district's Maintenance and Operations budget.	June 2003
2.	The director of Maintenance and Operations regularly evaluates projected cost estimates for accuracy and uses the information for the development of future cost estimates.	August 2003
3.	The director of Facilities and Planning and director of Maintenance and Operations coordinate on the development of the district's priority maintenance budget on an annual basis.	September 2003 and Annually Thereafter
4.	The director of Facilities and Planning works in conjunction with the superintendent and business manager to ensure priority maintenance needs and projects are tied to a long-range strategic plan.	October 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 5

FACILITIES USE AND MANAGEMENT

B. PLANT MAINTENANCE

An efficient and effective maintenance operation for a school district requires well-defined structures and processes, which include:

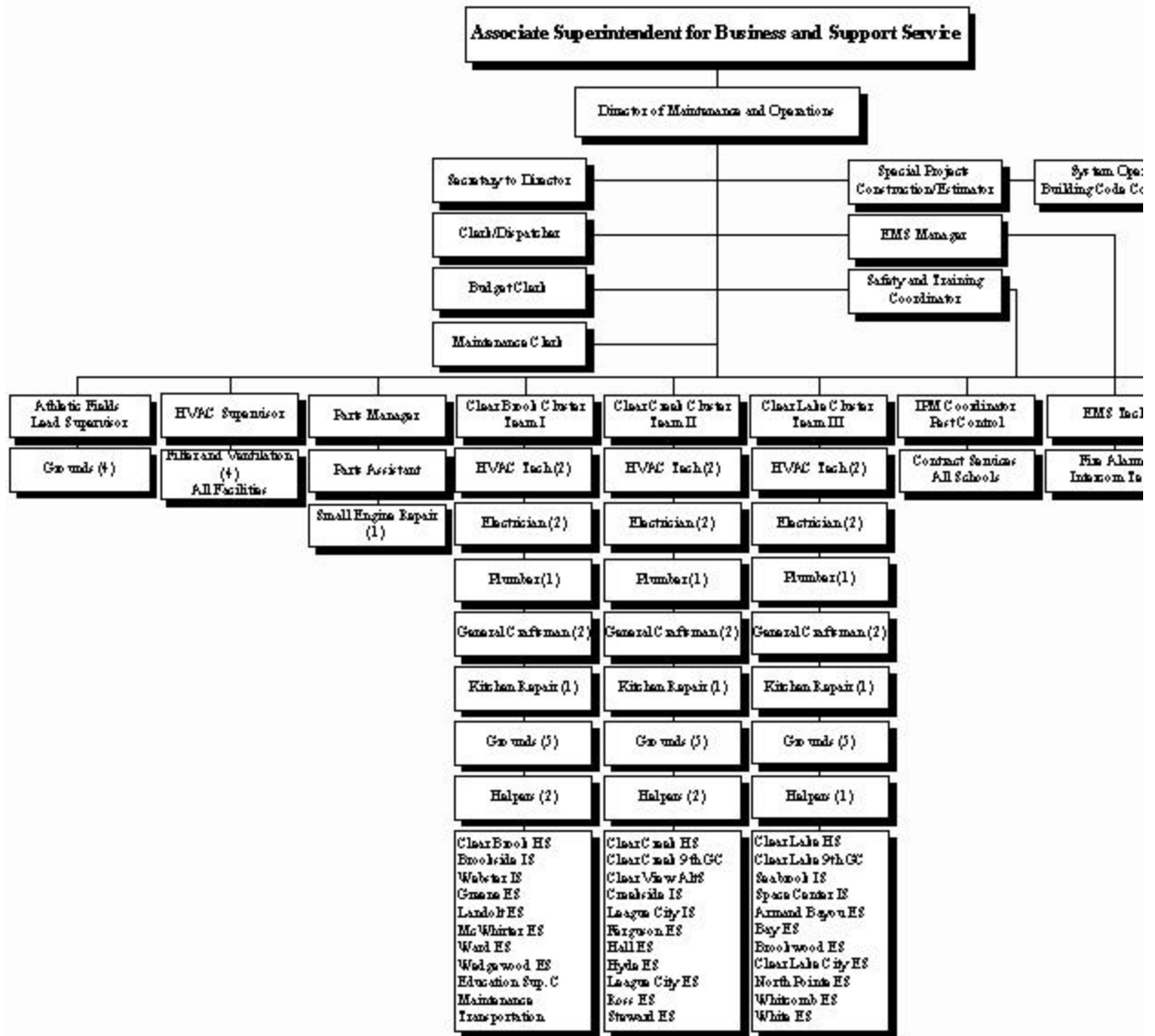
- adequate information to plan and manage daily maintenance operations;
- a good work order system that enables maintenance staff to respond to repair requests from schools and district facilities;
- a proactive preventive maintenance system that ensures maintenance staff regularly services equipment to minimize down time; and
- a mechanism to monitor maintenance service levels and obtain periodic feedback regarding maintenance functions that need improvement.

CCISD's Maintenance and Operations Department has 76 employees. The department reports to the associate superintendent for Business and Support Services. The director of Maintenance and Operations manages the department and is supported by a construction estimator for special projects, a systems operator for building code compliance, an energy management systems manager, a safety and training coordinator, a budget clerk, a clerk dispatcher and the secretary to the director of Maintenance and Operations.

The district's maintenance function is divided into 11 organizational units. These work units include grounds keeping, heating ventilation and air conditioning, maintenance parts and supplies, Clear Brook Cluster-Team 1, Clear Creek Cluster-Team 2, Clear Lake Cluster-Team 3, pest control, emergency management systems, night preventive maintenance, direct support team and electronics. The three cluster teams serve their specified geographic location and various trades such as heating ventilation and air conditioning technicians, electricians, plumbers and general craftsmen. Each cluster team performs routine maintenance and serves 16 CCISD facilities.

Exhibit 5-20 presents CCISD's Maintenance and Operations Department organization.

**Exhibit 5-20
Maintenance and Operations Department Organization**



Source: CCISD, Maintenance and Operations Department, October 2002.

Exhibit 5-21 compares CCISD's maintenance function staffing levels to those of peer districts. In 2001-02 CCISD has 36 schools and alternative education programs. CCISD's ratio of maintenance staff to schools is slightly higher than the peer age. CCISD has 2.11 full-time equivalent maintenance workers for every school, which is within the staffing-level range of its peers.

**Exhibit 5-21
Maintenance Function Staffing Comparisons for CCISD and Peer**

**Districts
2001-02**

Variable	CCISD	Irving	Klein	Spring	Spring Branch
2001-02 Enrollment	30,994	30,393	33,368	24,318	32,578
Total Number of Schools	36	38	34	23	47
Facilities-Related Positions					
Management, Supervision and Foreman	7	7	11	4	9
Administrative and Clerical	4	6	13	5	7
General Maintenance/ Craftsmen	10		0	2	0
Painters	1	6	7	4	5
Carpenters and Helpers	0	10	16	5	13
Plumbers and HVAC	16	10	24	5	21
Building Engineers	0	1	4	17	0
Major Construction Projects	1	1	1	0	4
Electricians	6	4	13	3	8
Grounds	20	37	41	**	15
Energy Management	2	13	1	0	1
Other (Welders, Mechanics, Parts Department., Locksmith, Roofers, etc.)	7	15	5	3	31
Total Facilities-Related Positions	87	98	136	48	114
Ratio of Maintenance Staff to Schools	2.11	2.58	4.00	2.09	2.42

Source: CCISD Maintenance Director and Peer Survey Completed by Maintenance Directors, October 2002.

Note: Groundskeepers are outsourced at Spring ISD.

CCISD's stakeholder survey results show that parents, district employees and students feel the district's maintenance function performs high quality work and provides good response times for day-to-day maintenance needs.

Maintenance management attributes the delivery of high quality service to the following:

- an automated work order system that enables the department to prioritize and track maintenance requests;
- a quality control inspection process that ensures the inspection of completed maintenance jobs;
- a highly skilled maintenance staff;
- well-supervised work teams that are monitored throughout the maintenance process; and
- regular training for maintenance staff.

Exhibit 5-22 shows that 68 percent of parents, 57 percent of administrators and support staff and 56 percent of principals and assistant principals responding to the survey felt that the district maintains school buildings in a timely manner. Additionally, 51 percent of teachers and 44 percent of students responding to the survey felt that the district maintains CCISD school buildings in a timely manner.

**Exhibit 5-22
CCISD Public Opinion Survey Results
October 2002**

Survey Question - Buildings are properly maintained in a timely manner.					
Respondent Category	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Parents	20%	48%	9%	18%	5%
Administrators/Support Staff	27%	30%	16%	27%	0%
Principals/Asst. Principals	19%	37%	6%	23%	15%
Teachers	7%	44%	5%	34%	10%
Students	8%	36%	16%	25%	15%

Source: Texas School Performance Review (TSPR), Stakeholder Surveys, October 2002.

Exhibit 5-23 shows that 55 percent of parents, 56 percent of administrators and support staff and 61 percent of principals and assistant principals responding to the survey said the district repairs school buildings in a timely manner. Additionally, 45 percent of teachers and 31 percent of students responding to the survey felt that repairs are made to CCISD school buildings in a timely manner. Fifty percent of CCISD students responding to the survey felt that repairs to school buildings were not made in a timely fashion.

Exhibit 5-23
CCISD Public Opinion Survey Results
October 2002

Survey Question - Repairs are made in a timely manner.					
Respondent Category	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Parents	16%	39%	22%	19%	4%
Administrators/Support Staff	23%	33%	20%	20%	4%
Principals/Asst. Principals	15%	46%	4%	23%	12%
Teachers	5%	40%	10%	34%	11%
Students	6%	26%	18%	31%	19%

Source: TSPR, Stakeholder Surveys, October 2002.

Exhibit 5-24 shows that 41 percent of parents, 77 percent of administrators and support staff and 65 percent of principals and assistant principals responding to the survey felt that the district handles emergency maintenance properly. Additionally, 59 percent of teachers and 46 percent of students responding to the survey felt that district handles emergency maintenance properly.

Exhibit 5-24
CCISD Public Opinion Survey Results
October 2002

Survey Question - Emergency maintenance is handled promptly.					
Respondent Category	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Parents	10%	31%	47%	11%	1%
Administrators/Support Staff	30%	47%	13%	10%	0%
Principals/Asst. Principals	21%	44%	15%	12%	8%
Teachers	9%	50%	17%	21%	3%
Students	8%	38%	29%	15%	10%

Source: TSPR, Stakeholder Surveys, October 2002.

FINDING

CCISD's Maintenance and Operations Department uses an automated work order system that accurately tracks maintenance requests, manages and controls maintenance costs and monitors maintenance staff productivity. The district implemented the automated work order system, which is called Applied Computer Technology (ACT) in 1999. Records show that CCISD's Maintenance and Operations Department processed 13,087 work orders in 2000-01 and 13,051 work orders in 2001-02.

The Maintenance and Operations Department uses the automated work order system to track the cost of supplies associated with repairs and track the productivity (time spent completing each job) associated with each of the maintenance employees.

Maintenance best practices suggest that departments routinely produce and analyze work order management reports to improve performance. CCISD's maintenance team leaders regularly use the work order system to monitor work in-progress and track employee productivity. According to Maintenance and Operations management, the backlog for completing non-priority work orders is less than seven workdays.

Exhibit 5-25 presents a sample of CCISD's workorder log.

Exhibit 5-25
Sample of CCISD's Automated Work Order Log

Work Orders 9/1/2001 - 6/28/2002													CCISD	
Dates Received: From 9/1/01 To 6/28/02														
Ref. ID	Path Name	WO ID	-----Dates-----		Status	Priority	Trade	Purpose	Budget	-----Costs-----				Total
			Received	Completed						Hours	Labor	Material	Travel	
Assigned To	Description													
047 108	BROOKSIDE INTER	67326	12/7/01	12/10/01	C	3	GC			2	\$21.43	\$0.00	\$0.00	\$21.43
I need 1 case of F40CW-RS-WM 34 watt bulbs for the portable lights.														
047 108	BROOKSIDE INTER	67325	12/7/01	12/10/01	C	3	GC			2	\$21.43	\$0.00	\$0.00	\$21.43
I need 2 cases of FO32741 Sylvania 32W Octron bulbs.														
047 108	BROOKSIDE INTER	67591	12/12/01	6/12/02	C	3	GC			2.8	\$36.68	\$675.18	\$0.00	\$711.86
boys bathroom in commons need's petition by commode replace.														
047 108	BROOKSIDE INTER	67580	12/12/01	12/14/01	C	3	GC			2	\$36.14	\$0.00	\$0.00	\$36.14
Hang a bulletin board.														
047 105	BROOKSIDE INTER	67578	12/12/01	12/12/02	C	3	GC			0	\$0.00	\$0.00	\$0.00	\$0.00
Broken ceiling tile in dry storage room.														
047 108	BROOKSIDE INTER	67528	12/12/01	12/21/01	C	3	GC			2.6	\$27.86	\$0.00	\$0.00	\$27.86
We need a banner taken down so the spelling can be corrected. you will need a lift														
047 108	BROOKSIDE INTER	67646	12/13/01	12/14/01	C	3	GC			2.5	\$45.18	\$0.00	\$0.00	\$45.18
Part of the drain pipe is missing on the gutters between Portables 1 & 3.														
047 190	BROOKSIDE INTER	67856	12/18/01	1/4/01	C	3	GC			6	\$91.65	\$0.00	\$0.00	\$91.65
Room 423 chairs need to be repaired. The backs are coming off. Some bolts are m														
047 190	BROOKSIDE INTER	68147	1/7/02	1/10/02	C	3	GC			2	\$24.96	\$0.00	\$0.00	\$24.96
Put up a bulletin board in each gym. Also put up a bulletin board in boys & girls d														
047 107	BROOKSIDE INTER	68146	1/7/02	1/29/02	C	2	GC			1	\$12.48	\$0.00	\$0.00	\$12.48
Basketball goals over bleachers cannot be raised. Please check.														
047 108	BROOKSIDE INTER	68148	1/7/02	1/9/02	C	3	GC			1.3	\$17.03	\$0.00	\$0.00	\$17.03
Hang volleyball banner in large gym. You will need the lift.														
047 108	BROOKSIDE INTER	68142	1/7/02	1/8/02	C	3	GC			6.6	\$70.72	\$0.00	\$0.00	\$70.72
Repair wind screens on the tennis courts. Wind damages and they are down.														
047 108	BROOKSIDE INTER	68290	1/8/02	1/9/02	C	3	GC			3.4	\$36.43	\$0.00	\$0.00	\$36.43
Bleachers in big gym have one end that won't come out completely - sticking.														
047 108	BROOKSIDE INTER	68519	1/11/02	1/11/02	C	3	GC			1	\$13.10	\$0.00	\$0.00	\$13.10
I need 4 boxes of FO32741 Octron Bulbs.														

Friday, June 28, 2002

Work Order Report 2

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Source: CCISD, Maintenance and Operations Department.

COMMENDATION

CCISD's Maintenance and Operations Department effectively uses an automated work order system, which enables the district to manage and control maintenance costs and schedule and prioritize its maintenance activities.

FINDING

CCISD does not have a preventive maintenance program, nor has the district developed a preventive maintenance schedule to address ongoing school maintenance issues. The use of proactive maintenance programs, better known as a preventive maintenance program, reduces costs by

routinely evaluating the cost to maintain specific facility programs and implementing strategies to reduce labor and long-term maintenance costs.

Typical preventive maintenance programs contain the following characteristics:

- list of equipment that require repair;
- detailed schedule of the cost of repair;
- timeline schedule for completion of projects; and
- inspection and maintenance procedures.

Development of a preventive maintenance program is a critical component of district planning and budgeting for ongoing maintenance. CCISD does not have a preventive maintenance program because the district has not set aside the necessary funds. Instead, the district pays for many of these types of projects through the use of bond proceeds.

Facilities maintenance best practices show that a widely used strategy to contain maintenance operations costs involves the development and implementation of a preventive maintenance program. Preventive maintenance provides a planned approach designed to avoid equipment breakdowns and prevent small problems from escalating into major ones.

Exhibit 5-26 presents a sample preventive maintenance program.

**Exhibit 5-26
A Sample Preventive Maintenance Program**

Area	Component	Inspection (and Repair (3- 6 Month Intervals)	Inspection (and Repair Annually	Inspection (and Repair (2- 5 Year Intervals)	Inspection and (Replacement (7-10 Year Intervals)	Inspection and (Replacement (12-15 Years)
Exterior	Roof		X	X		X
	Roof Drainage		X	X		
	Windows and Glass		X	X	X	
	Masonry		X	X		
	Foundations		X			X
	Joints and Sealants		X		X	
Equipment	Belts and	X				

	Filters					
	Motors and Fans	X		X		X
	Pipes and Fittings	X			X	
	Ductwork		X		X	
	Electrical Controls		X		X	
	Heating Equip.	X			X	
	Air-conditioning Equipment	X			X	
Interior	Doors and Hardware		X			X
	Wall Finishes		X			X
	Floor Finishes		X		X	
Site	Parking and Walks		X	X		
	Drainage		X	X		
	Landscaping	X			X	
	Play Equipment		X		X	

Source: Developed by MJLM.

Many districts establish regularly scheduled reviews of facilities and fixed assets and fund priority and preventive maintenance annually through their maintenance and operations budgets.

Recommendation 28:

Develop a preventive maintenance schedule that includes regular reviews of all facilities.

The Maintenance and Operations Department should develop a preventive maintenance program, along with a detailed preventive maintenance

schedule for all maintenance projects in the district and prioritize these projects by school and administrative support facility for both facilities and equipment. A timeline for completing preventive maintenance projects should also be established.

After developing the preventive maintenance program, the district should adequately fund its preventive maintenance budget to address the scheduled preventive maintenance activities at targeted facilities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent requests that the director of Maintenance and Operations develop a preventive maintenance schedule that targets all CCISD campuses and administrative facilities.	June 2003
2.	The director of Maintenance and Operations and the chief financial officer develop a preventive maintenance schedule and connect it to the budget.	June 2003
3.	The director of Maintenance and Operations and the chief financial officer determine the cost associated with scheduled activities.	July 2003 - August 2003
4.	The director of Maintenance and Operations refines the preventive maintenance schedule and associated budget and submits them to the chief financial officer and superintendent for review and approval.	September 2003
5.	The chief financial officer includes the first year of the schedule in CCISD's 2003-04 budget.	September 2003
6.	The board approves the 2003-04 budget, including funded preventive maintenance activities.	September 2003
7.	The director of Maintenance and Operations implements the preventive maintenance schedule.	October 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 5

FACILITIES USE AND MANAGEMENT

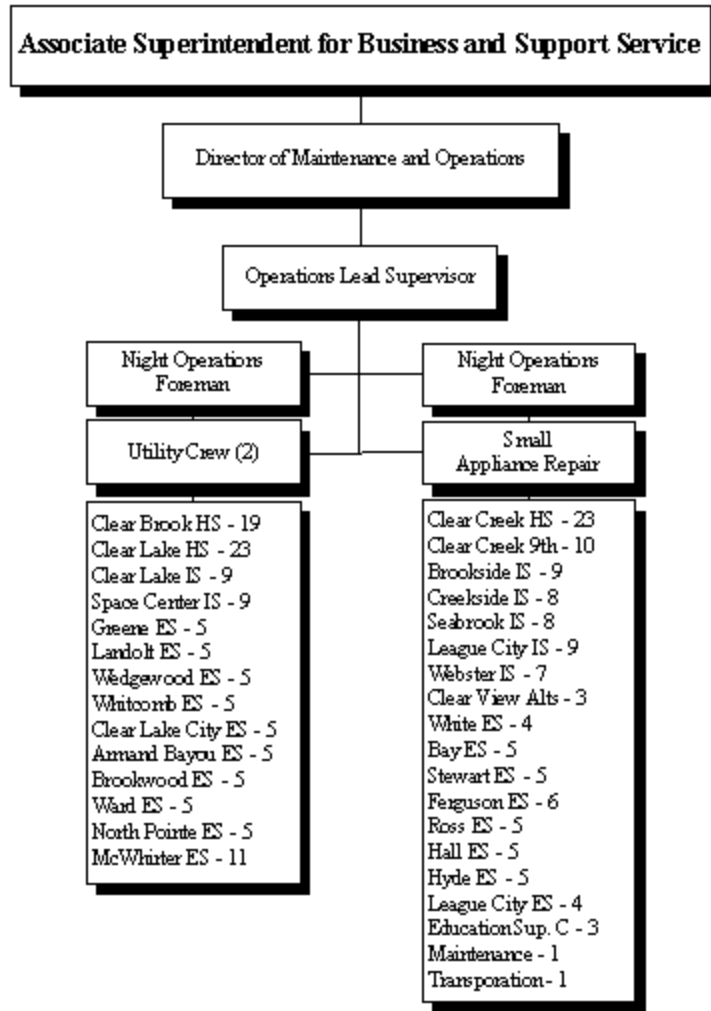
C. CUSTODIAL OPERATIONS

Custodial services keep schools clean, maintain a safe environment, provide minor maintenance services and both monitor and report facility repair needs to appropriate authorities.

CCISD's custodial operations report to the district's Maintenance and Operations Department. The department employs 233 employees. An operations lead supervisor manages custodial services. Custodians assigned to each school report to the lead custodian in the building and the principal. Two operations foremen supervise custodial night crews.

Exhibit 5-27 presents CCISD's custodial operations organization.

**Exhibit 5-27
Custodial Operations Organization**



Source: CCISD, Maintenance and Operations Department, October 2002.

CCISD's stakeholder survey results show that parents, district employees and students feel that the district's custodial services perform superior work. **Exhibit 5-28** shows that 84 percent of parents, 83 percent of administrators and support staff and 78 percent of principals and assistant principals responding to the survey said that CCISD school buildings are clean. Additionally, 75 percent of teachers and 40 percent of students responding to the survey said that CCISD school buildings are clean.

**Exhibit 5-28
CCISD Public Opinion Survey Results**

Survey Question - Schools are clean.					
Respondent	Strongly	Agree	No	Disagree	Strongly

Category	Agree		Opinion		Disagree
Parents	25%	59%	3%	11%	2%
Administrators/Support Staff	30%	53%	13%	4%	0%
Principals/Asst. Principals	23%	55%	2%	9%	11%
Teachers	15%	60%	3%	18%	4%
Students	7%	33%	12%	30%	18%

Source: TSPR, Stakeholder Surveys, October 2002.

FINDING

CCISD's custodial function uses a cost control system that ensures custodial supply costs remain low. An *American School and University* study published April 2002, suggests custodial supply costs for school districts fall between the guideline of \$8.00 and \$10.00 per student. CCISD's custodial supply cost per student is within the suggested guideline.

When compared against its peers, CCISD's custodial supply cost per student ranks in the middle of the two peers providing operational data for custodial supplies. **Exhibit 5-29** shows custodial supply cost per student for CCISD and selected peer districts.

Exhibit 5-29 Custodial Supply Cost Per Student CCISD and Peer Districts 2001-02

Peer District	Total Custodial Supply Budget	Enrollment	Average Custodial Supply Cost per Student
Spring Branch	\$275,380	32,578	\$8.45
CCISD	\$280,970	30,994	\$9.07
Klein	\$330,600	33,368	\$9.91

Source: CCISD, Maintenance and Operations Department and peer districts, October 2002.

**Note: Spring Branch and Klein ISDs were the only districts that submitted this information to the review team.*

CCISD's custodial operations contain custodial supply cost through the use of an apportionment system that facilitates dispensing products more accurately and with greater economy and control. According to CCISD custodial management, the district saves money on custodial supplies because the apportionment system enables the use of fewer products. Custodial staff does not need to measure products because the apportionment system represents a standardized custodial program that incorporates products, procedures and resources necessary to successfully maintain a clean and healthy learning environment.

When the apportionment system was initially implemented, the vendor that sold the system to the district conducted product use training, such as video programs and provided professional support and individual training for custodians.

The apportionment supply method is considered a best practice by many of the large custodial outsource vendors, such as Aramark Maintenance Services and Marriott Maintenance, because the system standardizes the amount, resulting in reduced product costs, simplified ordering and creates a safer working environment for custodians.

COMMENDATION

CCISD controls custodial supply costs for the district by using an apportionment system.

FINDING

CCISD's custodial staffing allocation shows that district custodians clean more space than the widely accepted industry standard of 21,000 gross square feet of space. An *American School and University* study published in April 2002, suggests custodians clean 20,440 gross square feet of building space per custodian and CCISD's custodians clean more than 23,000 square feet of space. While CCISD has 227 budgeted custodial positions, as shown in **Exhibit 5-27**, the district's operational data shows that only 207 custodians are actually assigned to schools. CCISD custodians are cleaning district schools with 29 fewer custodians than industry standards suggest. **Exhibit 5-30** shows CCISD's actual custodial staff allocation compared to industry standards.

Exhibit 5-30
CCISD Actual Custodial Staff Allocation Compared to Industry
Average

School/Facility	Total Building Area (GSF)	GSF/20,440	Current Custodial Positions	Over (Under) District Formula
Clear Brook High	420,783	21	13	8
Brookside Intermediate	147,610	7	7	0
Webster Intermediate	138,064	7	5	2
Greene Elementary	70,410	3	4	(1)
Landolt Elementary	76,870	4	4	0
McWhirter Elementary	101,530	5	8	(3)
Ward Elementary	101,400	5	4	1
Weber Elementary	94,800	5	4	1
Wedgewood Elementary	101,400	5	4	1
Education Support Center	40,000	2	2	0
Maintenance/Warehouse	33,000	2	1	1
Transportation	30,000	1	1	0
<i>Clear Brook Cluster II</i>				
Clear Creek High	345,097	17	14	3
Clear Creek High 9th Grade Center	156,355	8	7	1
Clear View Alternative	29,530	1	2	(1)
Creekside Intermediate	144,186	7	6	1
League City Intermediate	156,000	8	8	0
Victory Lakes Intermediate	176,550	9	8	1
Bauerschlag Elementary	105,000	5	4	1
Ferguson Elementary	101,400	5	4	1
Goforth Elementary	105,000	5	4	1
Hall Elementary	76,128	4	4	0
Hyde Elementary	102,603	5	4	1

League City Elementary	70,003	3	3	0
Ross Elementary	85,540	4	4	0
Stewart Elementary	83,191	4	4	0
<i>Clear Brook Cluster III</i>				
Clear Lake High	425,000	21	17	4
Clear Lake High 9th Grade Center	147,921	7	6	1
Clear Lake Intermediate	147,921	7	6	1
Seabrook Intermediate	118,203	6	6	0
Space Center Intermediate	156,000	8	8	0
Armand Bayou Elementary	67,093	3	4	(1)
Bay Elementary	110,028	5	4	1
Brookwood Elementary	101,400	5	4	1
Clear Lake City Elementary	72,959	4	4	0
Falcon Pass Elementary	105,000	5	4	1
North Pointe Elementary	102,603	5	4	1
Whitcomb Elementary	76,254	4	4	0
White Elementary	71,637	4	3	1
Total	4,794,469	236	207	29

Source: CCISD, Maintenance and Operations Department.

Moreover, stakeholder input comments show that district parents, employees and students have a very high satisfaction level with the cleanliness of schools (**Exhibit 5-23**).

COMMENDATION

CCISD custodial operations are efficient and cost-effective.

Chapter 5

FACILITIES USE AND MANAGEMENT

D. ENERGY MANAGEMENT

Energy costs across the state and nation have increased to levels that require close monitoring and management. Energy management is a vital tool to ensure the cost-effective operation of the district's utilities. Energy audits and other sources of data help control costs. Management uses data gathered from energy audits to determine priorities and to monitor and evaluate the success of a program. While an energy management program minimizes waste, the program should also ensure comfort in occupied spaces and encourage energy awareness across the district

The energy management systems manager, who reports to the director of Maintenance and Operations, oversees CCISD's energy management function.

FINDING

Recognizing that CCISD did not have a formal energy management program the district proactively contracted with the State Energy Conservation Office (SECO) for an energy audit in an effort to prioritize controlling energy costs. The district has installed the Faser System, customized data management software program that tracks, analyzes and generates reports on energy usage, in all of its building facilities. The Faser System links into each of the district's utility meters and measures usage on a monthly basis. The district energy manager enters actual utility bills into the Faser System and generates management reports, which monitor usage and rates. The district's energy managers review the reports on a monthly basis.

SECO conducted on-site visits in June and September 2002 and at the request of CCISD's energy management systems manager, SECO evaluated 16 facilities.

In the final report issued in January 2003, SECO found that the district can significantly improve utility costs, equipment life and occupant comfort by maintaining consistent Maintenance and Operation procedures. SECO recommended the following maintenance and operation procedures for CCISD:

- publicize energy conservation;
- improve control of interior and exterior lighting;
- pre-identify Premium Efficiency Motor (PEM) replacements;

- control outside air infiltration;
- reduce air infiltration; and
- replace incandescent lamps with compact fluorescents.

SECO also identified four retrofit opportunities. The first recommendation is to retrofit interior lighting. SECO suggests that the district replace all 34-watt, T-12 fluorescent lamps and magnetic ballasts with high efficiency T-8 lamps and electronic ballasts. Approximately 80 percent of the fixtures at the surveyed facilities have already been converted to T-8 lamps and electronic ballasts.

The second suggestion is to replace lead water-cooled chillers with high efficiency screw machines that can be integrated into existing control systems. SECO also recommended that CCISD upgrade and standardize existing energy management control systems to provide optimum control of the HVAC systems. The upgrade will minimize the run time of the units while maintaining comfort in the facility.

The final recommendation is to begin Continuous Commissioning, a program of periodic fine-tuning for major building components and systems to ensure compliance with original specifications. **Exhibit 5-31** provides information regarding SECO's four cost reduction recommendations.

Exhibit 5-31
Summary of Energy Cost Reduction Measures

Facilities Impacted	Project Description	Project Cost	Annual Savings	Payback (years)
Elementary Schools: Armand Bayou, James F. Bay, Brookwood, Lloyd R. Ferguson, P.H. Greene, I.W. and Eleanor Hyde, James Hadyn Ross, LaVace Stewart, G.H. Whitecomb and Edward H. White Middle Schools: Creekside, Seabrook and Webster High Schools: Clear Brook and Clear Creek Educational Complex: Education Support Center	Retrofit Interior Lighting	\$260,000	\$48,000	5.4
Ross and Bay Elementary Schools	Chiller Replacement	\$450,000	\$35,000	12.9

Elementary Schools Armand Bayou, James F. Bay, Brookwood, Lloyd R. Ferguson, P.H. Greene, I.W. and Eleanor Hyde, James Haydn Ross, LaVace Stewart, G.H. Whitecomb and Edward H. White Middle Schools: Creekside, Seabrook and Webster High Schools: Clear Brook and Clear Creek Educational Complex: Education Support Center	Energy Management Control System Upgrades	\$590,000	\$65,000	9.1
Elementary Schools: Armand Bayou, James F. Bay, Brookwood, Lloyd R. Ferguson, P.H. Greene, I.W. and Eleanor Hyde, James Haydn Ross, LaVace Stewart, G.H. Whitcomb and Edward H. White Middle Schools: Creekside, Seabrook and Webster High Schools: Clear Brook and Clear Creek Educational Complex: Education Support Center	Continuous Commissioning	\$900,000	\$165,000	5.5
Total		\$2,200,000	\$313,000	

Source: SECO Program Report, January 2003.

Notes: Facilities impacted only include those in the initial 16 facilities surveyed. Above costs are based on preliminary examination of the facilities.

As **Exhibit 5-31** shows, it will take CCISD only seven years to payback the total project costs. After the initial seven years, the district will save approximately \$313,000 annually.

Through past bond programs, CCISD has attempted to slowly retrofit buildings with more energy- efficient equipment. However, there is a greater variety of funding sources to choose from. **Exhibit 5-32** highlights four alternative funding sources.

Exhibit 5-32
Funding Options for Energy Cost Reduction Measures

Program	Description
Internal Financing	<ul style="list-style-type: none"> • Improvements can be paid for by direct allocations of revenues from the district's available operating or capital funds. Internal financing normally requires the inclusion and approval of energy-efficiency projects within an organization's annual operating and capital budget-setting process. Smaller projects, with a rate of return, can often be scheduled for implementation during the budget year for which they are approved. Larger projects can be scheduled for implementation over the full time period during which the capital budget is in place.
Performance Contracting with an Energy Service Company	<ul style="list-style-type: none"> • An energy service company (ESCO) uses third party financing to implement a comprehensive package of energy management retrofits for a facility. This service includes an initial assessment by the contractor to determine the energy-saving potential for a facility, design work for identified projects, purchase and installation of equipment and overall project management. The ESCO guarantees that the cost savings generated by the projects will, at minimum, cover the annual payment due to the ESCO over the term of the contract.
Private Lending Institutions or Leasing Corporations	<ul style="list-style-type: none"> • Banks, leasing corporations and other private lenders frequently use municipal leases for this type of agreement. Structured like a simple loan, a municipal leasing agreement is usually a lease-purchase agreement. Ownership of the financed equipment passes to the City at the beginning of the lease, and the lessor retains a security interest in the purchase until the loan is paid off. A typical lease covers the total cost of the equipment and may include installation costs. At the end of the contract period, the lessee pays a nominal amount for title to the equipment.
Texas LoneSTAR Program	<ul style="list-style-type: none"> • The LoneSTAR (Saving Taxes and Resources) Program, administered by the State Energy Conservation Office, finances energy-efficient

	<p>building retrofits at an interest rate of three percent. The program's revolving loan mechanism allows borrowers to repay loans through the stream of cost savings realized from the projects. The project must have an average simple payback of ten years or less and must be analyzed in an Energy Assessment Report by a professional engineer. Upon final loan execution, project planning proceeds with the traditional bid/specifications process.</p>
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Source: SECO Program Report, January 2003.

SECO suggests that, at a minimum, CCISD's written energy management plan include the following:

- establish an energy steering committee to review energy consumption on a regular basis;
- outline energy cost reduction measures and implementation strategies;
- clearly define the authority and responsibilities of the Energy Manager;
- establish acceptable equipment operating parameters, such as HVAC space heating and cooling temperature set points; and
- promote awareness of energy conservation by publishing goals and progress of energy conservation measures.

COMMENDATION

CCISD proactively used an energy management review to institute a variety of cost-effective measures to reduce districtwide energy costs.

Chapter 6

ASSET AND RISK MANAGEMENT

This chapter reviews Clear Creek Independent School District's (CCISD) asset and risk management functions in the following sections:

- A. Cash and Investment Management
- B. Employee Benefit Programs
- C. Property Casualty Insurance
- D. Fixed Assets
- E. Bond Issuance and Indebtedness

Texas school districts have a fiduciary responsibility to protect publicly financed assets to educate children. An effective asset and risk management program provides a district with investments that earn maximum interest rate available while safeguarding funds and ensuring liquidity to meet the district's fluctuating cash flow requirements. Asset and risk management also controls costs by protecting the district against significant losses with the lowest possible insurance premiums while providing sound and cost-effective health insurance for district employees. Fixed asset management accounts for district property accurately and safeguards it against theft.

Chapter 6

ASSET AND RISK MANAGEMENT

A. CASH AND INVESTMENT MANAGEMENT

For a school district to achieve its instructional goals and objectives, cash and investments must be managed daily. Effective cash and investment management involves establishing and maintaining beneficial banking relationships; timely and accurately forecasting cash requirements to make funds available when needed; and maximizing returns on assets deposited in appropriate, approved and safe investment vehicles.

CCISD's director of Finance, employed by the district since July 2000, manages the district's cash and investments on a daily basis. The director of Finance reports to the associate superintendent for Business and Support Services. One cash management accountant assists the director of Finance with cash and investment management duties. The associate superintendent for Business and Support Services, director of Finance and the cash management accountant are the district's investment officers. As required by the investment policy and the Public Funds Investment Act, the associate superintendent for Business and Support Services completed five hours of investment training in 2000 and 2001 and six hours in 2002. The director of Finance completed 10 hours of investment training in August 2002, and the cash management accountant completed 10 hours in April 2002. The investment officers share responsibility for daily cash and investment management to ensure adequate segregation of duties. These duties include:

- investing district funds on a short- and medium-term basis in accordance with the Texas Public Funds Investment Act;
- using cash flow models to project cash needs;
- moving funds between and among accounts as necessary to satisfy daily cash requirements;
- processing stop payments, wire transfers and debt service payments;
- maintaining investment ledgers, spreadsheets and a log of all material cash receipts and transfers;
- preparing the monthly investment report;
- posting cash and investment transactions to the general ledger;
- maintaining and verifying deposits; and
- reconciling district bank accounts.

The district receives cash from three general sources: local, state and federal revenues. Property taxes, which represent the primary source of cash, are generated through tax assessments on local property values.

During 2000-01, the district generated revenues as follows: 80 percent from property taxes, 18 percent from state and federal appropriations and 2 percent from federal and other sources. The district receives most of its property taxes between December and February and most of its state revenues in September.

The district maintains seven checking accounts for normal operations, including two activity fund accounts: one for schoolwide collections and another for club/group collections. The district office controls these accounts. On August 31, 2002, the district had \$6,081,991 in checking accounts, consisting of \$6,051,413 in regular checking accounts and \$30,578 in school activity fund accounts.

The district keeps three accounts as zero balance accounts (ZBA). These types of accounts are kept at a zero balance; the district transfers funds into these accounts as necessary to honor outstanding checks. Funds are automatically deposited into these accounts from the operating account as checks are presented for payment. One of the ZBA accounts is a controlled disbursement account, which provides disbursement totals early enough each day to accurately project cash needs. The district obtains information from the bank that shows what checks will clear the account during a given day. The district also uses positive pay, which gives the district control over which checks actually clear the bank. This feature enables the district to prevent fraudulent checks from clearing through the district's accounts.

Exhibit 6-1 summarizes funds held in checking accounts as of August 31, 2002 and describes each account's purpose.

**Exhibit 6-1
CCISD Bank Accounts
August 31, 2002**

Account Name/ Purpose	Balance August 31, 2002	Interest Bearing	For the Period September 2001 through August 31, 2002	
			Average Interest Rate	Average Balance
General Fund/General Operating Account	\$6,038,500	Yes	1.60027	\$8,506,897
District Cafeteria/Lunch Program Operating Account	\$8,592	No	N/A	\$57,186

Construction/Capital Projects	\$4,321	No	N/A	\$174,153
Debt Service/Bond Payments	\$0	No	N/A	\$45,692
Controlled Disbursements/Vendor Payments	\$0	ZBA	N/A	\$0
Health Insurance/Health Vendor Payments	\$0	ZBA	N/A	\$0
Payroll/Payroll Disbursements	\$0	ZBA	N/A	\$0
Activity Fund/School-wide Collections	\$13,330	No	N/A	\$30,601
Activity Fund/School-wide Collections	\$17,248	No	N/A	\$34,274

Source: CCISD, Finance Department.

The district uses a variety of investment vehicles to achieve its investment goals of safety, liquidity and maturity sufficient to meet anticipated cash requirements. Safety means protecting funds from losses resulting from changing market and financial conditions. Liquidity represents how quickly investments can be converted to cash and maturity means timing when investments come due or mature. The goal is to time investments to mature at the time major obligations are due. The district reviews its investment policy annually and updates it as needed. CCISD last issued the policy in November 2001 with no significant changes. The district's investment policy seeks to:

- ensure the safety of principal and the preservation of capital in the overall portfolio;
- maintain sufficient liquidity to meet all operating requirements which might be reasonably anticipated;
- attain a reasonable market rate of return commensurate with investment constraints and the cash flow characteristics of the portfolio; and
- comply with all legal requirements for school district investments.

As of September 30, 2002, the district's investments had a market value of \$75.7 million. These funds were held in various investments allowed by the investment policy. **Exhibit 6-2** provides a description of the types of investment instruments in the district's portfolio and **Exhibit 6-3** summarizes the district's portfolio as of September 30, 2002.

**Exhibit 6-2
Description of Investments**

Type of Investment	Description
Investment Pool	Public investment funds allow governmental entities to pool idle cash with other governmental entities to achieve liquidity and safety of principal. Participating entities own a pro rata share of the underlying assets of the fund in which they participate.
U.S. Government Agencies	Obligations issued by U.S. government agencies, such as the Federal National Mortgage Association, also known as "Fannie Mae."
Commercial Paper	An unsecured promissory note issued by a corporation with a fixed maturity of no more than 270 days.
Repurchase Agreements (Repos)	Agreement between two parties whereby one sells the other a security at a specified price with a commitment to repurchase it at a later date for another specified price. Most repos are overnight transactions.

Source: TSPR, Banks to Bonds: A Practical Path to Sound School District Investing.

**Exhibit 6-3
CCISD Investment Portfolio as of September 30, 2002**

Description	Market Value	Percentage
Investment Pools	\$37,930,857	50%
Repurchase Agreements	\$36,316,853	48%
Government Securities	\$1,450,553	2%
Certificate of Deposit	\$0	-
Commercial Paper	\$0	-
Total	\$75,698,263	100%

Source: CCISD, Monthly Investment Report.

FINDING

CCISD uses cash flow projections that enable the board and financial administrators to keep abreast of cash requirements and potential shortfalls. Each month, the Finance Department prepares cash flow

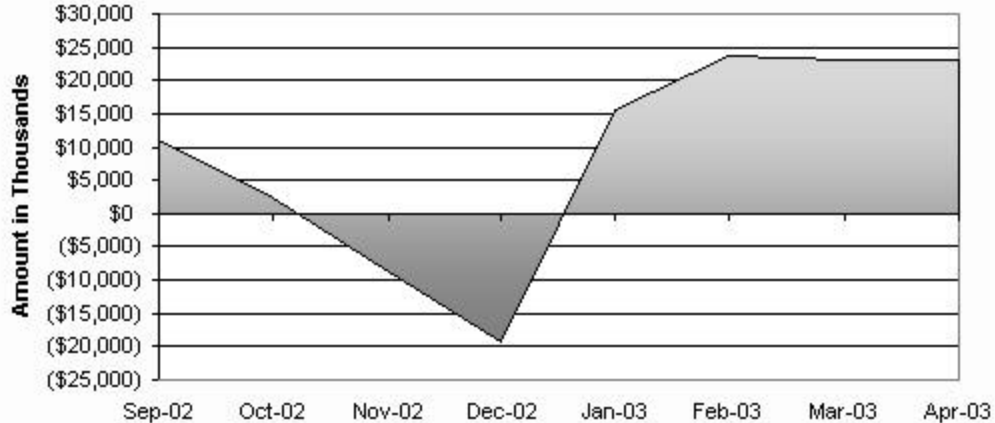
projections for the board that are easy to read and understand. As a result of its 2002-03 projections, the associate superintendent for Business and Support Services and the director of Finance determined that the district would need to issue tax anticipation notes to cover cash deficits during the first quarter of 2002-03. At that time, the district's fund balance was not sufficient to prevent the borrowing of additional funds. In addition, during the same period, Texas Education Agency (TEA) recovered overpayments that occurred in 2001-02.

TEA recovered the funds by reducing the district's state allotment by \$10 million. It is not uncommon for TEA to make over or under payments to school districts. This error was not due to an error reporting to the Public Education Information Management System (PEIMS). The over/under payment occurs because the school financing system uses a complex formula to estimate district allocations using historical enrollment data. The formula consists of a number of variable, estimable factors such as average daily attendance, full-time equivalent students, weight factors for student counts, basic allotment per pupil and cost of education index factor. TEA makes an initial determination, then near final and final determinations of funding. Towards the end of the fiscal year, TEA "settles up" with school districts. If TEA overestimates funding projections, districts must repay. If TEA underestimates, districts receive additional funding. During 2001-02, Texas school districts repaid TEA \$172.8 million, while TEA repaid districts \$774.2 million for a net TEA repayment of \$601.4 million.

Schools do not repay these funds directly. Instead, TEA increases or decreases future payments, depending on whether actual payments exceed or fall below estimates. **Exhibit 6-4** presents a graphic summary of the district's cash flow forecast for the period September 2002 through April 2003 and its projected cash deficit of \$19.4 million in December 2002.

Exhibit 6-4
CCISD Cash Flow Forecast

September 2002 through April 2003



Source: CCISD, Finance Department.

COMMENDATION

The district prepares cash flow forecasts to predict cash shortages and updates the board on future cash requirements.

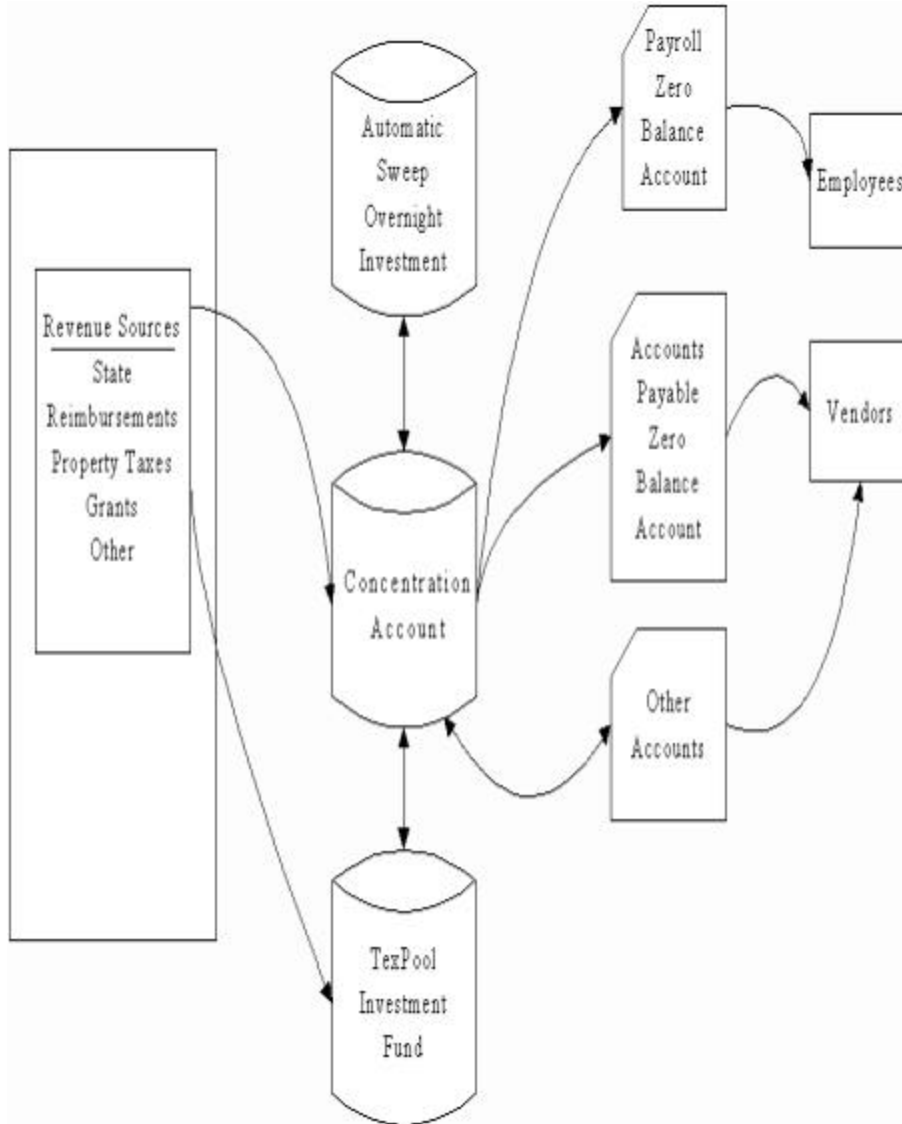
FINDING

The district uses a banking structure that facilitates the flow of funds and ensures that idle cash, which otherwise would not be earning interest, is invested overnight. The district uses a single account known as the concentration account to concentrate and direct the flow of funds. The district's zero balance accounts both support and are supported by the concentration account.

The general account at Chase Bank and an overnight investment account form the foundation of CCISD's cash-management infrastructure. The Chase account serves as the concentration account. State, federal and local entities electronically deposit state appropriations, grant funds, property taxes and other receipts directly into CCISD's account. The district has written cash management procedures, which the cash management accountant follows. Each morning, the accountant prepares the daily cash balance report. First, the accountant updates the report for the prior day's activity and cash balances. The report shows the collected balance, ledger balance, investment balance, deposits in transit, outstanding checks and available balance for each fund. The cash management accountant uses this report to calculate daily liquidity in cash and short-term investment accounts. If necessary, the district transfers cash into checking accounts to cover clearing items. Otherwise, excess cash is transferred into appropriate investments.

Each night, substantially all funds in the concentration account are automatically swept into an overnight investment to earn interest, then automatically swept back into the concentration account the next morning. The payroll and accounts payable accounts are ZBA accounts, so cash from the concentration account is automatically transferred to these accounts only to cover checks presented for payment. **Exhibit 6-5** shows a graphic overview of the district's banking structure.

**Exhibit 6-5
CCISD Banking Structure**



Source: CCISD, Finance Department, November 2002.

COMMENDATION

CCISD's banking structure promotes efficient cash management.

FINDING

The district has analyzed and reduced banking fees charged through its compensating balance and monitors whether it is more cost effective to pay banking fees directly or through a compensating balance.

In November 2001, the director of Finance and cash management accountant met with a bank representative to discuss the banking services that the district paid through its compensating balance arrangement. As a result of this review, the district eliminated unnecessary services. During 1999-2000 through 2000-01, bank service charges totaled about \$172,000. After the review, bank charges decreased 25 percent to \$129,000 saving the district \$43,000 per year. **Exhibit 6-6** describes the service changes and estimated savings.

Exhibit 6-6 CCISD Compensating Balance Bank Service Changes And Estimated Savings

Description of Services Altered or Eliminated	Estimated Annual Savings
Deposit reconciliation services	\$6,000
Only one employee receives notification of positive pay exceptions over the Internet.	\$1,200
View transfers online, instead of receiving transfer advisories in the mail.	\$7,000
TexPool and interbank transfers now made through Automated Clearing House (ACH), instead of by wire transfer.	\$3,200
Send direct deposit two days prior to effective date rather than one day.	\$7,000
Eliminate sweep feature on all accounts, except the general fund, since average balances in other accounts is relatively minimal and are included in the compensating balance to build credits to offset fees for services.	\$3,600
Eliminate daily report of checks paid for the current and prior day since all activity can be checked online.	\$15,000
Total	\$43,000

Source: CCISD, Finance Department, October 2002.

The district's checking accounts are maintained under a compensating balance agreement with its depository, Chase Bank. The district last bid the depository agreement in 1999 for a term of two years beginning September 1, 1999 and ending August 31, 2001. In May 2001, the district extended the agreement for an additional two-year term through August 31, 2003. Under this contractual agreement, the district maintains sufficient balances to compensate the bank for account maintenance, items processing and other banking services. In turn, the bank applies an earnings credit rate to available cash balances each month. Accounts are analyzed and settled monthly. If earnings on the balances exceed the bank's monthly service charges, no service charge is due. If earnings are less than service charges, the bank charges the deficiency to the district.

Exhibit 6-7 shows that with the exception of the five-month period from September 2001 through January 2002, the spread between the district's investment rate and the earnings credit rate was not material, which indicates effective monitoring of the compensating balance arrangement. The analysis assumes the district maintained an average cash balance of \$2 million during the period.

**Exhibit 6-7
CCISD's Compensating Balance Bank Fees**

Month	Earnings Credit	TexPool Rate	Difference	Compensating Balance Required	*Investable Balance	**Net Charge/ (Credit)
September-99	5.30%	5.23%	(0.07%)	\$2,740,863	\$740,863	(\$42)
October-99	5.27%	5.28%	0.01%	\$3,086,095	\$1,086,095	\$7
November-99	5.50%	5.40%	(0.10%)	\$2,529,095	\$529,095	(\$44)
December-99	5.37%	5.50%	0.13%	\$3,207,612	\$1,207,612	\$134
January-00	5.54%	5.58%	0.04%	\$3,506,223	\$1,506,223	\$56
February-00	5.83%	5.78%	(0.05%)	\$4,028,301	\$2,028,301	(\$79)
March-00	5.95%	5.91%	(0.04%)	\$2,778,396	\$778,396	(\$24)
April-00	6.12%	6.07%	(0.05%)	\$2,396,499	\$396,499	(\$15)
May-00	6.37%	6.23%	(0.14%)	\$2,367,130	\$367,130	(\$42)
June-00	6.64%	6.44%	(0.20%)	\$1,331,521	\$0	\$0

July-00	6.66%	6.52%	(0.14%)	\$990,959	\$0	\$0
August-00	6.61%	6.55%	(0.06%)	\$1,938,589	\$0	\$0
September-00	6.62%	6.57%	(0.05%)	\$2,995,503	\$995,503	(\$45)
October-00	6.61%	6.55%	(0.06%)	\$3,691,295	\$1,691,295	(\$88)
November-00	6.62%	6.55%	(0.07%)	\$3,908,030	\$1,908,030	(\$108)
December-00	6.51%	6.49%	(0.02%)	\$3,598,314	\$1,598,314	(\$33)
January-01	6.06%	6.09%	0.03%	\$5,131,052	\$3,131,052	\$85
February-01	5.57%	5.67%	0.10%	\$3,517,919	\$1,517,919	\$111
March-01	5.38%	5.38%	0.00%	\$2,874,653	\$874,653	\$1
April-01	4.87%	4.95%	0.08%	\$3,814,973	\$1,814,973	\$125
May-01	4.27%	4.45%	0.18%	\$4,315,635	\$2,315,635	\$359
June-01	4.02%	4.26%	0.24%	\$2,898,136	\$898,136	\$174
July-01	3.82%	4.09%	0.27%	\$2,339,538	\$339,538	\$78
August-01	3.70%	3.88%	0.18%	\$3,219,201	\$1,219,201	\$191
September-01	3.11%	3.47%	0.36%	\$5,819,307	\$3,819,307	\$1,120
October-01	2.52%	2.89%	0.37%	\$8,961,387	\$6,961,387	\$2,195
November-01	2.12%	2.63%	0.51%	\$9,405,902	\$7,405,902	\$3,099
December-01	1.84%	2.36%	0.52%	\$11,235,874	\$9,235,874	\$4,077
January-02	1.75%	2.55%	0.80%	\$10,077,004	\$8,077,004	\$5,474
February-02	1.76%	1.86%	0.10%	\$8,508,498	\$6,508,498	\$488
March-02	1.75%	1.78%	0.03%	\$6,612,214	\$4,612,214	\$123
April-02	1.78%	1.83%	0.05%	\$7,349,743	\$5,349,743	\$238
May-02	1.78%	1.82%	0.04%	\$6,990,029	\$4,990,029	\$179

Source: CCISD, Finance Department, September 2002 and TexPool Web site, October 2002.

*Assumes district maintains a \$2 million account balance.

**Equals $(\text{Difference}/365 \text{ days} \times \text{days in month} \times \text{Investable Balance})$.

COMMENDATION

CCISD analyzes banking fees on a periodic basis and closely monitors its compensating balance arrangement with its depository.

FINDING

CCISD does not calculate a rate of return on its entire investment portfolio. As a result, CCISD has no way of determining how well its portfolio performs in comparison to the market or other benchmarks. The district's monthly investment reports show the percentage yield on individual investments, but do not show the overall rate of return on the entire portfolio. Without an overall rate of return, the district does not know whether its rate of return objectives are being achieved and to what extent. The district cannot evaluate its investment strategy without some indication of how its approach compares to other alternatives.

Total return consists of two components: yield and capital appreciation. Yield is the income earned from interest and dividends, stated as a percentage of average market value over the period. Capital appreciation is the change in the portfolio's market value over the period, adjusting for cash added to or taken from the portfolio, expressed as a percentage of beginning market value. The combination of yield and capital appreciation equals the total gross return on a portfolio.

Effective portfolio managers calculate investment returns and compare them to established investment benchmarks, such as the 30-day Treasury bill (T-bill) or Standard & Poor's 500, to measure their performance against other portfolios with similar investment objectives. They also publish these indices in their investment reports so that interested parties can evaluate the manager and the portfolio.

Recommendation 29:

Calculate total return on the investment portfolio and compare results to appropriate benchmarks.

CCISD should calculate an overall return rate on its investments and publish the rate in the investment report at least quarterly. In addition, the

district should identify appropriate indices against which to measure investment performance. These might include popular indices such as the Standard & Poor's 500, T-bill rate or other school district portfolio managers with a similar investment philosophy, parallel goals and comparable asset mix.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent for Business and Support Services instructs the director of Finance to develop a methodology for calculating total return on the district's investment portfolio.	June 2003
2.	The director of Finance submits the methodology to the associate superintendent for Business and Support Services for review and approval.	July 2003
3.	The director of Finance and cash management accountant begin using the model to calculate returns on the portfolio and include the return rate in quarterly investment reports on a current and comparative basis.	August 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 6

ASSET AND RISK MANAGEMENT

B. EMPLOYEE BENEFIT PROGRAMS (PART 1)

Health care costs represent one of the most difficult challenges both public and private organizations face today, especially in Texas. The Texas Association of Business has found:

- Texas employers experienced health care premium increases of 25 percent this year, compared to 15 percent nationally;
- Texas businesses spent \$39 billion on health care in 2000 and are expected to spend more than \$50 billion in 2003;
- Texas has the second highest percentage of uninsured working people in the nation;
- 45 percent of the uninsured in Texas earn less than \$20,000 per year, while the national average is 41 percent; and
- drug costs accounted for 29 percent of the overall increase in health care spending in 2000 and is projected to rise to \$212 billion by 2004.

As the cost of health care increases, the district has given employees significant input into selecting health care coverage. The district's Benefits Committee, consisting of representatives from each campus, as well as representatives from the Transportation, Maintenance and Food Services departments, meets to vote its recommendation of health plan choices to the board.

CCISD's director of Employee Benefits reports to the associate superintendent for Human Resources and administers benefit programs for the districts 3,530 employees. Two full-time benefit clerks and a part-time high school student assigned to the Employee Benefits Department assist the director. In addition, for the 2002-03 budget, the district authorized a workers' compensation clerk's position, which the director of Employee Benefits filled at the end of 2002. When the position was filled, one of the existing benefits clerks moved into the workers' compensation clerk's position. Although staff turnover in the Employee Benefits Department has been high, the director has provided stability to the department.

Exhibit 6-8 shows the staffing history of the Employee Benefits Department.

Exhibit 6-8 **CCISD Employee Benefits Department Staffing History** **September 1996 through October 2002**

Position and Incumbents	From	To	Reason for Leaving	Average Tenure in Years
Director of Employee Benefits				6.34
Incumbent #1	July 1996	October 2002	Current Incumbent	
Benefit Clerk #1				1.23
Incumbent #1	September 1996	August 1997	Promotion	
Incumbent #2	September 1997	July 1998	Other employment	
Incumbent #3	July 1998	September 2001	Promotion	
Incumbent #4	October 2001	October 2001	Transferred	
Incumbent #5	January 2002	October 2002	Current Incumbent	
Benefit Clerk #2				1.08
Incumbent #1	September 2000	March 2002	Terminated	
Incumbent #2	April 2002	October 2002	Current Incumbent	

Source: CCISD, Employee Benefits Department.

Note: Incumbent refers to person who held the position. Person's names have been excluded.

When compared to peer districts in terms of expenditures, employees and students per staff, CCISD's risk management function, generally, CCISD has less staff per dollar, employee and student than its peers. **Exhibit 6-9** shows CCISD's risk management staffing ratios compared to those of its peers. Staffing is not shown for property casualty insurance. Typically, these duties are absorbed into the duties of another position, such as the top financial officer.

Exhibit 6-9
Employee Benefits Staffing Ratios
CCISD and Peer Districts

Description	CCISD	Klein	Spring Branch	Spring	Irving
Employee Benefits Staff	3	4	3	2	3
Workers' Compensation and Safety Staff	1	2	2	3	1
Total Risk Management Staff	4	6	5	5	4
District Employees to RM Staff	883 to 1	731 to 1	889 to 1	675 to 1	919 to 1
Students to RM Staff	7,749 to 1	5,588 to 1	6,508 to 1	4,886 to 1	7,521 to 1
Operating Expenditures per RM Staff (In Millions)	\$42.5	\$33.0	\$41.8	\$28.6	\$44.6
Total Employees	3,530	4,384	4,446	3,374	3,675
Total Students	30,994	33,528	32,540	24,429	30,086
Operating Expenditures-2002 Budget	\$170,104,910	\$197,824,825	\$209,015,344	\$142,812,747	\$178,459,967

Source: CCISD, Employee Benefits Department and Peer Surveys, November 2002.

Note: RM = risk management.

CCISD offers a variety of benefits to its employees. There are three health plans; a hospital indemnity plan; two dental plans; basic and supplemental life; long and short-term disability; vision; cancer; intensive care; medical and dependent expense accounts; retirement; and an employee assistance program.

The district uses a combination of fully-insured and self-insured risk management strategies. The strategies differ in how they absorb risk. An insurance company absorbs the risk of loss for fully-insured plans in

exchange for a specified premium. The district bears the risk of loss for self-insured plans and accounts for plan contributions, administrative costs and claims expenditures in an internal service fund. To protect itself against catastrophic losses on self-funded plans, the district purchases stop loss insurance from American Stop Loss/Standard Security Life. The most recent policy, effective January 2002, has a deductible of \$100,000. The district also contracts with a third-party administrator (TPA) for its self-funded plans. The TPA's services include:

- consulting for plan design and cost projections;
- revising plan document;
- advising district on compliance with various laws;
- processing and filing claims;
- conducting utilization review services;
- performing case management services;
- managing the PPO network;
- designing materials, such as ID cards and claim forms; and
- reporting and other service.

Exhibit 6-10 shows an overview of the district's employee benefits programs. Detailed benefit and coverage information may be obtained on the district's Web site at <http://198.170.183.252/hr/benefits.asp>.

Exhibit 6-10
Overview of CCISD's Benefits Programs

Description	Insurance Carrier	Enrollment	Who Pays?
Plan A-Self-funded PPO	Health Administration Services (HAS) is the third-party administrator	1,698	District pays \$225 per employee
Plan B-Hospital indemnity plan	HAS is third-party administrator (TPA)	935	District pays \$225 per employee
HMO	MethodistCare	370	District pays \$225 per employee
HMO	CIGNA Select	651	District pays \$225 per employee
CCISD Self-insured dental plan	HAS is third-party administrator	2,098	District provides \$18.60 per employee
Fully-insured dental HMO	CIGNA Dental	803	District budgets \$18.60 per employee, but pays \$12.36 for

			employee only coverage
Basic Life	Sun Life of Canada	3,667	District bears entire cost
Long-term disability	Sun Life of Canada	3,667	District bears entire cost
Self-insured short-term disability	Sun Life of Canada is TPA	1,189	Employee bears entire cost
Supplemental Life	Sun Life of Canada	578	Employee bears entire cost
Cancer	AFLAC (American Family Life Assurance Company)-enrollees prior to January 1, 2001	204	Employee bears entire cost
Cancer	National Travelers-enrollees after January 1, 2001	463	Employee bears entire cost
Intensive Care	AFLAC	44	Employee bears entire cost
Vision	Vision Service Plan	698	Employee bears entire cost
Unreimbursed Medical Expense Account	jem Resource Partners, Inc. is TPA.	336	Employee makes all pre-tax contributions
Dependent Care Reimbursement Account	jem Resource Partners, Inc. is TPA.	49	Employee makes all pre-tax contributions
Duplicated Census		17,450	

Source: CCISD, Employee Benefits Department, October 2002.

CCISD's health care programs have not been immune from rising health care costs. While premiums have risen overall, the district's contribution toward employee coverage remained at \$156.58 between 1996 and August 2002. As a result, district employees pay an increasingly greater proportion of cost increases. Effective September 2002, the district's contribution towards health coverage increased from \$156.58 to \$225.00 per month in response to House Bill 3343 passed by the 77th Texas Legislature in 2001. This bill created a statewide health insurance program administered through the Teacher Retirement System of Texas (TRS).

Under House Bill 3343, the state contributes \$75 per employee towards the cost of health coverage. Accordingly, CCISD raised its contribution per employee to \$225.

Exhibit 6-11 shows premium increases for employee only coverage in CCISD's basic health insurance programs since 1996. Amounts shown reflect what employees pay for employee only coverage. The CIGNA Select plan is not shown since it was new for 2002. The district did not renew NylCare and Prudential plans for 2002.

**Exhibit 6-11
Growth in CCISD Employee Contributions for
Employee Only Coverage**

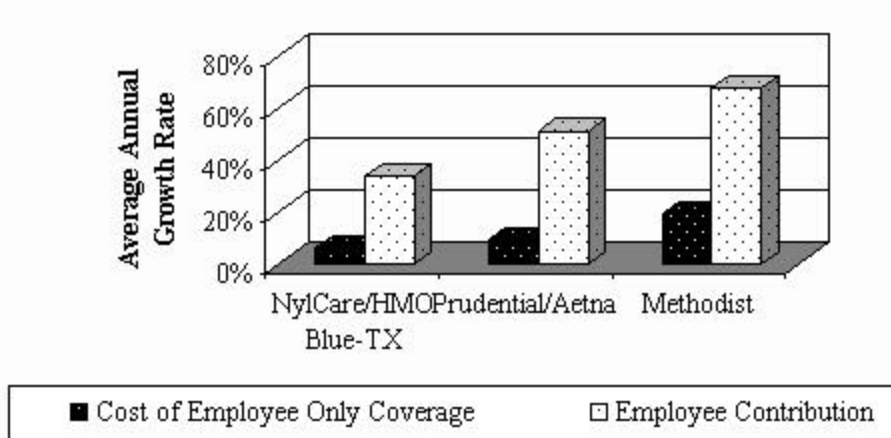
Year	NylCare/ HMO Blue	Prudential/ Aetna	CCISD PPO	MethodistCare
1996	\$13.58	\$10.00	\$10.00	-
1997	\$10.00	\$10.00	\$10.00	-
1998	\$14.70	\$10.00	\$10.00	-
1999	\$35.64	\$15.00	\$15.00	-
2000	\$40.48	\$58.00	\$15.00	\$32.42
2001	\$58.48	\$78.82	\$15.00	\$26.90
2002	-	-	\$15.00	\$91.42
Average Annual Growth Rate	44%	75%	8%	111%

Source: CCISD, Employee Benefits Department, October 2002.

Exhibit 6-12 compares the growth rate in employee contributions and employee only coverage for the three fully-insured health plans. The exhibit demonstrates that cost increases have been shifted to employees.

**Exhibit 6-12
Average Annual Growth Rates from 1996 through 2002
CCISD Cost of Employee Only Coverage versus Employee**

Contribution



Source: CCISD, Employee Benefits Department, October 2002.

Exhibit 6-13 presents premiums employees paid for all coverage categories prior to HB 3343. **Exhibit 6-14** shows the district's increased contribution in response to HB 3343 effective September 2002.

Exhibit 6-13 CCISD Health Care Premiums January 2002 through August 2002

Coverage Category	CCISD Plan A	MethodistCare	CIGNA Select
Employee Only	\$15.00	\$91.42	\$63.42
Employee and Children	\$135.00	\$294.42	\$406.42
Employee and Spouse	\$235.00	\$361.42	\$339.42
Family	\$335.00	\$576.42	\$609.42

Source: CCISD, Employee Benefits Department, 2002.

Exhibit 6-14 CCISD Health Care Premiums September 2002 through December 2002

Coverage Category	CCISD Plan A	MethodistCare	CIGNA Select
Employee Only	\$15.00	\$23.00	\$0.00
Employee and Children	\$135.00	\$226.00	\$324.00

Employee and Spouse	\$235.00	\$293.00	\$258.00
Family	\$335.00	\$508.00	\$521.00

Source: CCISD, Employee Benefits Department.

In addition to these programs, the district offers a 403(b) retirement plan administered by JEM Resource Partners, an employee assistance program and workers' compensation insurance. Employees receive workers' compensation coverage through the district's self-funded workers' compensation program. Cambridge Integrated Services Group, Inc., the third-party administrator of the program, provides the following services: reviews, investigates and pays claims; maintains claim files and reserves; investigates and pursues subrogation possibilities; coordinates investigations on litigated claims; and provides claims and other reports.

FINDING

The director of Employee Benefits Department has implemented several efficiency improvements in the Employee Benefits Department. For example, in cooperation with the Department of Technology Services, the director developed computer-generated edit reports designed to identify specific errors in various benefit populations. These reports ensure accuracy, streamline benefits processing and increase the efficiency of the benefit clerks. Since three individuals in the department administer 19 benefit programs for more than 3,530 employees the changes have helped streamline operations.

As a result of the improvements and the edit reports, benefit clerks spend more time performing their regular duties and less time making, finding and fixing errors. **Exhibit 6-15** provides a summary of efficiency improvement made in processes or reporting, while **Exhibit 6-16** presents the edit reports designed with the assistance of the Department of Technology Services. The Employee Benefits Department has reviewed of all but two of the reports.

Exhibit 6-15 Summary of CCISD's Employee Benefit Department Process/Reporting Improvements

Description	Improvement	Benefit
Termination Date	Benefit clerks used to enter the same termination date for as many as 10 different plans. Now the benefits program prompts the clerk	Eliminates numerous keystrokes, thereby speeding up data entry.

	<p>to enter the social security number and date of benefit termination. The program then pastes the termination date into every applicable deduction code within the range of benefit plans offered.</p>	
Benefit Plan Database	<p>This matrix allows the department to run payroll deduction reports by plan type, monthly stops/starts and by person by plan.</p>	<p>Provides flexibility for reviewing and analyzing payroll benefit deductions, thereby improving editing capability.</p>
GetBenefits on-line enrollment	<p>Allows an employee to register for benefits online, instead of using paper application forms.</p>	<p>Expedites enrollment during peak seasons, such as summer hires and the open enrollment period. Eliminates payroll entry, ensures accuracy of payroll information and eliminates insurance company data entry errors via receipt of electronic file from GetBenefits.</p>
Inactivate Stopped Deductions	<p>Previously, placing a stop date on a deduction did not prevent the deduction from appearing on various reports. This program prompts for a date. Any code with a stop date on or before that date is "inactivated" and will not show up on other reports that are run.</p>	<p>Promotes more accurate reporting</p>
Termination Notices to carriers	<p>Formerly, the Employee Benefits Department sent a separate form to each insurance company indicating who terminated coverage and when. Now, the department sends notices via an electronic file or generates a weekly spreadsheet and e-mails it to all vendors notifying them of terminations and dates of termination.</p>	<p>Expedites notification of termination to vendors.</p>
Long Term Absences Report	<p>Identifies anyone who has missed more than 5 days in a row so they can be targeted for Family Medical</p>	<p>Identifies potential candidates for FMLA leave, thereby promoting accurate</p>

	Leave Act (FMLA).	accounting for this type of leave.
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Source: CCISD, Employee Benefits Department, October 2002.

**Exhibit 6-16
Summary of CCISD Benefit Edit Reports**

Name of Report	Description	Last Review as of October 2002
Short-term Disability Audit	Compares the deduction amount on an employee's record, finds the corresponding monthly benefit rate and tests to determine: <ol style="list-style-type: none"> 1. Is monthly benefit in benefits module database in agreement with amount being charged? 2. Does employee's salary justify the level of coverage? 3. Is deduction a valid amount that is on the rate table? 	Report was designed in August 2002 and has been run once
Supplemental Life Audit	Compares the deduction amount on the employee's record for supplemental life and produces discrepancy list that answers: <ol style="list-style-type: none"> 1. Is the rate consistent with the death benefit that is attached to the employee's record in the benefits module? 2. Is employee older than 65 years of age, which would result in reduction of death benefit? 3. Is there a record for the spouse, if employee has elected life insurance on spouse? 4. Does spouse's coverage exceed 50 percent of employee's coverage? 5. Does child coverage exceed either \$10,000 or 50 percent of employee's coverage? 	Report created August 2002 has been run once; will be run monthly
Benefits Paid in	Prints a list of part-time or retirees being paid	8/29/02

Error Report	benefits in error. For example, retirees who are receiving medical or part-timers and substitutes who have any benefit deductions.	
Basic Life-Long-term disability Audit	Anyone who has one of these benefits should also have the other; this report shows anyone who has only one of the two codes	8/29/02
Dependent Life Audit	Dependent Life is that Basic Life can purchase to cover their spouse and/or children for a small life insurance benefit. This report anyone who has deduction code but have the Basic Life code.	5/2/02
Duplicate Vision Enrollees	Report indicates anyone who has two active codes for a vision plan. No one should have more than one vision code.	8/29/02
Duplicate Medical Enrollees	Report indicates anyone who has more than one active code for a medical plan. No one should have more than one.	8/29/02
Duplicate Dental Enrollees	Report indicates anyone who has more than one active code for a dental plan. No one should have more than one.	8/29/02
Employees with no Medical Plan	Shows anyone who is eligible for medical enrollment, but is not enrolled in any plan. Allows the Employee Benefits Department to target them to get them enrolled in the Alternate Plan.	9/26/02
Employees with no Dental Plan	Shows persons who have Basic Life, but do not have a dental plan. All persons eligible for Basic Life are eligible for dental; if they don't enroll in dental the Employee Benefits Department assigns a deduction code to their record so they can track their dental election (CCISD Dental, CIGNA Dental or Waive Dental).	5/2/02

Source: CCISD, Employee Benefits Department, October 2002.

COMMENDATION

The Employee Benefits Department uses innovative techniques to increase efficiency and uses custom-designed edit reports to identify specific types of errors in benefit populations.

FINDING

The Employee Benefits Department now offers online enrollment as an option, rather than a requirement. At the end of each year, the Employee Benefits Department conducts open enrollment for its basic health care plans. During the 2001 enrollment period, employees had to enroll online. The Employee Benefits Department found this mandatory requirement caused problems. Interviews with Employee Benefits Department staff revealed many employees were not comfortable using a personal computer. Furthermore, the online enrollment appeared only in English, so some employees had difficulty understanding the information. Also, some employees did not feel comfortable handling personal matters such as health and life benefits through impersonal means, even though it was intended to be convenient. Finally, many employees had questions and concerns which they could not address online; they wanted a person who could respond to them immediately.

As a result, the Employee Benefits Department stopped requiring online enrollment and conducted open enrollment from December 1 to 14, 2002. Now, district employees can choose the convenience and speed of online enrollment by going to www.getbenefits.com, or they can enroll using traditional paper forms. The Employee Benefits Department provides three computers in its department for employees who do not have access to a computer but want to enroll online. Employees can also use the computers to access benefit information. For those who prefer paper enrollment forms, the Employee Benefits Department provides brochures and forms. In addition, benefits personnel are available to answer questions.

COMMENDATION

The Employee Benefits Department provides comprehensive benefits information both online and in printed brochures, allowing employees to choose how to enroll.

FINDING

The Employee Benefits Department uses a stand-alone program for Consolidated Omnibus Budget Reconciliation Act (COBRA) participants that does not interface with the Pentamation human resources module, the district employee database. COBRA is a federal law that requires group health plans to allow employees and certain dependents to continue their group coverage for a stated period of time following a qualifying event that causes the loss of group health coverage. Qualifying events include reduced work hours, death or divorce of a covered employee and termination of employment.

When the district hires a new employee or terminates an existing one, the Employee Benefits Department enters employee information in the human resources module of Pentamation and again in a stand-alone program, called COBRA Administration Manager. This program facilitates COBRA administration by generating COBRA billings, payments, notification letters and certificates of coverage.

Recommendation 30:

Link the COBRA Administration Manager database to the human resources employee database.

The Employee Benefits Department and the Department of Technology Services should work together to integrate the COBRA and Pentamation databases, which will enable the programs to share information and eliminate duplicative data entry. The director of Employee Benefits believes that linking the databases would eliminate keystrokes and increase efficiency. However, the option has not been explored and is not a priority Employee Benefits Department top priority. Although the director believes such a project is possible, it would require the cooperation of the Employee Benefits Department personnel, technology and software vendors to ensure a successful link.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Employee Benefits requests that the Department of Technology Services assess the feasibility of linking COBRA Administration Manager to Pentamation.	June 2003
2.	Appropriate Department of Technology Services personnel review COBRA Administration Manager documentation to determine if the program can be linked in some way to the Pentamation human resources module.	July 2003
3.	The Department of Technology Services assigns an employee to create the appropriate patch to link the programs.	July - August 2003
4.	The Employee Benefits Department, in cooperation with appropriate Department of Technology Services personnel, tests the patch before using the program in day to day processing of new hires and terminations.	August 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 6

ASSET AND RISK MANAGEMENT

B. EMPLOYEE BENEFIT PROGRAMS (PART 2)

FINDING

Premiums for the district's self-funded dental plan are higher than premiums for its fully-insured dental maintenance organization plan offered through CIGNA. The cost for employee only coverage for the CCISD plan, paid entirely by the district, is \$18.60 per employee compared to \$12.36 per employee for the CIGNA plan.

All of the district's self-funded plans are accounted for through an Internal Service Fund. **Exhibit 6-17** shows net operating results for the district's self-fund health and dental plans. The Employee Benefits Department provided the information on a calendar year basis. Therefore, the district needed to adjust Employee Benefits Department's totals to the amounts in the audited financial statements for the fiscal year. The exhibit shows the self-funded plans operated at a net loss for 2001 and 2002 year-to-date. HB 3343 will provide additional health care resources to Texas school districts. Effective September 2002, contributions to Plans A and B increased from \$156.58 to \$225 per employee as a result of this legislation.

Exhibit 6-17
Summary of Contributions and Expenditures
Plan A and B and CCISD Dental Plan
1999-2000 through August 31, 2002

Description	1999-2000	2000-01	2001 through August 31, 2002
PLAN A and B OPERATIONS			
CONTRIBUTIONS			
CCISD Contributions-Plan A	\$2,131,210	\$2,547,105	\$2,311,869
Dependent Contributions-Plan A	\$588,745	\$766,400	\$794,300
Hospital Indemnity Plan Contributions-Plan B	\$1,280,824	\$1,616,372	\$1,179,202
Other Contributions and Reimbursements	\$509,105	\$456,333	\$157,994

Total Contributions	\$4,509,884	\$5,386,210	\$4,443,365
EXPENDITURES			
Employee and Dependent claims	\$3,066,126	\$4,691,594	\$3,281,764
Prescription Drug Claims	\$671,601	\$849,470	\$807,852
Plan Administrative Fees	\$246,887	\$286,904	\$255,782
Stop Loss Fees-Net	\$143,007	\$214,950	\$429,608
Total Claims and Expenses	\$4,127,621	\$6,042,918	\$4,775,006
Contributions Over/(Under) Expenditures	\$382,263	(\$656,708)	(\$331,641)
DENTAL PLAN OPERATIONS			
CONTRIBUTIONS			
CCISD Contributions	\$720,807	\$686,253	\$451,322
Dependent Contributions	\$302,533	\$298,195	\$207,191
Total Contributions	\$1,023,340	\$984,448	\$658,513
CLAIMS and EXPENSES			
Employee and Dependent claims	\$968,289	\$1,015,354	\$739,136
Plan Administrative Fees	\$66,440	\$63,162	\$46,701
Total Claims and Expenses	\$1,034,729	\$1,078,516	\$785,837
Contributions Over/(Under) Expenditures-Calendar year basis	(\$11,389)	(\$94,068)	(\$127,324)
*Adjustments to agree with audited financials	\$400,543	\$162,899	\$0
Net Income (Loss)-Both Plans-Fiscal year basis per Audit	\$771,417	(\$587,877)	(\$458,965)

Source: CCISD, Employee Benefits Department.

*These adjustments are necessary to reconcile figures obtained from the Employee

Benefits Department for the individual plans to the audited financial statements. No adjustment is made to 2002 since the audit has not been completed.

Prior to January 2000, the district only offered the CCISD self-funded dental plan, administered by HAS. In this traditional indemnity plan employees file claims, and the plan pays the cost of the claims. The district budgeted \$18.60 per month to pay the full cost of this plan for its employees. In 1999, the district determined this amount did not cover the program cost and began charging employees an additional \$8.00 per month. However, in an effort to offer a free dental plan to employees, the district added a second dental plan in January 2000.

The CIGNA employee only premium costs \$12.36. However, the district continues to budget \$18.60 per employee per month for employees enrolled in this plan. The CIGNA plan functions like an HMO. Employees must choose a general dentist from a list of participating dentists similar to the primary care physician in an HMO. The "primary care" dentist then coordinates all of the employee's dental care and makes referrals to specialists as necessary.

The CCISD dental plan has no preferred dentist list. It indemnifies employees by paying their dental claims, according to a schedule in the CCISD Dental Plan booklet. The plan covers preventive and diagnostic services at 100 percent and allows two routine examinations per year. Other dental services are subject to a \$50 deductible. Depending on the service, the plan pays either 80 percent or 50 percent of the costs.

Rates charged under both dental plans are shown in **Exhibit 6-18**, along with plan enrollees and the district's cost per plan.

**Exhibit 6-18
CCISD and CIGNA Dental Plans
Rates, Enrollments and Costs**

Description	CCISD's Dental Plan	CIGNA Dental Plan
District budgeted monthly contribution	\$18.60	\$18.60
Actual district monthly cost per employee	\$18.60	\$12.36
Savings per enrollee	\$0	\$6.24
Number of enrollees	2,098	803
Savings per enrollee per month	\$0	\$5,011
Savings per enrollee per year-invested in other benefit	\$0	\$60,132

programs		
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Source: CCISD, Employee Benefits Department, October 2002.

District costs under the CIGNA plan are lower by \$6.24 per employee. The \$60,132 savings from the CIGNA plan support administrative costs for other benefit programs, such as the 403(b) and the Employee Assistance Program.

As the cost of coverage increases, many organizations, including school districts, make tough choices regarding their employee health plan benefits. Rising costs have forced some school districts to shift more of the cost to employees or to eliminate choices and some benefits.

Recommendation 31:

Eliminate the CCISD self-insured dental plan and transfer employees to the CIGNA fully-insured plan.

While the district's dental plans offer employees a choice, providing two plans is not cost effective. The manner in which dental benefits are delivered under the self-funded plan differs from the fully-insured plan. However, the fully-insured plan meets the basic need of providing dental care. The district should eliminate the more expensive self-funded dental plan, transfer employees to the fully-insured plan and divert the savings into the classroom or other areas of need.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Employee Benefits assesses the impact of closing the self-funded dental plan on district employees with preexisting conditions or other circumstances that would prevent the district from moving to the fully-insured plan or create undue hardship.	June 2003
2.	The director of Employee Benefits presents a proposal to eliminate the self-funded dental plan to the district's Benefits Committee taking into consideration the impact on district employees.	July 2003
3.	The Benefits Committee reviews, makes recommendations and approves the corrected proposal and instructs the director of Employee Benefits to implement the plan with appropriate safeguards for district employees.	July - August 2003
4.	The director of Employee Benefits notifies employees that	August 2003 to

	the self-funded dental plan will no longer be offered and informs employees of the deadline to enroll in the fully-insured CIGNA plan.	open enrollment period for CIGNA plan
5.	The Employee Benefits Department transfers employees from the self-funded dental plan to the fully-insured dental plan.	During open enrollment period for CIGNA plan

FISCAL IMPACT

Savings would accrue from the contribution differential of \$6.24 on the self-funded dental plan and assumes that all employees currently under the CCISD dental plan would transfer to the CIGNA dental plan.

Participants in CCISD dental plan	2,098
Annual participant cost (\$6.24*12 = \$74.88)	\$74.88
Total dental plan savings	\$157,098

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Eliminate the CCISD self-insured dental plan and transfer employees to the CIGNA fully-insured plan.	\$157,098	\$157,098	\$157,098	\$157,098	\$157,098

FINDING

The district does not have a comprehensive safety program designed to reduce workers' compensation claims and costs and has not conducted a comprehensive needs assessment to provide a basis for such a program. Principals and department managers handle the safety training for their respective schools or departments. Although the district has established a safety committee, it has not met recently; the last recorded minutes are dated August 2001.

Created at the recommendation of a TEA Regional Education Service Center IV (Region 4) risk management consultant, the safety committee members consists of the:

- associate superintendent for Business and Support Services;
- directors of Finance, Transportation, Maintenance, Employee Benefits, Food Service, Staff Development and Human Resources;
- chief of staff;
- former workers' compensation claims administrator;
- safety training coordinator for the Maintenance Department; and

- police department.

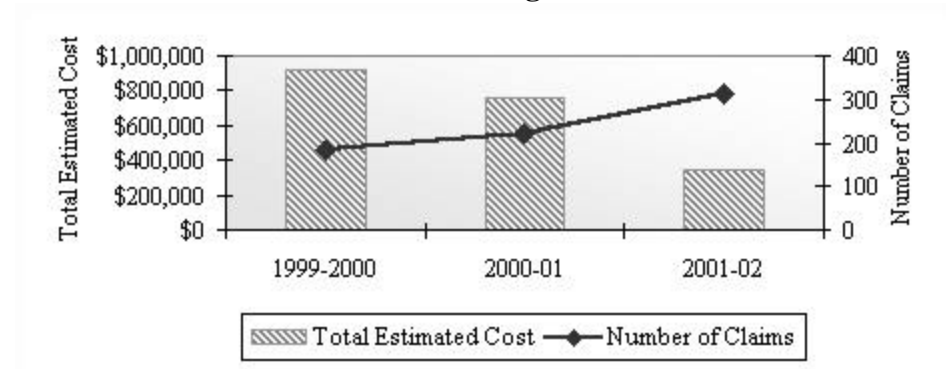
During a meeting held in September 2000, the safety committee proposed establishing a safety training program, creating a training manual and generating claims analysis trend reports. Although the district began efforts in these areas, they were never completed. The committee is currently inactive.

The Maintenance and Operations Department has a safety and training coordinator who conducts safety training for the department, and Aramark provides training for Food Service workers. The Transportation Department also has a safety program to comply with Texas Department of Transportation requirements. The district does not provide a coordinated safety training for other worker categories, such as teachers, principals, school administrators and other district administrative staff. These workers traditionally have high claims in a school district and need safety information. In fact, the Maintenance and Operations Department safety and training coordinator said teachers and campus personnel have called to ask for information on safety-related issues.

Since 1999-2000, the number of workers' compensation claims increased 72 percent from 182 claims in 1999-2000 to 313 claims in 2001-02. During the same period, the estimated total cost of claims decreased 63 percent from \$923,543 to \$343,462. As a result, cost per claim decreased 78 percent from \$5,074 to \$1,097 per claim. During 1999-2000, the district had four claims estimated to cost more than \$100,000, compared to one for 2000-01 and none for 2001-02. These costs are estimated due to the nature of worker's compensation claims including the future costs of claims incurred but not yet reported.

Exhibit 6-19 shows workers' compensation claims and costs for the three-year period from 1999-2000 through 2001-02.

Exhibit 6-19
CCISD Workers' Compensation Losses
1999-2000 through 2001-02



Source: CCISD, Employee Benefits Department.

In comparison to its peers, CCISD experienced higher claims growth since 1999-2000. However, **Exhibit 6-20** shows CCISD incurred costs per employee are second lowest among its peers.

Exhibit 6-20
Workers' Compensation Losses
CCISD and Peer Districts

District	For the period September 2001 through August 2002				Two-year growth rate	
	Number of Claims	Estimated Incurred Costs	Number of Claims per Employee	Estimated Incurred Costs per Employee	Number of Claims	Estimated Incurred Costs
CCISD	313	\$343,462	0.09	\$97.30	31%	(39%)
Klein	148	\$317,531	0.03	\$72.43	(9%)	(33%)
Irving	157	\$542,515	0.04	\$147.62	(7%)	(33%)
Spring Branch	348	\$892,908	0.08	\$200.84	18%	(9%)
Spring	185	\$458,512	0.06	\$135.90	3%	(15%)

Source: CCISD, Employee Benefits Department Loss Reports, August 2002.

Prior to September 2001, the associate superintendent of Business and Support Services' secretary administered the district's workers compensation program, among other duties. In September 2001, the district transferred workers compensation program administration to the Human Resources Department to consolidate employee benefits under one umbrella, adopt a "one-stop shop" approach and provide additional staffing. According to the director of Employee Benefits, the department now addresses previously unresolved issues, including: providing injured workers their rights and responsibilities upon injury; providing injured workers the option of not using their sick leave when injured; and integrating absences from work-related injuries into the administration of FMLA.

The director of Employee Benefits said the department plans to accomplish the following by the end of 2002-03:

- dedicating one individual to follow up on injured workers and monitor loss time;
- evaluating the benefits of a light duty program;
- analyzing workers' compensation claims on a regular basis and targeting problem areas for correction;
- providing more in-depth safety training; and
- linking safety violations to job performance.

Fort Bend ISD (FBISD) conducted a needs assessment, which led to a model workers' compensation program. The district reduced workers' compensation losses through the initiatives of its Workers' Compensation Task Force, a group composed of department managers and supervisory personnel representing the Transportation, Facilities, Child Nutrition, Risk Management and Human Resources departments. The workers' compensation systems coordinator, an individual contracted through the district's TPA, Ward North America, formed the task force to spearhead the district's workers' compensation loss control programs. The task force's mission was to ensure that: the FBISD workers' compensation program "be a win-win proposition for the district, operating departments and, most importantly, the injured employees." The committee established seven guiding principles, which are presented in **Exhibit 6-21**.

Exhibit 6-21
FBISD Workers' Compensation Task Force
Seven Guiding Principles

1. Authority and responsibility to handle employees lie within the department.
2. Employees are responsible for reporting work status and maintaining attendance and performance standards.
3. will act as a consulting entity.
4. Restricted/Modified duty will serve as a temporary measure to aid in the healing process, if the employee is expected to return to full-duty status within a reasonable time period.
5. Employees who are not able to return to work because of permanent restrictions will be assisted with vocational rehabilitation services. They will also be given the opportunity to apply for jobs within the district for which they qualify by reason of training and physical ability.
6. The district will thus be able to save dollars in medical/indemnity and personnel replacement costs.
7. The injured employee will benefit by maximizing return to work options with minimal (if any) impact on income.

Source: Fort Bend ISD, Workers' Compensation Guidelines, A Win-Win Approach.

The FBISD task force developed and implemented safety initiatives that successfully controlled claims and lowered costs. **Exhibit 6-22** summarizes the characteristics of the program.

Exhibit 6-22
FBISD Model Workers' Compensation Program Characteristics

- review and revise workers' compensation guidelines and procedures;
- shift authority and responsibility for safety to supervisors and support them with training;
- involve employees in safety initiatives;
- conduct periodic case meetings to discuss and troubleshoot difficult cases;
- revise job descriptions for injury-prone positions to describe the position's physical hazards;
- conduct injury investigations;
- develop a light duty program and return to work program;
- conduct employee morale surveys designed to measure morale before and after training (happy employees are safer employees);
- train supervisors using Dupont's Safety Training Observation Program (STOP), a program designed to enable supervisors to recognize and eliminate unsafe behavior and conditions;
- conduct post-offer pre-employment physical ability exams;
- implement Progressive Discipline Program, a program designed to train supervisors in progressive discipline techniques (high-quality employees are safer employees);
- conduct claim audits; and
- monitor workers' compensation claims closure rates. Claims that are managed and closed quickly do not usually develop into more serious, expensive claims.

Source: Fort Bend County, Workers' Compensation Materials, 2002.

Some school districts hire professional risk managers to conduct safety program needs assessments. During a needs assessment, district representatives are interviewed to determine how the district conducts injury prevention/injury management. Following the interviews, loss data is analyzed, a report prepared and recommendations made. The report includes approximate costs and estimated savings for each recommendation. The district has an opportunity to review each recommendation for approval and implementation. The Galena Park ISD recently received a proposal for a needs assessment from a professional risk manager. The assessment included the following:

- ergonomic job analyses for "high risk" positions (e.g., custodian, cafeteria worker, special education aide, etc.), if any;

- job descriptions derived from job analyses;
- hiring process: post-offer, pre-employment physical abilities testing, if any;
- safety training for new employees;
- ongoing safety programs;
- employee morale;
- supervisory training, if any;
- employee discipline program, if any;
- accident investigation, if any; and
- safety incentives, if any.

Recommendation 32:

Conduct a workers' compensation safety needs assessment and develop a comprehensive, districtwide safety program.

CCISD should hire a professional risk manager to conduct a needs assessment for a comprehensive workers' compensation program. A professional risk manager would be able to coordinate the district's safety initiatives through the safety committee and with the Maintenance Department's safety and training coordinator's assistance. The safety committee and safety and training coordinator should spearhead implementation of the recommendations from the needs assessment.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Employee Benefits includes the cost of a professional workers' compensation safety needs assessment in recommendations to the 2003-04 budget.	June 2003
2.	The director of Employee Benefits, in cooperation with the Purchasing Department, obtains at least three quotes for workers' compensation needs assessment services.	July - August 2003
3.	The Purchasing Department receives and reviews the quotes.	August - September 2003
4.	The director of Benefits, safety committee and Purchasing Department select the successful quote and a purchase order is issued to the successful vendor.	October 2003
5.	The superintendent assigns oversight to the Maintenance Department's safety and training coordinator.	October 2003
6.	The successful risk management professional begins developing a workers' compensation needs assessment for the district.	November - December 2003

7.	The Maintenance Department's safety and training coordinator and safety committee use the needs assessment to develop and implement a comprehensive, districtwide safety program.	December 2003
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FISCAL IMPACT

According to information obtained from a professional workers' compensation consultant, an initial assessment would cost \$2,000. Additional work would be billed at an hourly rate. Conservatively, this fiscal impact assumes such additional work should not exceed an additional \$2,000 annually. This fiscal impact also assumes the district will compensate the Maintenance Department's safety and training coordinator with an annual \$2,000 stipend for a total expense of \$4,000. Furthermore, this fiscal impact assumes the district would reduce it's overall claims by 5 percent per year based on the implementation of the safety program. The annual gross savings (.05 X \$343,462) of \$17,173 would be reduced by \$2,000 the first year for a net savings of \$15,173. Starting in 2004-05, CCISD would save \$13,173 annually (\$17,173 - \$4,000).

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Initial Assessment	(\$2,000)	\$0	\$0	\$0	\$0
Reduction in Workers' Compensation Claims	\$17,173	\$13,173	\$13,173	\$13,173	\$13,173
Net Savings/(Costs)	\$15,173	\$13,173	\$13,173	\$13,173	\$13,173

Chapter 6

ASSET AND RISK MANAGEMENT

C. PROPERTY CASUALTY INSURANCE

Property and casualty insurance includes coverage for facilities, vehicles, equipment, personal injury, professional and general liability and student injury. The associate superintendent for Business and Support Services oversees the district's property casualty program. **Exhibit 6-23** provides a detail of property and casualty policies.

Exhibit 6-23
CCISD Property Casualty Coverage
2001-02 and 2002-03

Type of Coverage	Insurance Carrier	Term	Deductibles	Loss Limits		2001-02	2002-03
				Specific	Cumulative	Annual Premium	Annual Premium
Property	Lexington	5/02-5/03	Flood-\$2.5M Named Storms-\$2.5M All other perils-\$250,000	\$2.5M	\$2.5M		\$378,571
Property	Lloyds	5/02-5/03		\$2.5M	\$5M		\$216,506
Property	Commonwealth	5/02-5/03		\$15M	\$20M		\$210,200
Property	Westchester	5/02-5/03		\$15M	\$35M		\$157,650
Property	Essex	5/02-5/03		\$5M	\$40M		\$52,708
Property	Royal	5/02-5/03		\$5M	\$45M		\$52,550
Property	Royal	5/02-5/03		\$200M	\$245M		\$194,435
Property	Hartford	5/02-5/03		\$5M	\$250M		\$225,000
Property	Travelers	5/02-5/03		\$25M	\$275M		\$215,000
				Total		\$430,180	\$1,702,620
Crime	Hartford	12/18/01-12/18/04	\$250	\$20,000 per employee \$40,000 on Director of Finance		\$321	\$321
General Liability	Coregis	5/1/02-4/1/03	None	\$1,000,000 - Each occurrence limit \$1,000,000 - Personal and Advertising Injury limit Included - Products/completed		\$65,691	\$49,404

				operations Aggregate Limit \$1,000,000 - General Aggregate Limit \$100,000 - Fire Damage Limit \$5,000 - Medical Expense Limit		
Educators Liability	Coregis	4/1/02-4/1/03	\$15,000 - Retention	\$2,000,000 - Limit and Aggregate Limit	\$43,838	\$60,855
Boiler and Machinery	Travelers	4/1/02-4/1/03	Damage to covered property-\$5,000	\$6,000,000-per accident \$1,000,000 newly acquired locations	\$16,443	\$23,987
Pollution Policy	Zurich American	12/21/01-4/1/03	\$10,000 each claim	\$1,000,000 each and all claims	\$2,429	\$2,732
Auto Policy	Coregis	8/12/02-4/1/03	\$1,000 comprehensive, collision and other than collision. \$10,000 liability	-Liability-\$500,000 -Auto physical damage-Actual cash value -Maximum value limit-\$50,000	\$111,457	\$74,106
Public employee bond	The Hartford	9/27/01-9/27/02	\$250	\$20,000	\$1,408	\$1,408
Borrowed property bond- Military U.S. Govt. Property	The Hartford	8/16/02-8/16/05	None	\$10,000	\$125	\$125
Total					\$671,892	\$1,915,558
Percentage Increase					185%	

Source: CCISD, Finance Department, 2001-02 and 2002-03.

After nearly a decade of stable premiums in the property casualty market, the past two years have brought sharp increases in premiums across the nation. Severe weather-related losses, the failure of Enron, the demise of

Arthur Andersen, increasing toxic mold claims in Texas, the volatile stock market and the events of September 11, 2001 have all combined to send prices soaring. The Oldwick, New Jersey-based rating agency, which analyzed the results of 2,387 insurers, found that the companies' aggregate combined ratio increased from 110.4 percent in 2000 to 115.8 percent in 2001.

Between 2000-01 and 2001-02, the CCISD's property casualty premiums increased 185 percent, rising from \$671,892 in 2002 to \$1.916 million in 2003 (**Exhibit 6-23**). Besides overall market increases, the district's premiums increased when it lost the services of a long-time insurer. The insurer decided to leave the school district market after determining it was not profitable. As a result, the company, which had been the district's carrier for nearly 20 years, did not renew the district's coverage. The district's risk management consultant informed CCISD of this change in March 2002. The district "shops" for favorable rates through the RFP process and renews its contract with its risk management consultant annually. The consultant keeps the district abreast of industry changes so there are no surprises. During 2002, the district needed to secure sufficient insurance coverage at an affordable cost.

FINDING

In March 2000, the district entered into an interlocal agreement with Region 4 to increase the effectiveness of its property casualty insurance program. Region 4 Risk Management Services (RMS) offers property/casualty solutions to school districts and other publicly funded educational entities throughout Texas. RMS maintains relationships with carriers and other insurance professionals who offer an array of insurance and risk management services. During the 2001-02 risk management contract period, RMS provided the following services to the district:

- assisted with developing requests for proposals (RFP) for property casualty coverage;
- assisted with tabulating and evaluating RFP responses and selecting property casualty insurance to eliminate and avoid coverage gaps;
- established a district safety committee to develop and implement safety and loss control programs; and
- provided support with compliance issues, policy document wording, contract negotiation, rate forecasting, insurance committee liaison and employee communication.

In April 2002, the Region 4 consultant submitted a risk management proposal for the 2002-03 contract period. The board renewed the contract for one year on April 23, 2002. **Exhibit 6-24** shows the scope of services:

Exhibit 6-24
Risk Management Scope of Service by Region 4 Consultant
2002-03

- assist the district with implementation of plans for all coverages and services;
- counsel, advise and recommend a property/casual program that meets the district's needs;
- provide insurance coverage review services to include policy analysis, claims reporting process and loss prevention summary;
- design RFP specifications for all property, liability and workers' compensation coverages;
- negotiate the appropriate coverages and services;
- conduct insurance market analysis;
- make board presentations summarizing the response of each insurance vendor;
- consult with the district regarding coverage requirements, deductible levels and funding options; and
- conduct monthly loss analysis meetings to identify problem claims and develop loss mitigation strategies.

Source: RMS, Contract Renewal Proposal, March 6, 2002.

COMMENDATION

The district maintains an effective, comprehensive property casualty insurance program by contracting for professional consulting services through Region 4.

Chapter 6

ASSET AND RISK MANAGEMENT

D. FIXED ASSETS

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

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

The Government Accounting Standards Board (GASB) issued GASB Statement 34 in June 1999, which requires capital assets to be reported in the financial statement's net of depreciation. State and local governments, including school districts, were not required to depreciate their assets in the past. However, under GASB 34, governments with total revenues of \$100 million or more must apply the statement for fiscal years beginning after June 15, 2001. This means CCISD must comply with the provisions of the statement for 2001-02. GASB 34 requires districts to maintain cost or fair market value, age and useful life information for its depreciable assets. CCISD's fixed assets system and reports will allow it to comply with the provisions of GASB 34. The following is a summary of the types of reports the district's fixed assets system, known as Fixed Assets Management Program (FAMP) provides:

- **Asset Acquisition Report**-shows fixed asset additions;
- **Asset Disposal Report**-shows fixed assets removed from inventory;
- **Property Report**-shows the cost of land, land improvements, buildings and building improvements;
- **Land and Buildings Summary Report**-shows the cost of land, land improvements, buildings and building improvements by location; and
- **Building Depreciation Report**-shows accumulated and current year depreciation for each building.

Exhibit 6-25 shows the balance of CCISD's fixed assets as of August 31, 2001.

Exhibit 6-25
CCISD Fixed Assets
As of August 31, 2001

Description	Balance	Percent
Land	\$14,317,574	4%
Building and Improvements	\$276,051,849	70%
Furniture and Equipment	\$50,559,322	13%
Capital leases	\$1,096,725	0%
Construction in progress	\$50,944,726	13%
Total	\$392,970,196	100%

Source: CCISD, 2000-01 Audited Financial Statements.

CCISD's fixed asset specialist, who reports to the director of Finance, conducts inventories at each school and maintains the district's fixed asset records. The district's fixed asset manual defines a fixed asset, establishes procedures for maintaining fixed assets and sets forth the district's capitalization policies. The district classifies fixed assets into two categories: depreciable fixed assets, also called capital assets, and non-depreciable assets, which are controllable, but not capital. Depreciable, or capital assets, have a value of \$5,000 or more and an estimated useful life of more than one year. Non-depreciable assets have a value of less than \$5,000, but more than \$500, with a useful life greater than one year.

The fixed asset specialist conducts inventories throughout the year, according to a schedule developed at the beginning of the fiscal year. In August 2002, the fixed asset specialist notified all principals and budget managers when their facility would be inventoried. According to the schedule, the accountant plans to inventory one facility per week. The district has a backup plan if the fixed asset specialist becomes ill or leaves the district. Depending on the length of absence, the inventory schedule would be adjusted: other finance department employees would oversee the process or maintenance workers would be used after hours to conduct the inventory, as was done before the full time fixed accountant position was established. The position would be filled immediately if the fixed asset specialist left the district.

FINDING

The district uses an automated barcode system to track fixed assets. The district's state-of-the-art barcode technology and methodology allows the fixed asset specialist to efficiently conduct fixed asset inventories alone throughout the district. Barcode software allows the accountant to conduct inventories using hand-held barcode readers, which expedites the process and produces a more accurate physical inventory. As a result, the entire district can be inventoried cyclically throughout the year.

The district identifies each room with a location tag affixed to the door jam. Each asset is also affixed with a barcoded tag, which is scanned with a handheld barcode scanner during inventory. The fixed asset specialist scans the location tag, then scans all items in the location. The accountant makes a list of items at the location that do not have a barcode. These assets will be tagged later and added to the fixed asset system. After completing the inventory, the fixed asset specialist uploads the data into the district's Fixed Asset Management Program (FAMP).

Once the information has been uploaded, the system generates two reports. The "Items Scanned-No Information Available" report lists scanned items not identified in FAMP. The "Items Not Scanned" report lists items identified in FAMP, but were not scanned during the inventory. The fixed asset specialist sends these reports to the principal/budget authority with instructions to complete a Fixed Asset Inventory Control Form for those items on each report. Items on the "Items Not Scanned" report could be lost, stolen or disposed of. If they are found, the principal/budget authority must note the location of the item on the report so the fixed asset specialist can update the location on FAMP. The fixed asset specialist follows up to ensure that Fixed Asset Inventory Control Forms are completed and fixed asset records are properly updated. The fixed asset specialist also ensures that the principal/budget authority completes and signs an Inventory Control Form for missing or disposed of items.

COMMENDATION

The district ensures accurate and efficient fixed asset inventories on an ongoing basis using state-of-the-art barcode technology.

FINDING

Although CCISD assigns fixed asset custodianship responsibilities at the principal/budget authority level, it does not require individuals entrusted with property to sign a receipt documenting their responsibility. The district's fixed assets manual states "each principal/budget manager is responsible for the fixed assets located in their school building or on their school premises. When a fixed asset is purchased, the principal/budget manager (or their designee) is responsible for tagging the item and

ensuring that the proper forms are completed and sent to the Finance Department. It is the principal/budget manager's responsibility to verify that the items were tagged, as the ultimate responsibility of all the assets in the building lies with the principal or budget manager." During inventories, the fixed asset specialist ensures that principals or the budget authority appropriately sign an Inventory Control Form for missing items. However, no initial forms are signed giving those individuals responsibility for the newly acquired assets.

A fixed asset system ensures accountability for an organization's fixed assets. This is best accomplished by assigning custody for each asset to one individual and then tracking and protecting each asset against loss. If a district defines custodianship too broadly, it could lose accountability. It is not practical, for example, to assign principals with custodial responsibility for individual assets on their campuses. While principals should have overall responsibility for fixed assets, effective systems of accountability occur when responsibility is specifically assigned to the individual who uses the asset.

Chapter two of the *State Property Accounting Policy and Procedures Manual* outlines the best method for asset accountability. It discusses delegation of responsibility for the custody and care of state property. Section (a) states that the head of each state agency is responsible for the custody and care of state property in the agency's possession. However, it requires the head of each state agency to designate a property manager and inform the comptroller of the designation. Moreover, when an agency's property is entrusted to a person other than the property manager, the property manager must obtain a written receipt from the person receiving custody of the property. This receipt transfers responsibility from one individual to another. It must include a detailed list of the property, along with a statement similar to the following, which the individual is required to sign and date:

"I understand that I am under financial liability for loss or damage to this (these) item(s) if the loss or damage results from my negligence, intentional act, or failure to exercise reasonable care to safeguard, maintain, and service it (them)."

The state's procedure, while placing overall responsibility on agency heads, ensures better control by fixing responsibility, through signed statements, to individuals entrusted with the property.

Recommendation 33:

Require individuals entrusted with school property to sign a written receipt acknowledging responsibility for the property.

While principals and budget authorities should have overall responsibility for the fixed asset in their school or department, it should be a shared responsibility. Principals cannot be expected to keep track of all of the assets in their school. This responsibility should be shared with those who use the assets and are entrusted with their care. These individuals should be required to sign receipts for the assets in their care. The names of these individuals should be kept in the fixed asset system and identified with the assets for which they are responsible. In this way, specific individuals can be held personally responsible for property that is lost, stolen or damaged.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Finance instructs the fixed asset specialist to draft a revision to the fixed asset manual requiring asset custodians to sign a receipt for fixed assets entrusted to their care.	July 2003
2.	The fixed asset specialist drafts the revision and submits it to the director of Finance for review and approval.	July 2003
3.	The director of Finance reviews and approves the revision and instructs the fixed asset specialist to administer the receipting procedure throughout the district.	August 2003
4.	The fixed asset specialist notifies appropriate district employees of the new receipting procedure and administers it throughout the district.	August 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Room numbers on barcoded location tags on door jams do not always match the actual room number. As a result, locations must be cross-referenced to another screen in the system to identify the correct location. The fixed asset specialist is making corrections for new locations, but discrepancies remain for older locations. As older campuses receive maintenance work, the district orders new labels and re-tags the room so that the location tag matches the room number.

These errors occurred when a contractor the vendor used to implement the system used generic location tags, instead of room numbers provided by

the district. These discrepancies create additional work for the fixed asset specialist during inventory reconciliation and can make locating a particular asset more difficult, though not impossible, because a report exists which cross-references the numbers. However, the fixed asset specialist does not have the time to make the corrections all at once.

Some districts use student workers to perform tasks that full time employees do not have time to perform. In fact, CCISD employs student workers on a part-time basis in some departments. For example, the Employee Benefits Department uses a student worker to file employee forms, reconcile insurance bills, stuff envelopes and boxes, type mailing labels, create files and other administrative duties.

Recommendation 34:

Make corrections to the barcoded location tags using part-time students.

A student worker should be assigned to the fixed asset specialist to make barcoded location tag corrections. The assignment would be temporary and could likely be completed in a matter of weeks. The fixed asset specialist should continue placing accurate tags on new locations and should ensure that tags on old locations are accurately maintained after they have been corrected.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Finance identifies student workers who can assist the district with making location code corrections in the district's fixed asset records.	August 2003
2.	The director of Finance instructs the fixed asset specialist to supervise student workers in correcting location codes in the fixed asset records.	September 2003
3.	Student workers make location code corrections.	September - November 2003
4.	The fixed asset specialist reviews the corrections and continues to assign correct location codes to new locations.	December 2003 and Ongoing

FISCAL IMPACT

This fiscal impact assumes CCISD will hire a part-time student worker for three weeks which will cost the district \$405 for the project (60 hours x \$6.75 an hour = \$405).

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Make corrections to the barcoded location tags using part-time students.	\$405	\$405	\$405	\$405	\$405

FINDING

The district does not use its Web site to enable campuses and departments to view surplus property before it goes to auction. As a result, the district misses the opportunity to use an innovative method to advertise available surplus property to campuses and departments. The district's practice places an unnecessary burden on the Maintenance and Operations Department, which transports surplus property to and from the auction site. The district's practice also makes it more difficult for the fixed asset accountant to locate and account for surplus property once it reaches the auction site.

According to CCISD policy, the board may, in an appropriate manner, dispose of property that is no longer necessary for district operations. The Purchasing Department organizes and oversees the district's surplus property auctions. Auctions, which are held the last Friday of May annually, provide an opportunity for campuses to identify items for proper disposal. According to auction procedures, the Purchasing Department prepares a list of all items that will be available in the auction, and the auction company advertises the auction in the newspaper. Although the district notifies principals and budget managers of preview dates for auction items, the district does not list items on its Web site to give schools and departments the opportunity to view available items before the Maintenance Department takes them to the auction site. **Exhibit 6-26** shows auction procedures and timelines.

Exhibit 6-26 CCISD Auction Procedures and Timeline

Procedure	Timeline
Purchasing notifies campuses and departments of the upcoming auction. Each campus and department identifies items to be included in the auction.	60 days before the auction.
Principals and department heads submit lists of items to be included in the auction.	45 days before the auction.
Purchasing prepares a list of items that will be available for auction.	30 days before the auction.

The auction company advertises the auction in the newspaper.	Two weeks before the auction
The auction company places a second advertisement in the newspaper announcing the auction.	One week before the auction.
Maintenance and Operations collects the items and delivers them to the auction site.	Two days before the auction.
Principals and department heads view the items collected for auction and select any that can be used by their school/department.	One day prior to the auction.
The Purchasing and Maintenance and Operations departments also review and identify items that can be stored for use at a later date.	One day prior to the auction.
A professional auction firm conducts the auction.	Day of the auction.

Source: CCISD, Purchasing Procedures Manual, Procedure No. 18, October 2002.

Existing technology allows digital images to be sent via e-mail or posted on Web sites. Many Web sites offer buyers and sellers the opportunity to exchange goods and services. Many companies and individuals find that the Internet provides a fast, convenient method of linking worldwide buyers and sellers of all kinds of goods and services. Founded in September 1995, eBay is the leading online marketplace for the sale of goods and services. According to Media Metrix, the eBay community includes 49.7 million registered users and is the most popular shopping site on the Internet when measured by total user minutes.

Recommendation 35:

Create an online marketplace by posting surplus equipment on the Web site before the items are collected and delivered to the auction site.

The district should give schools and departments the opportunity to view surplus property on its Web site before making it available for auction. Pictures of surplus items could be posted along with a description and who to contact. Items claimed by another district organization would not need to be transported to the auction.

Posting surplus property on the district's Web site would also give the fixed asset specialist an opportunity to ensure that the items have been accounted for properly in the fixed asset records, whether they will be removed when sold in the auction, or transferred when claimed by another district organization.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The directors of Finance and Purchasing meet with the executive director of the Department of Technology Services to plan the creation of an online marketplace for surplus property.	September 2003
2.	The director of Purchasing revises Procedure 18 in the purchasing manual to include procedures and timelines for posting digital images of surplus property on the district's Web site.	October 2003
3.	The directors of Finance and Purchasing, in cooperation with the executive director of the Department of Technology Services, notify campuses and departments of the availability of surplus property online and the procedures required to obtain any desired items.	November 2003
4.	The fixed asset specialist develops procedures for identifying surplus property transferred using the district's online marketplace.	November - December 2003
5.	Campuses and departments view and obtain surplus property online before remaining property is auctioned.	January 2004 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 6

ASSET AND RISK MANAGEMENT

E. BOND ISSUANCE AND INDEBTEDNESS

Proceeds from bond issuances represent the largest single source of funds a school district receives. School districts use bond proceeds to finance projects that are too large and long-term to be funded through regular operations. Districts must receive voter approval to issue bonds because the voters will repay the debt through property taxes. In fact, a portion of every school district's tax rate is earmarked for debt service on outstanding bond obligations. The total amount authorized does not have to be sold immediately. Typically, school districts sell bonds in phases to coincide with a master plan. Yet, construction may not begin for months or years. In the meantime, the bond proceeds are invested.

CCISD's associate superintendent for Business and Support Services oversees the issuance of bonds, debt obligations and refinancing. The district's bond counsel is Mayor, Day Caldwell & Keeton, LLP. As of August 31, 2002, the district had outstanding bonds payable of \$286.8 million, as shown in **Exhibit 6-27**.

Exhibit 6-27
CCISD's Outstanding Bonds Payable
As of August 31, 2002

Bond Series	Interest Rate Payable	Original Issue Amount	Amount Outstanding August 31, 2002
Refunding Bonds-1987	6.25%	\$20,934,758	\$102,923
Refunding Bonds-1991A	6.0% to 6.5%	\$13,050,000	\$5,075,000
Refunding Bonds-1993	4.6% to 5.5%	\$28,500,000	\$22,105,000
Schoolhouse Bonds-1993A	4.25% to 6.25%	\$20,000,000	\$8,600,000
Schoolhouse Bonds-1994	5.5% to 7.5%	\$21,000,000	\$9,300,000
Schoolhouse Bonds-1995	4.75% to 6.75%	\$9,000,000	\$5,825,000
Schoolhouse Bonds-1996	5.5% to 7.5%	\$26,175,000	\$6,700,000
Schoolhouse Bonds-1997	5.0% to 7.0%	\$36,855,000	\$33,930,000

Refunding Bonds-1998	4.25% to 5.125%	\$59,239,418	\$56,502,942
Schoolhouse and Refunding Bonds-2000	5.0% to 6.0%	\$139,122,906	\$138,689,260
Total		\$373,877,082	\$286,830,125

Source: CCISD, Finance Department, November 2002.

During the December 14, 1999 regular board meeting, district trustees scheduled a bond election for February 5, 2002. By a 5,189 to 1,433 margin, voters subsequently approved \$162 million in bonds, for the construction and renovation of school facilities. The district's Facilities Needs Committee, which had been appointed by the board in the summer of 1999, recommended the bond referendum. The committee, composed of 50 business and community leaders, parents, students and Parent Teacher Association (PTA) representatives, determined that a bond referendum was needed to support the projects summarized in **Exhibit 6-28**, which also shows the status of the projects as of October 2002.

Exhibit 6-28
Summary of CCISD Series 2000 Bond Sales and Expenditures
As of October 2002

Bond Proposal Requirements	Approved through Bond Proposal	Bond Sales	Expenditures	Balance as of October 31, 2002
Priority maintenance and renovation/expansion of Webster Intermediate and Clear View Alternative Schools and an instructional support center	\$58,590,000	\$30,090,000	\$33,048,398	(\$2,958,398)
Land purchase, two intermediate and two elementary schools	88,110,000	88,110,000	56,540,475	31,569,525
Technology	15,300,000	15,300,000	14,136,900	1,163,100
Total	\$162,000,000	\$133,500,000	\$103,725,773	\$29,774,227

Source: CCISD, Finance Department.

FINDING

In preparation for an upcoming \$337 million bond referendum the district included staff members, administrators, community members, professionals and the district's Facilities Needs Committee to ensure widespread input into the planning efforts. The district held public hearings regarding the bond during January 2003 and subsequently published a detailed report from the Facilities Needs Committee outlining recommended projects and associated funds. The district again sought public input and published a brochure and added information on its Web site regarding the proposed bond election. **Exhibit 6-29** outlines the proposed bond allocations.

Exhibit 6-29
CCISD 2003 Bond Referendum Allocations

Area	Bond Allocation
New Schools	\$155,022,600
Land Bank	\$13,220,460
Technology	\$53,015,556
Support Facilities	\$76,377,387
Priority Maintenance	\$39,363,997
Total	\$337,000,000

Source: CCISD Bond Election Brochure, CCISD Web site, March 2003.

The district is widely publicizing and communicating the facts about the upcoming bond election to ensure that all members of the community have the opportunity to understand the issues prior to the election.

COMMENDATION

CCISD combined community, staff, administrators and professional participation in planning efforts and widespread publications to maximize communication and comprehension of the upcoming bond referendum items.

FINDING

The district effectively identifies and monitors its arbitrage liabilities. Arbitrage is the difference between the interest rate paid on tax-exempt

bonds and the rate earned on the investment of bond proceeds. For example, if the district invested at 5 percent the proceeds of bonds paying 4.75 percent, the district would earn arbitrage profits of .25 percent. The Internal Revenue Service (IRS) established arbitrage laws to minimize the benefits of investing tax-exempt bond proceeds and to remove the incentive to issue more bonds unnecessarily, issue bonds earlier, or leave bonds outstanding longer than necessary to carry out the governmental purpose of the issue.

CCISD contracts with a company called Bond Logistix for \$9,000 per year to calculate arbitrage liabilities on all of its outstanding bond issues.

Exhibit 6-30 shows CCISD's arbitrage liability at the end of 1999-2000, 2000-01 and 2001-02 and includes calculations for all except the 2000 bond issue, which the district plans to contract to an arbitrage consultant for calculation of the liability.

Exhibit 6-30
CCISD Arbitrage Liability
1999-2000 through 2001-02

Fiscal Year	Amount
1999-2000	\$298,393
2000-01	\$292,177
2001-02	\$28,433

Source: CISD, Bond Logistix Arbitrage Rebate Summary.

A district must monitor and satisfy its arbitrage liabilities on tax-free bonds. According to IRS regulations, the first installment rebate must be paid no later than the end of the fifth bond year. A bond year is each one-year period ending on the date selected by the issuer or the date of the bond issue. Each installment must be paid within 60 days after the installment date. Failure to satisfy arbitrage obligations can result in the IRS either declaring the bonds taxable or assessing penalties on the issue.

COMMENDATION

The district effectively monitors arbitrage liabilities and uses a professional firm to ensure that its obligations are identified on a timely basis.

FINDING

CCISD used savings from a bond sale to accomplish an immediate reduction in the debt service component of its tax rate. In April 2000, the district sold \$138.2 million of the bonds authorized during the February 2000 election. The district used a portion of the proceeds to refund \$4.7 million of series 1991, 1992, 1996 and 1997 bonds. Refunding is the process of retiring one bond issue with the proceeds of a new bond issue. The district refunded these issuances by placing all future interest and principal on the bonds in an escrow account. This action in effect retired the bonds. The financing was structured in such a way that the district freed up \$4.4 million in debt service during the early years of the repayment schedule. The district used additional proceeds to lower and stabilize the debt component of the district property tax rate. Although these savings will begin reversing in 2002-03, the majority of the savings will not reverse until 2009, 2012, and 2013. If future market conditions prove favorable, the district could refund the bonds again to reduce interest costs. Meanwhile, in the short run, the district's technique allowed it to provide temporary tax relief at a time when the maintenance and operations portion of the tax rate was rising. **Exhibit 6-31** summarizes the savings from the refunding and shows the effect on the debt service component of the tax rate.

Exhibit 6-31
Effect of Bond Refunding on CCISD Debt Service and Tax Rate

Fiscal Year	Debt Service Before the Refunding	Debt Service After the Refunding	Savings/ (Savings Recovery)	M&O Tax Rate	Debt Service Tax Rate
2000	\$17,224,700	\$17,201,930	\$22,770	\$1.41203	.18653
2001	\$17,371,315	\$14,338,856	\$3,032,459	\$1.45431	.24653
2002	\$17,329,494	\$15,972,706	\$1,356,788	\$1.48500	.24000
2003	\$17,286,538	\$17,534,938	(\$248,400)	\$1.50	.24000
2004	\$17,312,088	\$17,560,488	(\$248,400)		
2005	\$17,303,175	\$17,551,575	(\$248,400)		
2006	\$17,230,442	\$17,478,842	(\$248,400)		
2007	\$17,270,493	\$17,518,893	(\$248,400)		
2008	\$17,248,660	\$17,497,060	(\$248,400)		
2009	\$17,243,338	\$18,491,738	(\$1,248,400)		
2010	\$17,269,338	\$18,257,738	(\$988,400)		
2011	\$17,237,278	\$18,225,678	(\$988,400)		

2012	\$13,033,861	\$15,033,111	(\$1,999,250)		
2013	\$12,937,909	\$14,935,559	(\$1,997,650)		
2014	\$12,452,100	\$12,884,700	(\$432,600)		
2015	\$13,008,331	\$13,008,331	\$0		
2016	\$8,626,606	\$8,626,606	\$0		
2017	\$8,207,500	\$8,207,500	\$0		
Total	\$275,593,166	\$280,326,249	(\$4,733,083)		

Source: CCISD, Finance Department, November 2002.

COMMENDATION

CCISD structured a bond refunding to generate short-term saving that were used to lower and stabilize the debt service component of its tax rate.

Chapter 7

FINANCIAL MANAGEMENT

This chapter reviews Clear Creek Independent School District's (CCISD) financial management functions in the following sections:

- A. Organization and Management
- B. Budgeting and Planning
- C. Tax Rate and Collections
- D. Internal and External Auditing
- E. Accounting Operations

School districts need strong financial management to effectively plan, maximize and manage their limited resources. Financial management is most effective when districts acquire and expend resources based upon established goals and priorities. Proper financial management ensures schools have internal controls in place, safeguard their resources, maximize technology to increase productivity and prepare financial reports timely and accurately.

BACKGROUND

Texas school districts must operate and maintain effective financial management systems in a highly regulated environment. Districts must meet various financial management requirements established by federal and state laws, rules and regulations. Districts must also follow the guidelines of the Texas Education Agency's (TEA) *Financial Accountability System Resource Guide (FASRG)*, Generally Accepted Accounting Principles (GAAP), and the Governmental Accounting Standards Board (GASB). Districts adopt internal policies and procedures to see that these guidelines are followed.

TEA's *FASRG* provides standard accounting policies and a uniform account code structure to ensure that school district financial information is consistent and comparable. Twice each year, school districts submit information to the TEA for input into the Public Education Information Management System (PEIMS). This database contains information about district and student demographics, academic performance, personnel and finances. This data is useful to those responsible for overseeing Texas public education as well as other interested parties. Typically, various departments within the district share responsibility for PEIMS data submission.

CCISD receives revenue from local, state and federal sources. Local property taxes account for most of CCISD's revenue. CCISD received 79

percent of its total revenue from local sources in 1999-2000 and 19 percent from state revenues. CCISD's revenues changed by only 1 percent in 2000-01: local revenues made up 80 percent and state revenues 18 percent, Federal revenues accounted for 2 percent of CCISD's revenue in both years. Income from local sources increased to 85 percent of the district's 2001-02 budget, while state sources comprised 15 percent.

During 1999-2000 and 2000-01, the district incurred total expenditures from all funds of \$194 million and \$257 million, respectively. When the district's budget is examined by functional categories, it allocates the most money for instruction. In 1999-2000 CCISD spent 48 percent of its budget on instruction; this number dropped to 39 percent in 2000-01. However, at the object level, payroll comprised the largest category, accounting for 64 and 54 percent of total expenditures in 1999-2000 and 2000-01, respectively. The district spent \$6,801 per student in 1999-2000 and \$8,624 per student in 2000-01.

For 2001-02, the district budgeted 50 percent of its budget for instruction, 12 percent for debt service, 9 percent for plant maintenance and operations, 5 percent for capital outlay, 4 percent for school leadership and food service, 3 percent for central administration and the remaining 13 percent for other operating expenditures.

When considering all the district's funds, CCISD's total expenditures exceeded revenues for 1999-2000 and 2000-01. The review team attributes these deficits primarily to the timing of revenues and expenditures. For example, school districts rarely receive income from a bond sale and expend it all in the same year. Typically, districts sell bonds during one year and expend the funds over several subsequent years. In the year bonds are sold, revenues typically exceed expenditures. During the years bond funds are spent, expenditures typically exceed revenues. **Exhibit 7-1** illustrates this phenomenon, attributing \$20.9 million of CCISD's 1999-2000 \$17.8 million deficit to capital outlay expenditures. In addition, the \$55.3 million deficit for 2000-01 included \$64.2 million of capital outlay expenditures. When considering only the General Fund, the 1999-2000 deficit equalled \$950,495, while 2000-01 ended with a \$491,593 surplus.

The \$11.8 million budget deficit shown for 2001-02 in **Exhibit 7-1** resulted from the rebuilding of an elementary school. In 1992, the district closed Weber Elementary School because of its proximity to property condemned by the Environmental Protection Agency (EPA). Although it was never determined that the site had caused health and safety problems at the school, the board decided to close the school because EPA's destruction of the condemned site could have created health and safety

hazards for its students and staff. In fact, all of the homes in the area were razed.

In December 1994, the district received a settlement of approximately \$7.3 million in connection with the closure of Weber Elementary. The district added this money to its General Fund and designated it for construction. In April 2001, the board approved the rebuilding of Weber Elementary using funds from the settlement plus the interest that had accrued since December 1994. Accordingly, \$10.2 million of the 2001-02 deficit can be attributed to funds the district had already designated for construction.

CCISD experienced budget pressures during 2001-02 and 2002-03 and faces a \$4.6 million projected deficit in 2003-04. The district is addressing the deficit with a number of cost reduction proposals that the board must review and approve. The Budgeting and Planning section contains a review of these proposals. Besides facing rapid growth in student enrollment a district that has a predominately residential tax base, CCISD also attributes its financial challenges to the following factors:

- the district reached the legal cap for guaranteed yield funding on the maintenance and operations component of its tax rate in 2002-03;
- the district's previous governing boards decided to offer an optional homestead exemption and keep the tax rate low;
- the district's property insurance rates increased 340 percent following the events of September 11, adverse weather conditions and business failures , between 2001 and 2002.

Exhibit 7-1 provides an overview of actual district revenues and expenditures for 1999-2000 and 2000-01. Budgeted amounts are shown for 2001-02.

Exhibit 7-1
CCISD Financial Overview-All Funds
1999-2000 through 2001-02
Amounts in Thousands

Revenues	Actual 1999-2000	Actual 2000-01	Actual 2001-02
Local	\$139,289	\$161,288	\$171,941
State	\$33,806	\$36,527	\$38,547
Federal	\$3,381	\$4,062	\$5,743
Total Revenues	\$176,476	\$201,877	\$216,231

Expenditures			
Instruction	\$93,112	\$101,495	\$108,312
Instructional Resource Media	\$2,450	\$2,460	\$3,270
Curriculum/Staff Development	\$733	\$912	\$1,153
Instructional Leadership	\$1,882	\$2,257	\$2,350
School Leadership	\$7,500	\$8,443	\$9,076
Guidance Counseling Services	\$5,477	\$5,763	\$6,270
Social Work Services	\$199	\$300	\$297
Health Services	\$1,374	\$1,598	\$1,664
Transportation	\$4,941	\$4,931	\$5,166
Food	\$7,166	\$7,687	\$8,131
Co-curricular	\$4,756	\$4,991	\$5,047
General Administration	\$4,794	\$5,470	\$5,416
Plant/Maintenance/Operations	\$18,599	\$18,922	\$19,837
Security/Monitoring	\$479	\$554	\$717
Data Processing Services	\$959	\$2,087	\$2,598
Community Services	\$99	\$107	\$109
Intergovernmental Charge	\$34	\$70	\$0
Debt Service	\$18,734	\$24,930	\$24,613
Capital Outlay	\$20,956	\$64,258	\$1,488
Total Expenditures	\$194,244	\$257,235	\$205,514
Revenues under Expenditures-All Funds	(\$17,768)	(\$55,358)	(\$10,717)
General Fund Revenues	\$144,837,663	\$155,072,299	\$167,693
General Fund Expenditures	\$145,788,158	\$154,580,706	\$169,519
Revenues over/(under) expenditure-G/F	(\$950,495)	\$491,593	(\$1,826)
Student Enrollment	28,846	29,875	30,994
Total Expenditures per Student-All Funds	\$6,801	\$8,624	\$6,631

Source: Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 1999-2000 through 2001-02.

Although the deficits appear to have negative implications for the district's fund balance, **Exhibit 7-2** presents a five-year trend analysis that shows CCISD kept its undesignated fund balance at around 8 percent of operating expenses since 1996-97.

One way to ascertain the effectiveness of financial management is to compare the district with peer districts. CCISD selected Klein, Spring, Irving, Spring Branch and Humble ISDs as peer districts. While the five-year trend analysis is a positive sign, CCISD's 2000-01 undesignated fund balance as a percentage of operating expenditures is second lowest among its peer districts.

Exhibit 7-2
Analysis of CCISD Undesignated Fund Balance and Comparison to Peers

Description	8/31/97	8/31/98	8/31/99	8/31/00	8/31/01
Reserved Fund Balance	\$8,593,050	\$5,754,450	\$4,601,997	\$3,410,712	\$1,400,258
Designated Fund Balance	\$9,395,255	\$9,355,531	\$11,982,883	\$12,569,615	\$13,110,709
Undesignated Fund Balance	\$9,708,994	\$11,913,105	\$12,860,182	\$12,557,614	\$13,563,234
Total Fund Balance	\$27,697,299	\$27,023,086	\$29,445,062	\$28,537,941	\$28,074,201
Following Year's Operating Expenditures*	\$121,825,436	\$129,542,038	\$145,788,119	\$154,580,728	\$173,266,674
Undesignated Fund Balance to Operating Expenditures-CCISD	8%	9%	9%	8%	8%
Peer Undesignated Fund Balance to 2001-02 Budgeted Operating Expenditures					
Klein					9%

Spring					17%
Irving					17%
Spring Branch					10%
Humble					4%

Source: CCISD, Audited Financial Statements, 1996-97 through 2000-01. Peer Audited Financial Statements and/or TEA, PEIMS Reports, 2000-01 and 2001-02.

**Figure represents budgeted expenses for 2001-02; other years represent actual.*

CCISD's 2001-02 budget projected receiving 85 percent of revenues from local sources. This is 30 percent higher than the statewide average of 55 percent, and 19 percent higher than its peer average of 66 percent as shown in **Exhibit 7-3**. CCISD comes closer to its peers districts and the state in expenditure comparisons. CCISD budgeted 50 percent of total expenditures for instruction compared to 53 percent for peer average and 51 percent for the state. Budgeted expenditures per student were \$6,639 for CCISD compared to \$6,816 and \$6,944 for peers and the state, respectively.

The district receives less state funding per student because of its high property wealth. CCISD receives \$943 per student from the state compared to a peer average of \$2,184 and a statewide average of \$2,835. The state funding formula takes property wealth per student into account to equalize funding across the state. Districts with the ability to raise funds locally due to high property values receive less money from the state. According to TEA PEIMS 2001-02 budget data, CCISD's property value per student is \$298,427 compared to an average of \$245,228 for its peer districts and a statewide average of \$234,607.

This means CCISD is very close to becoming a Chapter 41 district subject to the wealth equalization provisions of the Texas Education Code. Chapter 41 districts must make a choice among several options to reduce their property wealth and share financial resources with poorer districts. The Texas state government currently funds school districts according to their district wealth as determined by the assessed valuation of property taxes. The County Appraisal District (CAD) determines the district's total property valuation and the State Property Tax Board (SPTB) verifies this number. The government then divides the assessed valuation number by the total number of students in the district to determine the district's wealth-per-student. If a district has a high wealth-per-student ratio, Chapter 41 requires the district to send part of their local tax revenue to the state. The state redistributes this money to poorer school districts. State law set the property wealth level at which districts become subject to

Data Processing Services	1%	1%	2%	1%	1%	1%	1%	2%
Community Services	0%	0%	0%	0%	0%	0%	0%	0%
Intergovernmental Charge	1%	0%	0%	0%	0%	0%	1%	0%
Debt Service	12%	10%	13%	12%	9%	11%	9%	12%
Capital Outlay	1%	1%	0%	1%	1%	1%	2%	5%
Total Expenditures	100%	100%	100%	100%	100%	100%	100%	100%
Total expenditures per student	\$6,806	\$6,662	6,800	\$6,649	\$7,162	\$6,816	6,944	\$6,639
Property wealth per student	\$215,875	\$259,957	\$197,930	\$198,109	\$354,267	\$245,228	\$234,607	\$298,427
State aid per student	\$2,554	\$1,823	\$2,898	\$2,827	\$819	\$2,184	\$2,835	\$943

Source: TEA, PEIMS, 2001-02.

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

Chapter 7

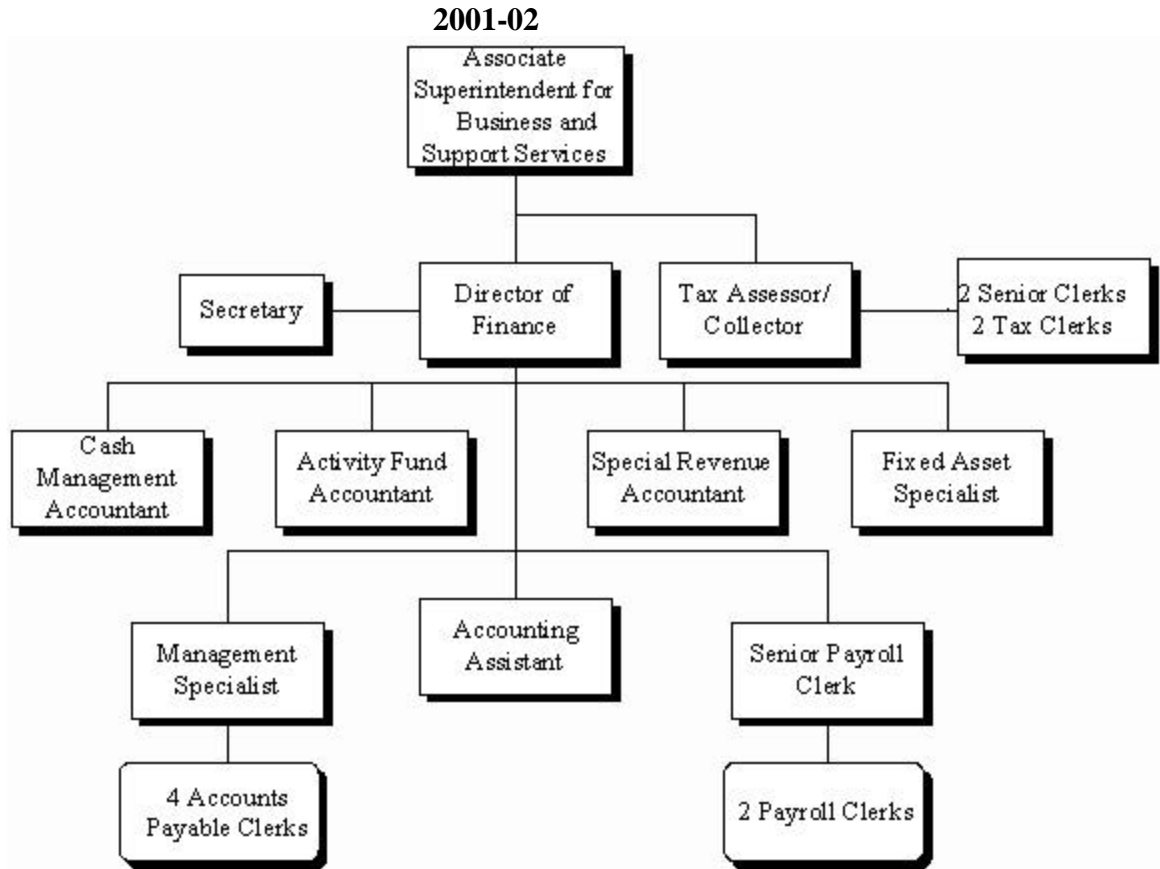
FINANCIAL MANAGEMENT

A. ORGANIZATION AND MANAGEMENT

Located in League City, 28 miles south of downtown Houston, CCISD lies adjacent to Galveston Bay and encompasses the Johnson Space Center. Although officially located in Galveston County, the district straddles both Harris and Galveston counties. The district's mission is to "educate a diverse student population, equip them with the foundation to contribute to society, and instill in them a positive vision to excel." The district established seven goals designed to address its mission. Two of these goals directly affect the organization and management of the district's financial management function. They are to "attract and retain qualified staff at a ratio most conducive to improving student achievement" and "to effectively and efficiently manage public resources."

The Finance and Tax Assessor Collector departments of the Business and Support Services Division handle CCISD's financial management functions. The associate superintendent for Business and Support Services reports to the superintendent and oversees Business and Support Services. Twenty employees assist the associate superintendent in conducting day-to-day activities. **Exhibit 7-4** presents the organization of the Business and Support Services Division.

Exhibit 7-4 CCISD Business Support Services Organization



Source: CCISD, Business and Support Services Division.

CCISD's financial management function is appropriately staffed when compared to its peer districts. As shown in **Exhibit 7-5**, CCISD's ratio of financial staff to students and employees falls in line with information obtained from its peers districts.

Exhibit 7-5
Staffing Ratios
CCISD and Peer Districts
2001-02

District	Number of Business Services Positions	2001-02 Student Enrollment	Total Employees	Business Services Staff per 1,000 Students	Business Services Staff per 1,000 Employees
CCISD	21	30,994	3,530	0.68	5.9
Spring	17	24,429	3,374	0.70	5.0
Irving	23	30,086	3,675	0.76	6.3

Klein	22	33,528	4,384	0.66	5.0
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Source: TEA, PEIMS, 2001-02 and CCISD, Business and Support Services and Peer Surveys.

Note: Some peer district information was not submitted.

Responding to concerns about the quality of Finance Department operations, the superintendent initiated a reorganization of the department in 1997. The superintendent persuaded the board to hire a team of individuals with school district experience to help the district change its transition from a period of problematic financial processes to one of strong, effective operations ones. The district made changes in two key positions that were vacated and filled during this period. In April 1998, the district hired a new director of Finance who was promoted to associate superintendent for Business and Support Services in November 1998. The individual still serves in this position. The district hired the current director of Finance as an accountant in October 1998. The individual left to work for another school district in 1999 but returned to the district as director of Finance in July 2000.

The district has maintained stable leadership in the finance area since September 1997. The district experienced the highest rate of turnover in the director of Finance and internal auditor positions. **Exhibit 7-6** presents a staffing history for the leadership of the financial management function.

Exhibit 7-6
Financial Leadership Staffing History
September 1, 1997 through October 17, 2002

Position and Incumbents	From	To	Reason for Leaving	Average Tenure in Years
Associate Superintendent for Business and Support Services				2.56
Incumbent #1	9/1/97	3/31/98	Terminated	
Incumbent #2	11/17/98	Present-10/17/02	Current Incumbent	
Director of Finance				1.28
Incumbent #1	9/1/97	10/10/97	Accepted position w/higher salary	

Incumbent #2	4/28/98	11/16/98	Promotion	
Incumbent #3	2/23/99	4/19/00	Medical Leave	
Incumbent #4	7/1/00	Present-10/17/02	Current Incumbent	
Tax Assessor-Collector				5.13
Incumbent #1	9/1/97	Present-10/17/02	Current Incumbent	
Internal Auditor				
Incumbent #1	9/1/97	2/23/99	Promotion	
Incumbent #2	6/1/99	6/12/00	Another Position	
Incumbent #3	6/12/00	2/4/02	Another Position	
Incumbent #4	2/6/02	Present-10/17/02	Current Incumbent	

Source: CCISD, Business and Support Services Division.

Note: Incumbent refers to person who held the position. Names have been excluded.

In addition to filling the two key positions, the superintendent recommended to the board that the district hire an audit firm to review financial management practices and make recommendations for improvement.

FINDING

CCISD improved financial management functions by hiring an independent audit firm to review and make recommendations to strengthen financial controls and processes. The district's implementation of the recommendations resulted in many of the financial policies and procedures in effect at the district today. The firm began its review in the fall of 1997 and presented the results to the board in May 1998. The auditors issued a six-month progress report in November 1998 and an implementation status report in January 1999. The district paid \$76,670 for the initial review and subsequent progress reports. In its initial assessment of the Finance Department, the audit firm wrote:

"Based on the review ... the District's Finance Department lacks many of the basic good business practices expected in a local government of this size. Fundamental internal controls, required to provide District residents confidence in the way resources are accounted for, were found to be lacking. There is a significant deficiency in documented standardized policies and procedures.... procedures already in place are, at times, circumvented."

The auditors cited four key areas requiring immediate attention: decision support processes; accounting internal control systems; budget and planning processes; and purchasing processes.

The district formed a committee to implement the audit firm's recommendations. The internal auditor and the directors of Finance, Purchasing and Technology all served on the committee. In November 1998 the committee reported implementation status to the board. In January 1999, the audit firm made a follow-up visit and issued an implementation status report. The follow-up report revealed that 91 percent of the firm's 48 recommendations had either been fully or partially implemented.

Exhibit 7-7 summarizes the auditing firm's 48 recommendations and shows their implementation status as of January 1999.

**Exhibit 7-7
CCISD Financial Management Review
Implementation Status as of January 1999**

Financial Area	Total Recommendations	Fully Implemented	Partially Implemented	Not Implemented
Budget and Planning	6	1	5	
Purchasing	12	3	7	2
Accounts Payable	4	3	1	
Payroll	6	5	1	
Treasury and Cash Activities	8	4	3	1
General Accounting	4	2	2	
Financial	1		1	

Reporting				
Management Information Systems	5	1	3	1
Internal Audit	2	1	1	
Total	48	20	24	4
Percentage	100%	42%	50%	8%

Source: KPMG, Financial Management Audit Report, May 1998 and CCISD, Business and Support Services Division.

COMMENDATION

CCISD used an external financial management audit to significantly improve financial operations and strengthen internal controls.

FINDING

CCISD's financial management staff is well trained. Because of complex accounting, regulatory and fiduciary requirements, a well trained, qualified staff is a critical component of any school district financial management function. The district employs five certified public accountants (CPAs) in the department. The top two financial officers in the district-the associate superintendent for Business and Support Services and the director of Finance-are both CPAs. The activity fund, cash management and grant accountants are also CPAs.

In Texas, candidates for the CPA designation must meet educational and experience requirements. Candidates must also pass a comprehensive examination that covers business law; professional responsibilities; auditing; accounting and reporting; taxation and managerial accounting for governmental and not-for-profit organizations; and financial accounting and reporting for business enterprises. Most states require CPAs to maintain their knowledge and competency through specified hours of annual continuing education.

The district encourages accounting staff in all areas to keep their skills and knowledge current through a variety of training courses. The director of Finance is working toward becoming a Registered Texas School Business Administrator. The grant accountant is studying to become a Certified Texas School Business Specialist. The Texas Association of School Board Officials (TASBO) confers these designations upon individuals who have

met certain general, educational, experience, course and application requirements. Individuals who receive these designations demonstrate that they have attained a level of professional competence in school district operations. **Exhibit 7-8** provides examples of training that the district provided to Finance Department staff.

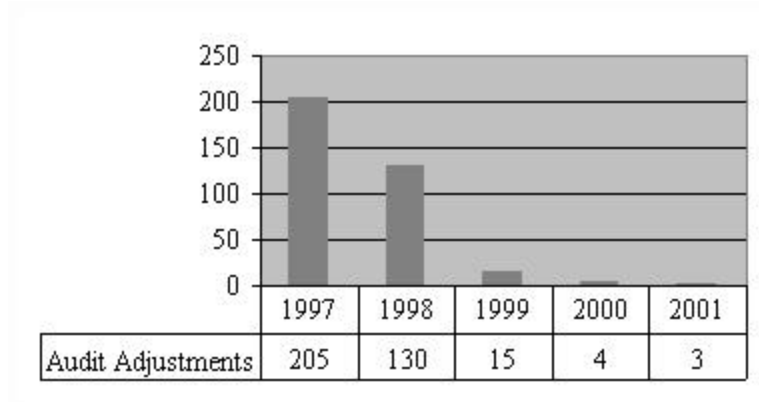
**Exhibit 7-8
Training Provided to Finance Department Staff**

Position	Course Description	Provider
Accounts Payable	IRS Form 1099 Training	Region 4
Activity Fund Accountant	Financial Coding for Texas Schools	TASBO
All Finance Staff	Netscape	CCISD Department of Technology
Cash Management Accountant	Financial Accounting Fiscal Year-end Procedures	Region 4
Director of Finance	Arbitrage Compliance	Null-Lairson
Grant Accountant	Managing Special Revenue Funds	TASBO
Payroll Clerk	Legal Aspects of Payroll Administration	Keye Productivity Center
Property Management Accountant	GASB's New Reporting Model Statement #34	TASBO

Source: CCISD, Finance Department.

The district substantially decreased financial audit adjustments from 205 in 1996-97 to three in 2000-01. Annual audit reports contain management letter comments. They received only two in 2000-01 compared to seven in 1996-97. **Exhibit 7-9** shows the drop in audit adjustments from 1996-97 through 2000-01.

**Exhibit 7-9
Decline in Financial Audit Adjustments**



Source: CCISD, Finance Department.

COMMENDATION

CCISD maintains a well-trained staff and seeks qualified, highly-credentialed individuals to fill financial management positions.

Chapter 7

FINANCIAL MANAGEMENT

B. BUDGETING AND PLANNING

A budget shows anticipated revenues and expenditures for a given period, usually a year. An effective school district budget links spending plans to strategic goals, priorities and initiatives established by the board. The development of the school district budget should be a collaborative effort requiring the input, participation and cooperation of various individuals across the organizational spectrum. In the budget planning process, the district considers general educational goals, specific program goals and alternatives for achieving these goals while preserving the financial integrity of the district. The district obtains input from districtwide and campus-level site-based committees during the budget development process. The budget review committee, comprised of associate superintendents from the functional areas, participates in line-by-line discussions of the budget during various workshops conducted throughout the budget preparation season. Budget managers-department and program heads-present their budget before the committee, and the committee asks questions prior to making budget cuts or enhancements.

CCISD's director of Finance compiles the district's budget in cooperation with the superintendent, instructional and operational area administrators and school principals. Because student enrollment drives, everything from the number of teachers required to the type and size of facilities needed, it is a major component of budget development in any school district. The district constructs its budgets by relying on enrollment projections that are based on historical and demographic data.

CCISD begins its budget development process in January and February with meetings of site-based committees, the superintendent's cabinet and the board to discuss budget priorities for the upcoming year. In March, the director of Finance meets with budget managers to review the budget process, changes from the previous year, budget allocations, budget priorities and the budget calendar. Each member of the school board, the District Education Improvement Committee and the superintendent's cabinet submit priority lists.

During annual budget workshops, the board reviews a number of budget scenarios based on agreed upon priorities. The associate superintendent for Business and Support Services prepares a five-year budget projection showing the effect of each scenario. The board deliberates over the scenarios during a series of meetings that occur over several months. As

each scenario is considered, it is reworked and results in a new scenario. This process continues until the board agrees on an acceptable scenario.

Budget scenarios allow the district to foresee and respond to projected budget shortfalls. For example, the most recent five-year projection for the General Fund predicts a \$4.6 million budget deficit in 2003-04. On December 16, 2002, the superintendent, board and staff met to review various options for handling this projected shortfall. The attendees agreed on a plan that will eliminate the \$4.6 million deficit. The plan still requires board approval and formal adoption. Under the plan, the district will reduce operating costs by:

- not changing the 5 percent optional homestead exemption;
- constructing new schools with funds that will become available if voters approve a new bond issue;
- switching secondary schools from the A/B block schedule (eight periods over two days) to a seven-period day resulting in a reduction of 78 teaching positions or \$3.2 million in salaries and benefits;
- reorganizing the Education Support Center administrative staff to recapture \$406,000 in salaries and benefits;
- reducing support staff at 22 elementary and 13 secondary schools for a total savings of \$842,000 in salaries and benefits; and
- reducing the transportation budget by \$218,000.

The district considered three scenarios. Scenario one, the current scenario, projects a \$4.6 million shortfall if the district makes no changes. Scenario two projects the district's budget if it makes the recommendations of its plan. Scenario three projects the budget if the district makes the changes and builds new schools. **Exhibit 7-10** provides an overview of the effect of these elements on the five-year budget projection.

Exhibit 7-10
Overview of Five-Year General Fund Budget Projection
2002-03 through 2006-07

Fiscal Year	2002-03	2003-04	2004-05	2005-06	2006-07
Scenario Number 1-(Current Scenario)					
Projected Revenues	\$176,605,200	\$181,945,999	\$189,235,397	\$200,534,882	\$212,141,012
Projected Expenditures	\$176,426,281	\$186,517,387	\$189,519,278	\$200,348,416	\$209,110,066
Projected Surplus/(Deficit)	\$178,919	(\$4,571,388)	(\$283,881)	\$186,466	\$3,030,946

Scenario Number 2 (Reflects cost reductions)					
Projected Revenues	\$176,605,200	\$181,945,999	\$189,235,397	\$200,534,882	\$212,141,012
Projected Expenditures	\$176,426,281	\$181,853,387	\$184,637,278	\$195,466,416	\$204,228,066
Projected Surplus	\$178,919	\$92,612	\$4,598,119	\$5,068,466	\$7,912,946
Scenario Number 3 (Reflects cost reductions and new schools)					
Projected Revenues	\$176,605,200	\$181,945,999	\$189,248,397	\$200,746,132	\$212,352,262
Projected Expenditures	\$176,426,281	\$181,853,387	\$184,850,278	\$198,927,666	\$207,689,316
Projected Surplus	\$178,919	\$92,612	\$4,398,119	\$1,818,466	\$4,662,946
Other Assumptions					
M&O Tax Rate	\$1.50	\$1.50	\$1.50	\$1.50	\$1.50
I&S Tax Rate	\$0.24	\$0.24	\$0.28	\$0.29	\$0.29
Property Value	\$9.3 million	\$10 million	\$10.6 million	\$11.3 million	\$12.1 million
Collection Rate	99%	99%	99%	99%	99%
Enrollment Growth	996	1,014	1,003	1,067	1,110

Source: CCISD, Superintendent's Office, December 2002.

For 2002-03, the district budgeted \$51.75 per student for elementary schools, \$60.75 per student for intermediate schools and \$74.25 per student for high schools. This is a 10 percent reduction of the districts campus-based budget allocations in 2000-01.

The district uses its historical spending patterns to determine the amount of district-wide budget allocations. CCISD does not change these costs without receiving appropriate justification from its staff. The district cannot control the increase in costs for utilities, insurance and appraisal district fees. CCISD made significant reductions in most of its district wide budget categories in 2000-01 and again in 2002-03.

The state provides the district with funds for gifted/talented, special education, bilingual and other programs according to the number of students enrolled in these programs. During the budget process, the district

reviews the state allocation for these programs to ensure that it is spending at least the state allocation.

Exhibit 7-11 presents an overview of the CCISD's 2002-03 budget development calendar.

**Exhibit 7-11
Budget Development Calendar
2002-03**

Week of:	Description of Activity
01/14/2002 - 01/18/2002	<ul style="list-style-type: none"> • Conduct meeting with DEIC to gather budget priorities
02/04/2002 - 02/08/2002	<ul style="list-style-type: none"> • Conduct meeting with CCISD cabinet to gather budget priorities • Conduct budget workshop to cover: <ul style="list-style-type: none"> ○ Board member budget priorities ○ Annual salary survey results ○ Initial budget projections
02/25/2002 - 03/01/2002	<ul style="list-style-type: none"> • Update and revise Budget Preparation Manual
03/04/2002 - 03/08/2002	<ul style="list-style-type: none"> • Update and revise budget worksheets • Print budget preparation manual and budget worksheets • Distribute budget worksheets and Budget Preparation Manual to budget managers
03/11/2002 - 03/15/2002	<ul style="list-style-type: none"> • Spring Break
03/18/2002 - 03/22/2002	<ul style="list-style-type: none"> • Meet with budget managers to discuss budget procedures and budget coding • Conduct budget workshop
03/25/2002 - 03/29/2002	<ul style="list-style-type: none"> • Meet with budget managers to discuss budget procedures and budget coding
04/01/2002 - 04/05/2002	<ul style="list-style-type: none"> • Meet with budget managers to discuss budget procedures and budget coding

04/08/2002 - 04/12/2002	<ul style="list-style-type: none"> • All centralized districtwide budgets due
04/15/2002 - 04/19/2002	<ul style="list-style-type: none"> • Input budget data into budget system - centralized districtwide budgets • Conduct Budget Review Committee meetings for all centralized budgets • Elementary campus budgets due
04/22/2002 - 04/26/2002	<ul style="list-style-type: none"> • Intermediate campus budgets due • Input budget data into budget system - elementary and intermediate campuses • Conduct Budget Review Committee meetings for all centralized budgets
04/29/2002 - 05/03/2002	<ul style="list-style-type: none"> • High School campus budgets due • Input budget data into budget system - intermediate and high school campuses • Review budget data for compliance with budget allotments and budget coding
05/06/2002 - 05/10/2002	<ul style="list-style-type: none"> • Make revisions to budget input as necessary
05/13/2002 - 05/17/2002	<ul style="list-style-type: none"> • Prepare budget draft • Send budget draft by budget manager, function and major object to Board of Trustees
05/27/2002 - 05/31/2002	<ul style="list-style-type: none"> • Discuss 2002-03 budget during regular board meeting as necessary
06/10/2002 - 06/21/2002	<ul style="list-style-type: none"> • Conduct budget workshops as necessary
06/24/2002 - 06/28/2002	<ul style="list-style-type: none"> • Discuss 2002-03 budget during regular board meeting as necessary
07/01/2002 - 07/12/2002	<ul style="list-style-type: none"> • Conduct budget workshops as necessary
07/15/2002 - 07/19/2002	<ul style="list-style-type: none"> • Prepare final budget books
07/22/2002 - 07/26/2002	<ul style="list-style-type: none"> • Adopt 2002-03 budget

Source: CCISD, Finance Department.

FINDING

The district has an effective method of controlling budget amendments and reconciling the adopted budget to the current budget. A school district's budget is not a static document. In fact, the adopted budget changes almost immediately as budget amendments are submitted and approved. Budget transfers move funds among object codes within functions. Budget amendments are necessary to move funds among functions. Function codes describe the general purpose of an expenditure while object codes describe specifically what the expenditure is for. The board approves the budget at the functional level. For this reason, transfers between functions require board approval; however, transfers among object codes within functions do not require board approval. For example, budget managers may freely move funds from object code 6319 - Operational Supplies to object code 6411-Travel as long as the expenditure is within the same function. They cannot move funds from Instruction function funds to Health Services function funds without board approval.

When budget managers wish to transfer funds between functions, they send the director of Finance a request for the transfer. The director of Finance prepares a budget amendment and presents it to the board for approval. The district's financial accounting system does not allow functional categories to be overspent; if a category does not have a budget, no purchases can be made from it.

Each month the director of Finance prepares a budget roll forward that shows the original approved budget and each approved budget amendment. The district reconciles this schedule to the current budget in the financial accounting system each month. This reconciliation ensures that no unauthorized amendments have been posted to the financial accounting system. **Exhibit 7-12** presents an excerpt from a recent budget amendment roll forward for Instruction function funds and Instructional Resources function funds. Amounts are for illustrative purposes only.

**Exhibit 7-12
Budget Amendment Roll Forward Example
October 2002**

Function	Adopted Budget	Amendment Number 1	Amendment Number 2	Amendment Number 3	Current Budget
11-Instruction	\$103,627,296	\$122,968	\$4,661	(\$13,682)	\$103,741,243

12-Instructional Resources	2,879,352	\$0	\$3,048	\$3,000	\$2,885,400
Total	\$106,506,648	\$122,968	\$7,709	(\$10,682)	\$106,626,643

Source: CCISD, Finance Department-Budget Amendment Roll Forward Schedule.

COMMENDATION

The district has an effective means of controlling, reporting and reconciling budget amendments to the current budget.

FINDING

CCISD's reserve policy requires the district to maintain a higher fund balance than TEA recommends and does not reference the types of reserved and designated funds.

The board revised its policy in April 2002 to add the language that the board and administration shall work together to maintain a three-month reserve. The district's Local Policy CE states, *"The Board and administration shall work together to maintain a total balance of three months for the maintenance and operations budget and three months of the interest and sinking fund budget, barring emergency situations...."*

School districts have two types of general fund balances: reserved and unreserved. State law restricts the way school districts use the reserved fund balance. The restrictions prevent districts from using the reserved fund balance for emergencies unless the board specifically reserved the money for that purpose.

State law does not impose restrictions on how districts use their unreserved fund balance. There are two components of the unreserved fund balance: designated funds and undesignated funds. Districts assign the designated funds to a specific purchase or expense. Districts cannot use the designated funds for other purposes without the approval of the board. Districts have the most flexibility for legal appropriation and expenditures with the undesignated portion of the unreserved fund balance. This is the portion of the fund balance that districts should build up to meet unexpected costs. Districts often have policies that establish reserve requirements for the undesignated portion of the unreserved fund balance.

CCISD's reserve policy states that the district should maintain a certain total fund balance and does not refer to a specific portion of the fund balance.

The review team analyzed the district's current fund balance and subtracted the reserved fund balance and the designated portion of the unreserved fund balance. This left only the undesignated portion of the unreserved fund balance. This is the amount of money that the district actually has on hand for emergency use. This analysis revealed that the district does not currently have a fund balance that meets either its own reserve requirement or the recommended TEA level. **Exhibit 7-13** compares the undesignated portion of the unreserved fund balance for 2000-01 using the CCISD policy and TEA's recommendation. Under its policy, the district is \$11.2 million short of having an adequate reserve, while under TEA's calculation the deficiency is only \$2.6 million. In practice, the district's cash requirements from September through December are higher than \$2.6 million because the district receives the bulk of its tax revenues-which comprise more than three fourths of total revenues-between December and February. The deficiency calculated using the TEA formula does not take into account borrowed funds and deferred revenues.

Exhibit 7-13
Fund Balance Requirement Comparison
CE Local Policy and TEA Optimum Fund Balance Calculation
2000-01

Local Policy CE Method	
Total general fund budget expenditures	\$156,934,995
Conversion factor	0.25
Three month reserve requirement	\$39,233,749
Less:	
Total reserved fund balance	(\$1,400,258)
Total designated fund balance	(\$13,110,709)
Reserve requirement on August 31, 2001	\$24,722,782
Actual general fund balance on August 31, 2001	\$13,563,234
Deficiency	(\$11,159,548)
TEA Method	
Total general fund balance	\$28,074,201

Less:	
Total reserved fund balance	(\$1,400,258)
Total designated fund balance	(\$13,110,709)
Actual general fund balance on August 31, 2001	\$13,563,234
TEA's recommended undesignated unreserved fund balance	\$16,128,989
Deficiency	(\$2,565,755)

Source: CCISD, Audited Financial Statements, 2000-01.

Recommendation 36:

Revise board policy to reflect TEA's method of calculating an optimum fund balance reserve.

The district should replace the reserve requirement in CE Local with TEA's optimum fund balance formula. TEA's recommend fund balance clearly applies only to the unreserved undesignated fund balance and gives the district a more achievable target. The district's intention of maintaining three months of fund balance is commendable but unrealistic, especially since CCISD is already struggling financially.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent instructs the associate superintendent for Business and Support Services to draft a revision to Local Policy CE adopting TEA's method for calculating fund balance reserves.	June 2003
2.	The associate superintendent prepares a draft policy and submits it to the superintendent for review and approval.	July 2003
3.	The superintendent reviews and approves the revised policy and places it on the board agenda for adoption.	August 2003
4.	The board adopts the new reserve requirements in time for consideration in 2003-04 budget deliberations.	September 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CCISD prepares and compiles its budget manually although its financial accounting system has a budget development module that allows for automated budget preparation and development. Each year, budget managers receive budget worksheets. The budget managers use these worksheets to compile their budget. The district gives each budget manager a budget worksheet that shows- by account-year-to-date expenditures, current-year budget, requested increase/decrease in current year budget and requested budget for the coming year. Budget managers complete these worksheets manually and submit them for review and compilation.

Clerks in the Finance Department enter the submitted budget information into the financial system. The director of Finance said it is more efficient to enter the data than to train the budget managers to enter it themselves. The director of Finance also provides an annual training seminar to budget managers on completing the manual forms. The director of finance could incorporate training on the electronic system into this same seminar.

Organizations that allow budget managers to input their own budgets tend to have more efficient budget development processes than those who use paper-based forms and templates. For example, Austin Community College uses an Internet-based budget development module. Budget managers enter their budgets online through the college's Web site. The budget director compiles the information from a single computer at the central office. These organizations report significant time savings for staff transitioning from paper-based information.

Recommendation 37:

Require budget managers to input their detailed budget worksheets directly into the budget module of the district's financial accounting system.

CCISD should train budget managers to enter their budget worksheets directly into the district's budget development module. The long-term benefits of distributed processing will outweigh the inconvenience of the training. The district should provide additional training to budget managers who are not comfortable with the computer.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent for Business and Support Services instructs the director of Finance to develop a tool to train budget managers to use the budget input module in the finance system.	June 2003
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2.	The director of Finance develops a training booklet and develops a training schedule for budget managers.	June - September 2003
3.	The director of Finance conducts training sessions to teach budget managers how to input their budgets directly into the financial system.	October 2003 - February 2004
4.	Budget managers begin inputting their budgets into the financial system.	March 2004 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The 2002-03 adopted budget document that the Finance Department provided to the review team in November 2002 lacked critical information, contained incompleting sections and remained in draft stage as of November 2002. The budget did not have a narrative explaining the district's operations to the average reader other than a letter from the associate superintendent of Business Services that provided an overall summary of budget increases, campus allotments, districtwide allotments and budget changes. The letter did not discuss district priorities, goals or performance measures. The table of contents did not have page numbers for easy location of information. Finally, the departmental budgets were not complete. Section 2.6.2 of TEA's FASRG states, "*Budgets for the General Fund, the Food Service Fund (whether accounted for in the General Fund, a Special Revenue Fund or Enterprise Fund) and the Debt Service Fund must be included in the official district budget.*" Only the general and debt service budgets were provided in the official district budget.

The district does not include the Food Service budget in its official budget because Food Service's budget is prepared and approved during contract renewal in June each year. Since the budget document is not in TEA's format, anyone (including board members) desiring to review final campus and departmental budgets, or the budget document in the TEA format, must request that the Finance Department compile the information.

The final budget that the district submits to the board is only a summary. It contains a statistical section, which provides a comparison of the current year's proposed budget to the prior year's original budget using percentage of revenues and expenditures by line item. Another section compares revenues by source and expenditures by function to the prior year. There is

also a comparison of revenue detail and a comparison of expenditures by function and major object. Although the information is useful, the district does not explain the impact of the increases or decreases to current year goals and priorities.

An effective school district budget development process helps district staff and the community at-large understand the inner workings of the district. A budget document in one of these districts serves as a communications device, operations guide, policy document and financial plan.

One of CCISD's peer districts, Irving, produces a budget that exemplifies TEA's expectations. **Exhibit 7-14** presents the table of contents from Irving's budget. The table of contents demonstrates that the budget contains comprehensive data to enhance understanding of the district's finances.

**Exhibit 7-14
Irving ISD
Table of Contents
Official Budget
2002-03**

EXECUTIVE SUMMARY
<ul style="list-style-type: none">● 2002-2003 Administration's Official Budget Overview● 2002-2003 Budget Factors
BUDGET SUMMARY
<ul style="list-style-type: none">● 2002-2003 Budget Summary with Charts● Analysis-Assessed Values and Tax Revenue with Charts● Tax Rate Calculations● 2002 Rollback Tax Rate Worksheet● Notice of Public Meeting● Revenue Comparison – State Foundation Program● 2002-2003 Estimate of State Aid● Campus Staffing Summary● Additional Staffing and Supplemental Pay Recommendations● Budget Enhancements Summary● Department Special Projects Summary● Campus Special Projects Summary
OTHER INFORMATION
<ul style="list-style-type: none">● General Governmental Revenues by Source/Last Ten Fiscal Years● General Governmental Actual Expenditures by Function/Last Ten Fiscal Years● Property Tax Levies and Collection/Last Ten Fiscal Years● Assessed and Estimated Actual Value of Property/Last Ten Fiscal Years● Demographic Statistics● 2002-2003 Budget Calendar

Source: Irving ISD, Official Budget Document.

Two national organizations, the Association of School Business Officials (ASBO) and the Government Finance Officers Association (GFOA), promote excellence in the form, content and presentation of budget documents through budget award programs. ASBO's program is specifically designed for school districts, while GFOA's program is designed for any governmental entity. These programs establish a number of criteria for exemplary budget documents and provide certification awards to governmental entities whose budget documents meet the criteria. Many school districts across the country use the criteria to apply for the award, but some use it merely to improve their budget document's content, format, and presentation. **Exhibit 7-15** presents Texas school districts that have been awarded GFOA budget certifications.

Exhibit 7-15
Texas School Districts
GFOA-Certified Budgets

District	Number of Years Received Award
Alief	4 years
Conroe	9 years
Irving	13 years
Killeen	10 years
Dallas	1 year
Laredo	4 years

*Source: Government Finance Officers Association,
 List of Budget Award Winners Beginning 1999-2000.*

ASBO requires that districts applying for the award divide their budget document into four sections: introductory, organizational, financial and information. ASBO evaluates each section of the document using established criteria to determine if the section exceeds, meets or does not meet the criteria. **Exhibit 7-16** presents selected samples of criteria from each of the sections listed above.

Exhibit 7-16
ASBO's Meritorious Budget Awards Program Criteria
2002

Introductory Section

- Contains an Executive Summary that tells the budget story in narrative, numeric, and graphic form.
- Includes a listing of board members and first-level administrative personnel.
- Provides a table of contents with page numbers.

Organizational Section

- Provides detailed demographic information about the district including: level of education provided, geographic area served and number of schools and students.
- Provides an organizational chart, mission statement, and goals and objectives.
- Discusses the forces that drive the budget process, such as policies and regulations.

Financial Section

- Describes extent to which capital spending affects current and future operating budgets.
- Includes data on current debt obligations and describes the relationship between current debt levels and legal debt limits.

Information Section

- Explains underlying assumptions for each major revenue estimate.
- Discusses significant trends in major revenue categories.
- Presents assessed and market property values.
- Presents property tax and collection rates.
- Provides performance measures for three years.
- Presents student enrollment and personnel information.

Source: Association of School Business Officials, Meritorious Budget Awards Program Criteria Location Checklist, 2002.

The district also does not have a budget director. The director of Finance compiles the budget in addition to his many other duties. As noted earlier, the 2002-03 budget remained in draft form in November 2002.

Some school districts facing similar staffing issues form cooperative alliances with local colleges and universities that benefit college students and the district. For example, El Paso ISD's Internal Audit Unit partnered with the University of Texas at El Paso (UTEP) in a program designed to assist students in career choices and give them practical work experience before they graduate. The Internal Audit Unit hires interns through this program to assist with campus activity fund audits in the summer. The district receives additional staffing at minimal cost. Many of the students who worked with the El Paso Internal Audit Unit have pursued careers in accounting, business, and finance.

Recommendation 38:

Use established industry criteria to improve the budget document.

The district should use the GFOA criteria as a guide to enhancing the content, format and presentation of its budget document. Financial data should be clarified using charts, tables, larger fonts, written analysis and executive level summaries. In addition, the district should explore the possibility of using work-study students to produce a budget document that meets GFOA criteria. Students could-under the supervision of district personnel-conduct interviews, produce graphs and perform analysis. The district and the students would derive mutual benefits from this collaborative effort.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the associate superintendent for Business and Support Services to establish an alternative budget format.	June 2003
2.	The associate superintendent for Business and Support Services and the director of Finance solicit input from the budget committee, budget authorities and board members regarding what form budget information should take.	June -July 2003
3.	The director of Finance enlists the assistance of the University of Houston at Clear Lake to develop a workstudy program involving college students interested in helping the district improve its budget document.	July 2003
4.	The associate superintendent for Business and Support Services and the director of Finance develop a work plan for college students enrolled in the budget improvement project.	July 2003
5.	The director of Finance and work-study students design an ASBO/GFOA quality budget draft using input from the superintendent, board members, budget authorities and the	August 2003

	budget committee.	
6.	The associate superintendent for Business and Support Services and the director of Finance submit the district's 2003-04 budget document for ASBO and GFOA certification.	September 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 7

FINANCIAL MANAGEMENT

C. TAX RATE AND COLLECTIONS

School districts develop and adopt their tax rate. Central appraisal districts perform appraisals of the value of property within the district. Although its boundaries overlap both Galveston and Harris Counties, Galveston County Appraisal District (GCAD) is the authorized appraisal district for CCISD. The tax rate school districts adopt consists of two components: a maintenance and operations component for meeting operating costs and a debt service component to cover the costs of debt. The district applies this rate to the assessed property value to compute the district's total levy. CCISD's board sets the district's tax rate. State law requires that the board set the rate after legal adoption of the budget.

Property taxes comprise a major component of CCISD's revenues, 77 percent of general fund revenues during 2000-01. The assessment and collection of property taxes is critical for the district. CCISD has its own tax office, which is staffed with one tax-assessor collector and four clerks. The district creates tax bills using the information it receives from the appraisal district. The district processes and mails the tax bills in October. The tax bills are due by January 31. The district mails follow-up bills to property owners if the bills aren't paid by the due date. The district turns bills that are not paid by July 1 over to an attorney for collection. The attorney adds a 15 percent collection fee to the property owner's tax bill.

State law allows school districts to provide optional homestead exemptions. Any school district may offer an exemption of up to 20 percent of a home's value. Each taxing unit decides if it will offer the exemption and at what percentage. This percentage exemption is added to any other home exemption for which an owner qualifies. In 1995, CCISD gave homeowners a 10 percent optional homestead exemption. That same year, the state raised homestead exemptions from \$5,000 to \$15,000, effective for tax year 1997. CCISD's tax assessor collector estimates that this change caused the district to lose about \$46.5 million in revenue, as shown in **Exhibit 7-17**. In June 2001, the board decided to cut the optional homestead exemption from 10 to 5 percent for the 2001 tax year.

Exhibit 7-17
Loss in Revenue from Optional Homestead Exemption

Tax Year	Value lost to Optional Homestead	M&O Tax Rate	M&O levy lost from	Debt Tax Rate	Debt levy lost to	Total Lost from Optional

			Optional Homestead		Optional Homestead	Exemption
1994	\$0	\$1.31000	\$0	\$0.16000	\$0	\$0
1995	\$306,873,029	\$1.31000	\$4,020,037	\$0.16000	\$490,997	\$4,511,034
1996	\$329,398,556	\$1.32500	\$4,364,531	\$0.19000	\$625,857	\$4,990,388
1997	\$346,178,965	\$1.35000	\$4,673,416	\$0.24000	\$830,830	\$5,504,246
1998	\$398,245,148	\$1.40310	\$5,587,778	\$0.23842	\$949,496	\$6,537,274
1999	\$431,390,267	\$1.41203	\$6,091,360	\$0.18653	\$804,672	\$6,896,032
2000	\$476,744,414	\$1.45431	\$6,933,342	\$0.24653	\$1,175,318	\$8,108,660
*2001	\$273,487,429	\$1.48500	\$4,061,288	\$0.24000	\$656,370	\$4,717,658
2002	\$298,892,260	\$1.50000	\$4,483,384	\$0.24000	\$717,341	\$5,200,725
Total			\$40,215,136			
\$6,250,881	\$46,466,017					

Source: CCISD's, Tax Assessor Collector's Office, 1994-2002.

*CCISD's board lowered the optional homestead exemption from 10 to 5 percent beginning tax year 2001.

CCISD's 2001-03 assessed tax rate is \$1.74 per \$100 of assessed property value, consisting of a \$1.50 maintenance and operations component and \$0.24 debt service component. CCISD's maintenance and operations component is at the legal maximum.

Property values determine school funding not only at the local level but at the state level. In fact, there is an inverse relationship between local property wealth and state aid. Districts with high property values can raise more money locally but the state will receive less revenue from the state. The district identified this phenomenon and the revenue losses from the optional homestead exemption as two key reasons for its current financial woes.

The maintenance and operations component of the district's tax rate grew an average of 1.6 percent per year since 1994. The debt service component of the district's tax rate grew by 6.7 percent per year over the same period. Overall, the tax rate grew at an average annual rate of 2.1 percent since 1993-94. **Exhibit 7-18** presents the historical trend of CCISD's tax rate.

Exhibit 7-18
History of CCISD Tax Rates
1993-94 through 2002-03

Fiscal Year	Maintenance And Operations	Debt	Total
1993-94	\$1.31	\$0.15	\$1.46
1994-95	\$1.31	\$0.16	\$1.47
1995-96	\$1.31	\$0.16	\$1.47
1996-97	\$1.325	\$0.19	\$1.515
1997-98	\$1.35	\$0.24	\$1.59
1998-99	\$1.4031	\$0.23842	\$1.64152
1999-2000	\$1.41203	\$0.18653	\$1.59856
2000-01	\$1.45431	\$0.24653	\$1.70084
2001-02	\$1.485	\$0.24	\$1.725
2002-03	\$1.50	\$0.24	\$1.74
Average Growth Rate	1.6%	6.7%	2.1%

Source: CCISD, Finance Department.

As shown in **Exhibit 7-19**, CCISD had the fastest rate of growth among its peer districts over the same period. CCISD's tax collection rates are the highest among the peers. Its delinquent tax balance as of August 2001 as a percentage of the 2001 levy is lowest among the peers.

Exhibit 7-19
Comparison of Tax Facts
CCISD and Peer Districts
November 2002

District	Average Annual Growth in Tax Rate			Percentage of 2001 Levy Collected	Delinquent Balance to Current Levy
	M&O	Debt	Total		
CCISD	1.5%	5.4%	2%	99.1%	3%
Irving	1.9%	(0.6%)	1.5%	98.1%	5%
Klein	1.8%	(6.2%)	0.3%	98.1%	5%
Spring	0%	3.7%	0.6%	97.8%	7%

Spring Branch	(0.4%)	5.4%	0.2%	98.3%	5%
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Source: CCISD, Finance Department and Peer Budgets, Financial Statements and Surveys.

Note: Humble data was unavailable.

CCISD operates its own tax collection office, staffed with a supervisor and four staff persons. The tax office prepares and mails tax bills, posts tax payments and maintains taxpayer accounts. The district collects 99 percent of the base tax levy by August 31st of each year and uses an attorney to collect delinquent property taxes. The tax assessor attributes this high collection rate to high quality customer service. The tax office uses computer software developed by a Houston-based software developer, Ad Valorem, and relies on the Galveston Central Appraisal District (GCAD) to provide assessments of property value. The company works with the GCAD to ensure that the tax rolls are accurate and updated. **Exhibit 7-20** provides an overview of tax department staffing responsibilities.

Exhibit 7-20
Tax Department Staff Responsibilities
2002-03

Position	Major Duties and Responsibilities
Tax Assessor Collector	<ul style="list-style-type: none"> • Supervises tax office personnel. • Directs the collection and depositing of all tax. • Coordinates district's property values with appraisal district. • On receipt of the appraisal rolls, determines the total appraised value, total assessed value and total taxable value to the district. • Calculates the effective and rollback tax rate as required by Truth-in-Taxation laws. Prepares all publications required by the Truth-in-Taxation laws. • Supervises collection of delinquent taxes. • Prepares reports pertaining to tax collection. • Calculates tax imposed on each property and compiles tax rolls with all exemptions listed.
2 Senior Clerks	<ul style="list-style-type: none"> • Maintain monthly general ledger. • Prepare and make daily deposits. • Balance and verify lockbox deposits.

	<ul style="list-style-type: none"> • Train new employees. • Process refunds and adjustments. • Administer department's budget. • Resolve computer hardware and software issues with support providers.
2 Tax Clerks	<ul style="list-style-type: none"> • Answer phones and assist walk-in customers. • Assist in collection of current and delinquent taxes. • Research and resolve problems. • Expedite mailing of property tax statements. • Process, post and balance payments to taxpayer accounts. • Maintain GCAD appraisal rolls. • Maintain accurate bankruptcy files. • Maintain lawsuit files on delinquent accounts.

Source: CCISD, Tax-Assessor Collector Department Job Descriptions.

Exhibit 7-21 presents an overview of the department's 2002-03 budget.

**Exhibit 7-21
Tax Department Budget
2002-03**

Description	Amount
Payroll Costs	\$191,976
Contracted Services	\$1,555,031*
Supplies and Materials	\$12,641
Other Costs	\$3,501
Total	\$1,763,149

Source: CCISD budget.

*Includes appraisal district fees of \$1,541,955.

FINDING

As a convenience to taxpayers, CCISD began allowing taxpayers to make tax payments online in 2002-03. The district contracts with a company that provides electronic payment options to government entities, including many school districts. The company, which has been processing government payments electronically since 1996 also services the U.S.

Internal Revenue Service, 21 states, the District of Columbia and more than 1,200 counties and municipalities. The online payment company charges a modest fee based on the payment amount. The district does not pay anything to provide the service to its taxpayers. Taxpayers access the online payment option through the following link on CCISD's Web site: <http://www.officialpayments.com>.

Taxpayers pay using Visa, MasterCard, Discover Card or American Express. There is no cost to the district for taxpayers who pay by credit card. Since this is the first year of the service, there has not been time to assess the effect of this service on collections.

Each day the district receives a report from the online payment company showing the account number, payment amount, fee amount, transaction type and taxpayer phone number. Visa and MasterCard remit payments directly into the district's bank account the business day after the report. American Express and Discover Card deposit the funds the second business day.

COMMENDATION

CCISD provides an online payment option as a convenience to taxpayers.

Chapter 7

FINANCIAL MANAGEMENT

D. INTERNAL AND EXTERNAL AUDITING

Section 44.008 of the Texas Education Code requires school districts to undergo an annual audit of their financial statements. The law requires that a certified public accountant perform the audit. The audit must comply with generally accepted accounting principles and other standards established by various agencies such as the Governmental Accounting Standards Board, the Office of Management and Budget, and the American Institute of Certified Public Accountants (AICPA).

The district's external auditors gave CCISD unqualified opinions each year from 1997-98 through 2000-01 except for 1997-98. In 1998, auditors qualified their opinion out of concern that the district's computers were not Y2K compliant. This qualification was typical for many organizations during years leading up to the year 2000 and was not a reflection of the district's financial stewardship.

Each year, the district's external auditors issue a management letter in connection with the audit of the general-purpose financial statements. The management letter is the auditor's report on the district's system of internal controls. The auditors report significant weaknesses noted during the audit and make recommendations to strengthen the system of internal controls. The report also notes the status of prior year recommendations. During 2000-01, auditors noted that a significant number of purchases were made from vendors that the district had not awarded bids. Of the two prior year comments, one was satisfactorily resolved. The other had to do with implementation of GASB 34, which does not take effect until 2002-03.

Internal auditors advise and appraise their employing organizations. They advise management on how business processes may be streamlined and improved while appraising the strength of the organization's control environment. They perform independent examinations of business processes and controls in order to assess whether such processes and controls are operating efficiently and economically in accordance with management's objectives.

CCISD has one internal auditor who reports to the superintendent administratively and to the board and audit committee functionally.

FINDING

The internal auditor developed a rating system for school activity fund audits. The auditor uses this rating system to grade schools on how well they comply with the district's activity fund policies. The rating system gives the auditor a mechanism for tracking school compliance over time and gives school administrators an accurate picture of how well they manage their activity funds.

The auditor uses the Activity Fund Compliance Rating Score Sheet to perform the school activity fund audits. The auditor based this form on the district's audit guidelines. The district examines the following six performance categories during its activity fund audits: cash receipts and deposits; cash disbursements and checks; petty cash; documenting fund raisers; sales tax; and purchasing review.

Schools can score up to 100 points in each category. Schools earn a set number of points for how well they follow specific policies in each category. **Exhibit 7-22** presents the score sheet for the petty cash area.

Exhibit 7-22
Petty Cash Audit Point Accumulation
October 2002

Audit Step	Maximum Points
Petty Cash	
1. Withdrawals were properly authorized as evidenced by the signature of the principal on a petty cash disbursement voucher.	20
2. Access to the petty cash box was limited and secure. A limited number of employees have a key to the petty cash box.	10
3. Petty cash fund was correct and reconciled according to the cash count sheet.	40
4. Petty cash fund did not contain IOU's or post-dated checks.	10
5. Petty cash fund was properly closed out at the end of the school year.	10
Total Points	100

Source: CCISD, Internal Audit Manual, October 2002.

The auditor adds the school's score in each category to calculate the school's overall compliance rating. **Exhibit 7-23** explains how the auditor interprets the scores that schools earn.

**Exhibit 7-23
Compliance Rating System
June 21, 2002**

Rating	Interpretation	Evaluation
90% - 100%	Meets Compliance Standards	Minor issues noted; however, overall management of activity funds is excellent
80% - 89%	Compliance Standards are Adequate	Management of activity funds is good; however, several issues were identified, improvement is necessary.
79% and below	Compliance Standards are Inadequate	Significant improvement is necessary in the management of activity funds. A follow-up audit is required within 90 days.

Source: CCISD, Clear View Alternative Audit Report, June 21, 2002.

COMMENDATION

The internal auditor developed an assessment tool to rate each school's compliance with the activity fund manual and to identify low scoring schools for improvement actions.

FINDING

The internal auditor developed a brochure, an internal audit manual and a post-audit survey to enhance the internal audit function. The auditor publishes a brochure that explains the role and function of the Internal Audit Department. It explains the function of the internal audit department, the events of an audit and the selection of an area audit. The brochure helps those outside the audit function understand how the department contributes to the district's overall mission and goals. It also helps alleviate traditional fears of the auditor by people facing an audit to understand the audit process.

The internal auditor developed an internal audit manual that contains the department's mission, charter, audit process and standard audit program. The internal auditor also developed a post-audit customer survey. After they are audited, departments complete a survey designed to provide feedback on the audit process. The survey covers several different areas; departments agree or disagree with several statements about the auditing process. The survey also gives departments space to write in comments and recommendations about the auditing process. The survey covers the audit process; including relations, communications, professionalism, creativity and technical knowledge, as well as the audit report.

COMMENDATION

The internal auditor uses a brochure, a manual and surveys to help educate staff on the audit process and improve department operations.

FINDING

CCISD does not have a board policy to issue requests for proposal (RFPs) for audit services on a regular basis. Most school districts issue an RFP for audit services on a regular basis to ensure that the district receives a competitive price for the services.

The district began contracting with its current audit firm in 1992. The district last issued an RFP in 1997. Districts are not legally required to issue RFPs or to change their auditors regularly. Some members of the auditing community contend that districts should change their auditors regularly. New auditors can bring a school district fresh views and new perspectives. Proponents of this view believe that rotation of auditors after a guaranteed maximum engagement period enhances independence because it removes the auditor's fear of being dismissed during the period. Other members of the auditing community contend that maintaining a long-term, ongoing relationship with a particular auditor is better because mandatory rotation increases audit cost and reduces audit quality over time.

Many school districts maintain long-term relationships with the same auditors, but place the service out for bid periodically. Although El Paso ISD has used the same auditors for more than 35 years, it still issues an RFP for auditing services every four years.

Exhibit 7-24 presents the auditor rotation and audit services RFP policies of the district's peers. None of CCISD's peers have an auditor rotation policy but two of four have a policy that requires the district to periodically issue an RFP for audit services.

Exhibit 7-24
Auditor Rotation and Audit Services Policies
October 2002

District	Auditor Rotation Policy?	RFP Policy?	How often is RFP issued for audit services?
CCISD	No	No	N/A
Klein	No	Yes	Every 3-5 years

Spring	No	No	N/A
Spring Branch	No	No	N/A
Irving	No	Yes	Every 5 years

Source: CCISD, Internal Audit Department and Peer Surveys.

Recommendation 39:

Adopt a policy to issue a request for proposals for audit services at least every five years.

At a minimum, the district should adopt a policy to issue an RFP for audit services every five years. While maintaining long-term relationships with the same auditors is not necessarily a bad practice, the district should ensure that its auditors provide services at a competitive price.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the associate superintendent for Business and Support Services to draft a policy requiring an RFP for audit service every five years.	September 2003
2.	The associate superintendent for Business and Support Services drafts the policy and submits it to the superintendent for review and approval.	October 2003
3.	The superintendent places the draft policy on the board agenda for review, discussion and adoption.	November 2003
4.	The board reviews and approves the policy.	November 2003
5.	The superintendent implements the policy for the 2004-05 audit.	December 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The external auditor's management letter comments do not include district management's response to their recommendations. Typically, auditors will include the district's responses in the management letter just below the auditor's recommendations. The district's response documents management's awareness of the auditor's findings and explains to the public the action the district will take to address the recommendation. The

response gives management an opportunity to state whether they agree with the findings and recommendations and to describe alternative steps that might be taken to address issues that led to the finding. Districts usually give an estimate of the date when corrective action will be completed.

In the 2001 management letter, auditors noted a significant number of activity fund purchases from vendors who were not awarded bids. The auditors recommended that the district centralize its activity fund purchases to ensure compliance with state and federal bidding laws. Since the district did not include a written response with the management letter, the public did not know how the district responded to the finding.

Although professional standards for external auditors do not require management's comments to be included in the management letter, it is a best practice for establishing a foundation for follow-up. All of CCISD's peer districts include responses in their audit management letters.

Recommendation 40:

Include district management's responses in the annual audit management letter.

The district should ask its external auditors to include management's comments in the management letter. This will establish the district's awareness of the findings and recommendations. It will also give the district an opportunity to respond publicly to the findings.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent for Business and Support Services directs the director of Finance to inform the auditors of the district's desire to incorporate management's responses in the management letter.	June 2003
2.	The associate superintendent for Business and Support Services and the director of Finance review the draft of management letter comments at the conclusion of the 2003-04 audit.	Upon Receipt
3.	The superintendent instructs the associate superintendent for Business and Support Services and the director of Finance to draft management's responses to the management letter for the 2003-04 audit.	Upon Receipt
4.	The superintendent and appropriate district management review and approve management's responses to the management letter.	Upon Receipt
5.	The external auditors incorporate management's responses into the	Upon

final management letter and ensure management responses are included in future annual audit management letters.	Receipt
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district does not have a fraud and investigations policy. A fraud and investigations policy is a fitting companion to a solid system of internal controls. While strong, effective internal controls are the best defense against fraud and misconduct, the district cannot rely on internal controls alone to detect all instances of fraudulent activity.

In a fraud and investigations policy, many districts create, support and encourage an ethical environment that does not tolerate fraudulent or dishonest activity. Many of these districts have no reported instances of fraud although a fraud policy is established before a problem occurs. Some organizations have hotlines to support their fraud policy and encourage organization-wide efforts to fight fraud. CCISD's internal auditor is aware of the benefits of a fraud hotline and is working toward implementing one in the district. **Exhibit 7-25** shows that two of CCISD's peer districts have adopted fraud and investigations policies.

**Exhibit 7-25
Fraud Policy
CCISD and Peer Districts
October 2002**

District	Fraud Policy?
CCISD	No
Klein	Yes
Spring	Yes
Spring Branch	No
Irving	No

*Source: CCISD, Internal Audit Department and Peer Surveys.
Note: Some peer district information was not submitted.*

Many established fraud policies are comprehensive enough to recognize that fraud comes in many different forums. **Exhibit 7-26** presents 11

activities that fall under the fraud umbrella. As the exhibit shows, fraud may include what one does, as well as what one fails to do.

Exhibit 7-26
Types of Fraud

Types of Fraud	Explanation
Bribery	The giving, receiving, offering or soliciting of any "thing of value" in order to influence an official in the performance of, or failure to perform, the lawful duties of that official.
Commercial Bribery	The giving, receiving, offering, or soliciting of any "thing of value" in order to influence a business decision without the victim's (usually a business organization) knowledge or consent.
Illegal Gratuity	The giving, receiving, offering or soliciting, after the fact, of any "thing of value" for or because of an official act that has been taken.
Conflict of Interest	A conflict of interest occurs when a person acts on behalf of an organization; and has a hidden bias or self-interest in the activity undertaken; and the hidden bias or self-interest is adverse to the interests of the organization being represented.
False Statements and False Claims	Occurs when anyone knowingly and willfully falsifies a material fact or makes a false or fictitious representation or files a false or fictitious claim that results in economic or financial loss to the party to whom the false representation has been made.
Extortion	Occurs when a person or organization obtains something from another individual or organization under color of official office and/or through the use of actual or threatened force or fear, including fear of economic or fiscal loss.
Mail and Wire Fraud	Occurs when anyone uses a telephone, telegraph and/or the U.S. Postal Service to discuss or either send or receive correspondence or documents in furtherance of fraudulent activity.
Conspiracy	Occurs when there is the specific intent to commit a crime; and there is an agreement with another person to engage in or cause that crime to be performed, and one of the conspirators commits an overt act in furtherance of

	the conspiracy.
Breach of Fiduciary Duty	Occurs when a person, who is employed by and owes a duty to an organization or another individual, does something that is not in the best financial interest of that organization or individual.
Embezzlement	The fraudulent conversion of personal property by a person in possession of that property where the possession was obtained pursuant to a trust relationship.
Failure to Report a Federal Felony to Appropriate Authorities	Occurs when an individual knows that a fraudulent act has been committed under federal law; and fails to report the fraudulent act to appropriate U.S. law enforcement authorities; and then actively engages in concealing the fraudulent act or evidence of the fraudulent act.

Source: Mark R. Simmons, CIA, CFE, "Recognizing the Elements of Fraud."

The University of Colorado adopted a model fraud policy in March 1999 used by many other organizations. The background section of the draft policy states:

"In recognition of the negative impact fraud may have on the financial resources and reputation of the University of Colorado, in the March 1998 Regent Audit and Financial Advisory Committee meeting ... called for the creation of a 'no tolerance' policy on fraud.... The Board of Regents recognizes the need to set forth its expectations regarding conduct that adversely impacts the University. Such conduct can take many forms. The purpose of the proposed Fraud Policy is to define actions the Board of Regents find clearly unacceptable, and thus warrant discontinuation of its association with those engaging in such actions."

Exhibit 7-27 outlines key elements of the University of Colorado's fraud policy.

Exhibit 7-27
Key Elements of the University of Colorado's Fraud Policy

Policy Section	Description of Key Elements
Purpose and Goals	<ul style="list-style-type: none"> • Communicates board's intolerance for fraud. • Promotes a controlled environment that deters fraud. • Defines and conveys each employee's personal

	<p>responsibility and accountability for reporting a suspected fraud.</p> <ul style="list-style-type: none"> • Requires allegations of fraud be promptly and objectively investigated. • Requires specific actions and outcomes when fraud has been found.
Definitions	<ul style="list-style-type: none"> • Defines and provides examples of fraudulent acts.
Policies	<p>Sets forth specific policies related to reporting and investigating fraudulent acts as well as consequences of such acts. Examples include:</p> <ul style="list-style-type: none"> • Will not hire anyone found guilty of fraud. • Will ensure a system of prudent internal controls to deter and detect fraud. • Will recognize that all employees have a responsibility to report fraud to the Department of Internal Audit. • Will promptly investigate reports of suspected fraudulent acts to the degree deemed appropriate based upon the judgment of the Department of Internal Audit and respective Campus Police Department.
	<ul style="list-style-type: none"> • Will ordinarily terminate, immediately without eligibility for rehire, the employment of any employee involved in the perpetration of a fraud. • Will seek complete recovery of losses, report fraudulent acts to the criminal justice authorities for prosecution to the fullest extent of the law, determine the underlying cause of fraudulent acts, and implement prudent corrective actions to prevent further occurrences.

Source: University of Colorado, Fraud Policy.

<http://www.cu.edu/regents/Laws/Policy13.html> and the University's Administrative Policy

Statement Reporting Fiscal Misconduct at:

<http://www.cusys.edu/~policies/Fiscal/fiscalmis.html>

Recommendation 41:

Adopt a comprehensive fraud policy.

The district's high academic performance coupled with its financial challenges make a fraud policy even more critical. As the district

transitions to new leadership, the incoming administration has a unique opportunity to reemphasize its lack of tolerance for fraud. CCISD should adopt a comprehensive fraud policy as a means of communicating its commitment to creating a highly ethical business environment within the district. A comprehensive fraud policy acts as a preventive measure that sends the signal throughout the district that management is setting the tone and taking action to prevent fraud before it occurs or becomes a serious problem.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the associate superintendent for Business and Support Services to draft a fraud policy.	September 2003
2.	The associate superintendent for Business and Support Services drafts the policy and submits it to the superintendent for review and approval.	October 2003 - January 2004
3.	The superintendent places the draft policy on the board agenda for review, discussion and adoption.	February 2004
4.	The board reviews and approves the policy.	February - March 2004
5.	The superintendent communicates the policy to all district employees and implements the policy throughout the district.	April 2004 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The internal auditor spends most of her time auditing activity funds. Activity funds represent only a fraction of district risks. The district neglects auditing other important areas like contracts, the RFP process, student records and textbook audits. The district spends less than \$5 million on activity funds each year. This amount is not as significant as the amount of state funding the district receives -about \$29 million or 15 percent of total revenues. But the district does not include an internal audit of the factors that determine state funding, such as average daily attendance, in its audit plan. The district has strong accounting controls over its activity funds and has written policies and procedures for activity funds. The district's central Finance Office monitors these funds and external auditors conduct reviews of activity funds during the year-end audit. The internal auditor said she lacks the manpower to expand the scope of her work.

Instead of hiring additional audit staff, some school districts form cooperative alliances with local colleges and universities that benefit college students and the district. For example, El Paso ISD's Internal Audit Unit partnered with UTEP in a program designed to assist students in career choices and give them practical work experience before they graduate. The Internal Audit Unit hires interns through this program to assist with campus activity fund audits in the summer.

Recommendation 42:

Expand the scope of internal audits to include other areas, such as purchasing, student records and payroll.

The district should consider an internship program to provide additional staffing for the internal auditor. The University of Houston at Clear Lake is a neighbor of CCISD. Its School of Business and Public Administration offers undergraduate and graduate degrees that require courses in accounting, auditing and information systems. The internal auditor should explore entering into a cooperative partnership with the University of Houston at Clear Lake to use accounting students to assist with activity fund audits. This would free the auditor to focus on other critical district operations. The university and the district can both benefit from this arrangement. The university should underwrite the internship program in cooperation with CCISD and the university will have an opportunity to provide its student's with valuable on-the-job training.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The internal auditor submits a proposal to the audit committee expanding audits beyond activity funds and outlining a program to use University of Houston at Clear Lake students to assist through a work-study program.	June - July 2003
2.	The audit committee reviews and approves the proposal.	July 2003
3.	The internal auditor contacts appropriate University of Houston at Clear Lake administrators to present the program.	August 2003
4.	University of Houston at Clear Lake students provide audit assistance according to the audit plan and under the internal auditor's close supervision.	September 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The internal audit risk assessment lacks systematic selection criteria and a strong link to the audit plan. School districts use risk assessments to gauge the level of risk in potential audit areas. It enables the auditor to concentrate audit efforts on those areas with the most problems and that pose the greatest financial and operational risk to the district. Systematic audit selection criteria ensure that the audits selected provide the most benefit to the district.

CCISD's internal auditor's risk assessment is simply a tabulation of scores from the risk assessment questionnaire. The district considers departments scoring high scores as high risks. The auditor uses a questionnaire to identify potential areas for audit. The district sends the questionnaire to departments subject to an audit. The questionnaire includes the 18 questions summarized in **Exhibit 7-28**. The district ranks the first 11 questions according to severity. The questionnaire includes a column for comments. The exhibit does not contain the comment section.

Exhibit 7-28
CCISD Risk Assessment Questionnaire
2002-03

Question	Column 1	Column 2	Column 3
1. How recently has this department been audited by the internal audit department?	within the last two years	3-4 years	5 or more years (or never)
2. The last report contained	few or no findings	some findings	several major findings
3. Do other auditors (external) or regulatory agencies review this department (function)?	Yes, annually	Yes (how frequently)	No
4. To what extent have procedures changed in the last two years?	no changes	some changes have occurred	major changes
5. To what extent has employee/management turnover or reorganization affected the unit?	no impact	some impact	significant impact
6. To what extent has this department changed as a result of increased or decreased responsibilities in the last two years?	no changes	moderate growth or decline	significant growth or decline

7. How sensitive or confidential is the information processed by your department?	information is not sensitive	loss or unauthorized access could result in embarrassment	loss or unauthorized access could result in significant loss
8. Is the pressure to meet deadlines, goals, or budgets significant enough to impact performance?	rarely	occasionally	significantly
9. To what extent is your department affected by external factors such as laws, reporting requirements, etc?	not at all	somewhat	significantly
10. How often are the management and employees of this department exposed to opportunities for unethical conduct	rarely	occasionally	continually
11. What level of skill and training is involved in performing and maintaining the functions in this department?	tasks are simple and routine	training or experience is required	specialized expertise is required
<p>12. To what extent are responsibilities assigned so that no one individual controls all aspects of a transaction?</p> <p>13. The total value of cash receipts and/or cash disbursements processed by this Department (for FY 2001-2002) is: Cash receipts \$ _____ Cash disbursements \$ _____</p> <p>14. What do you see as the biggest opportunities for improving your department's operations and programs? (like improved responsiveness, leveraging resources or streamlining)</p> <p>15. What obstacles do you see that can adversely affect your department's ability to meet your goals/strategies? Of those, what most hinders your effectiveness? What are the effects?</p> <p>16. Are there any areas or processes <i>within your department</i>, which you feel would benefit from an independent assessment? If so, please describe.</p> <p>17. Do you have any concerns regarding the district as a whole? Are there processes or functions outside of your department, which you feel should be improved?</p>			

Source: CCISD, Internal Audit Risk Assessment Questionnaire.

While CCISD's risk assessment identifies possibilities for risk, it does not visibly link the risks to the audit plan. Effective risk assessments identify the most significant audit risks and visibly link them to the audit plan. CCISD's audit plan is simply a list of activity fund audits that will be conducted during the year. The plan does not visible connect to the risk assessment questionnaire. When the link between the risk assessment and audit plan is strong, it is easier for a district to determine if the district focuses appropriate amount of audit effort on high-risk areas. In addition, internal auditors can track their project time so that at the end of the year, the amount of audit effort expended can be quantified and compared to the initial risk assessment. This comparison reveals whether or not more effort was expended in those areas with the most risk.

The Institute of Internal Auditors developed and published standards for risk audits. Their standards state:

- The chief audit executive should establish risk-based plans to determine the priorities of the internal audit activity, consistent with the organization's goals.
- The internal audit activity's plan of engagements should be based on a risk assessment, undertaken at least annually, and the input of senior management and the board should be considered in the process.
- The internal audit activity should evaluate risk exposures relating to the organization's governance, operations and information systems regarding the:
 - reliability and integrity of financial and operational information;
 - effectiveness and efficiency of operations;
 - safeguarding of assets; and
 - compliance with laws, regulations and contracts.

Exhibit 7-29 provides a model risk assessment developed for an audit department with one auditor. The model works in concert with the risk assessment questionnaire. The district identifies potential audit areas by using the questionnaire, then lists them horizontally in a matrix. The exhibit lists the criteria vertically and evaluates the audit areas. It then assigns them a mathematical degree of risk. The district creates its audit plan by using an indexing scheme that ties the audit area in the risk assessment to the audit plan. The districts gives top priority to those areas with the highest risk. The model is systematic and provides strong links to the audit plan.

Exhibit 7-29
Risk Assessment Model for a Small Audit Department
March 1992

Index	Audit Areas to be Evaluated	Evaluation Criteria			
		Is the audit required?	Is the audit needed?	Can the audit be performed?	When should the audit be performed?
SP-1	Supplemental Payroll	List the degree of risk. See below.	See below.	See below.	See below.
PP-1	Procurement Process				
SAR-1	Student attendance records				
Objectives of evaluation criteria					
<p>Is the Audit Required?</p> <ol style="list-style-type: none"> 1. By law, rule or regulation. 2. By the potential for material misstatement in the financial statements. 3. By having been identified by external auditors as a significant weakness in the internal control structure. 4. By the potential for fraud or abuse. <p>Is the Audit Needed?</p> <ol style="list-style-type: none"> 1. Due to media exposure, public visibility or public interest. 2. Due to the potential for improved operations, economy, efficiency and effectiveness. 3. Due to the potential for cost savings or revenue enhancement. <p>Can the Audit be Performed?</p> <ol style="list-style-type: none"> 1. Are the records auditable? 2. Are the time, resources and expertise available, or can they be obtained? <p>When should the Audit be Performed?</p> <ol style="list-style-type: none"> 1. Is the audit urgent and does the schedule allow? 					

The degree of risk represents the level of exposure to the school district. Risk can be defined numerically (as a range of points) or as rankings of high, medium or low. The degree of risk for each of the criteria is assigned and placed in the grid above.

Source: Spokane County, Internal Audit, Vicky M. Dalton CPA, N.A.L.G.A. Quarterly, March 1992.

Recommendation 43:

Adopt a systematic risk assessment model that provides strong links to the internal audit plan.

The internal audit should use a more systematic risk assessment that will result in a stronger link to the audit plan. The systematic approach will allow the auditor to quantify risks. After the district evaluates potential audit areas, the auditor can tabulate the scores and rank the areas according to priority. The link to the audit plan is strong since areas ranked high in the risk assessment receive high priority in the audit plan.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The internal auditor develops a risk assessment model based on the model presented in Exhibit 7-29 for a small audit department.	June - August 2003
2.	The internal auditor submits the model to the audit committee for review and feedback.	August 2003
3.	The internal auditor uses the model to provide a strong link between the risk assessment and the audit plan.	September 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 7

FINANCIAL MANAGEMENT

E. ACCOUNTING OPERATIONS

FINDING

CCISD centralized the accounting of school activity funds to streamline the accounting process and provide control over spending. Additionally, the district realigned the activity fund process to ensure compliance with TEA's FASRG requirements by establishing written accounting policies and procedures, automating the recording of financial transactions at the school level and training bookkeepers.

Individual schools, under the oversight and supervision of the Business and Support Services staff, administer and account for activity funds. Schools collect and deposit funds but must submit purchase requisitions to the Business and Support Services Department to access the funds. The Business and Support Services staff indicated that, in prior years, the schools' budget managers would frequently use the money without regard to any guidelines. The schools also experienced high turnover in the bookkeeper position responsible for activity funds. This did not provide any continuity in the handling of the processes and understanding of the requirements. The district's accounting staff provided oversight after the transactions occurred. Consequently, schools sometimes made purchases that required bids or that should have been purchased from existing vendor contracts. TEA governs the activity fund accounts. Payments and requisitions for goods and services from these funds are subject to the same control processes that apply to regular district transactions.

Schools collect activity fund monies and expend them for the benefit of their schools and students. There are two types of activity funds common to Texas public schools. Schools generate the first type, school activity funds from school pictures, vending machine revenues and the sale of commemorative items. Principals control and spend school funds as needed for the benefit of the entire school. The second type, student activity or club funds, represent monies collected and disbursed by student organizations for various student-related activities such as student council and class funds. Schools raise and expend these funds exclusively for the benefit of students under the supervision of school staff. In Texas school districts, principals serve as the custodians of these funds and must provide for their proper accounting.

CCISD schools received and disbursed more than \$4.8 million of activity funds during 2001-02. The balance of all school activity funds on August

31, 2002 was \$1.8 million. **Exhibit 7-30** presents a summary of activity for 2001-02.

**Exhibit 7-30
Combined Activity Funds Balances
August 31, 2001 and August 31, 2002**

Type	8/31/01	8/31/02
Elementary Schools	\$404,568	\$471,929
Intermediate Schools	\$515,715	\$544,517
High Schools	\$691,638	\$671,478
Specialty Schools	\$20,275	\$63,924
Departments	\$76,031	\$26,218
Total	\$1,708,227	\$1,778,066

*Source: CCISD, Business and Support Services Department
Final Reconciliation of Campus Activity Funds.*

CCISD centralized the activity fund accounting for elementary schools in 1999, for intermediate schools in 2000 and for high schools in January 2001. The district requires check requests or purchase orders for all purchases from the activity fund before funds can be disbursed.

COMMENDATION

CCISD centralized the activity fund accounting to streamline the accounting process and provide control over the spending.

FINDING

CCISD offers direct deposit to its employees and has a higher participation rate than all of its peers. The Human Resources personnel, responsible for orientating and processing new employees' paperwork, promote the benefits of direct deposit for employees' paychecks in the orientation session.

Exhibit 7-31 shows that 79 percent of the district employees participate in CCISD's payroll direct deposit program.

**Exhibit 7-31
Direct Deposit Participation Summary
As of October 2002**

Payroll Check Category	
Direct Deposit Enrollment	3,396
Checks Issued (10/21/02)	4,283
Direct Deposit Percentage	79%

Source: CCISD, Check Register and Deduction Summary Report.

Exhibit 7-32 shows that CCISD has the highest participation rate for its direct deposit program among its peer districts. The peer districts' participation rates range from 54 percent to 77 percent.

**Exhibit 7-32
Direct Deposit Participation Summary
CCISD and Peer Districts
2001-02**

District	Percent of Employees Using the Direct Deposit System
CCISD	79%
Spring Branch	77%
Spring	76%
Klein	67%
Irving	54%
Humble	N/R*

Source: TSPR, Peer District Survey Results.

*N/R - No response.

COMMENDATION

CCISD has examined alternative methods of electronic payment for its employees resulting in an effective direct deposit program.

Chapter 8

PURCHASING AND WAREHOUSE

This chapter reviews Clear Creek Independent School District's (CCISD) purchasing and warehouse functions in the following sections:

- A. Purchasing
- B. Contract Management
- C. Warehouse
- D. Textbooks

Effective purchasing, contract management, warehousing and textbook operations provide school districts with supplies, materials, equipment and services to operate schools and serve education programs. While the Purchasing Department must purchase the best products, materials and services at the lowest practical prices within state statutes and district policies, it must meet these criteria without sacrificing quality and timeliness.

School districts use contract management to verify that the goods or services provided meet the district quality and cost standards, as well as adhere to the terms and intent of the contract.

Warehouse operations ensure that the district receives ordered merchandise at the correct location in a timely manner. Operational functions include receiving and storing high volume consumables and temporarily storing palletized goods until proper delivery can be arranged with the schools.

Textbook operations ensure that the district requisitions and distributes textbooks timely and in sufficient supplies according to rules established by the State Board of Education. In addition, textbook operations monitor and control textbook inventory districtwide.

Chapter 8

PURCHASING AND WAREHOUSE

A. PURCHASING

Various local, federal and state laws guide the purchasing process of government entities. The ongoing challenge is to balance the needs of customers with legal requirements, while exercising sound stewardship for limited resources. The Texas Education Code (TEC) governs school districts' competitive bidding process. Districts obtain goods and services by selecting from among eight competitive purchasing methods for all purchases. Exceptions to competitive bidding requirements include contracts for professional services, including architect fees, attorney fees and fees for fiscal agents.

All school district contracts valued at \$25,000 or more for each 12-month period must be procured through one of the nine purchasing methods summarized in **Exhibit 8-1**.

Exhibit 8-1 **TEC Competitive Procurement Methods**

Competitive Bidding	Requires that bids be evaluated and awarded based solely upon bid specifications, terms and conditions contained in the request for bids, bid prices offered by suppliers and pertinent factors affecting contract performance. Forbids negotiation of prices of goods and services after proposal opening.
Competitive Sealed Proposals	Requires the same terms and conditions as competitive bidding, but allows changes in the nature of a proposal and prices after proposal opening.
Request for Proposals	Generates competitive sealed proposals and involves key elements (for services other than construction services): <ul style="list-style-type: none"> • newspaper advertisement; • notice to proposers; • standard terms and conditions; • special terms and conditions; • scope-of-work statement; • acknowledgment form/response sheet; • felon conviction notice; • contract clause.
Catalog	Provides an alternative to other procurement methods for

Purchase	acquisition of computer equipment, software and services only.
Interlocal Contract	Provides a mechanism for agreements with other local governments, the state or a state agency to perform governmental functions and services.
Design/Build Contract	Outlines method of project delivery in which the school district contracts with a single entity to design and construct a project.
Construction Management	Outlines use of a contract to construct, rehabilitate, alter or repair facilities using a professional construction manager.
Job Order	Provides for use of a particular type of contract for jobs (manual labor work) for minor repairs and alterations.
Reverse Auction	Outlines a bidding process that involves submission of bids by multiple suppliers, unknown to each other, in a manner that allows the suppliers to bid against each other.

Source: TEC, Section 44.031.

For purchases valued between \$5,000 and \$25,000, school districts must obtain price quotes from at least three suppliers, including a formal written and sealed bid if the purchase falls between \$10,000 and \$24,999. Purchases less than \$5,000 can be made if the district obtains quotes from one to three vendors. School district procurements can also be made through an interlocal agreement or a cooperative purchasing arrangement to satisfy competitive bidding requirements. Under an interlocal agreement, a district can contract or agree with another local government, including a nonprofit corporation created and operated to provide one or more governmental services, to purchase goods and services reasonably required for the installation, operation or maintenance of the goods. School districts must advertise bids for purchases worth \$25,000 or more at least once a week for two weeks in any newspaper published in the county in which the district is located.

The TEC also allows a district to purchase items that are available from only one source, sole-source purchases, if certain criteria are met, including:

- an item for which competition is precluded because a patent, copyright, secret process or monopoly exists;
- a film, manuscript or book;
- a utility service including electricity, gas, or water; or
- a replacement part or component for equipment specific to a particular piece of equipment and not available from more than one vendor.

To properly use the sole-source arrangement, a school district must obtain and retain documentation from the vendor that clearly states the reasons the purchase requires a sole-source. Sole-source exceptions do not apply to mainframe data processing equipment and peripheral attachments with a single item purchase price of more than \$15,000.

CCISD's Purchasing Department reorganized from a having single paraprofessional as the purchasing agent with a staff of two clerks in 1996-97 to a team of professional purchasing staff-a director, three buyers and two clerks in 2000-01. Prior to 1998, the district experienced budget shortfalls; management staff turnover; inexperienced staff; and lack of an internal control structure.

The board hired a new superintendent in 1995 and in 1998, the board approved a recommendation for an outside audit of the entire business and operations area. **Exhibit 8-2** summarizes the findings by the external audit firm of KPMG and follow-up review.

Exhibit 8-2
Summary of Purchasing-Related Findings
KPMG Audit Reports

May 14, 1998 Findings		November 17, 1998 Six Month Progress
1.	There appears to be a discrepancy between the board and administration for appropriate purchasing activities for purchases over \$10,000.	<ul style="list-style-type: none"> • All purchases that are equal to or greater than \$10,000 are being presented to the board of trustees.
2.	The Purchasing Department needs to implement purchasing techniques and contracts for an efficient procurement of standard, repetitive types of products.	<ul style="list-style-type: none"> • Repeat purchases are currently handled by opening a purchase order for a not-to-exceed amount.
3.	There are few controls over purchasing by budget managers, the Purchasing Department and Accounts Payable Department. District employees are purchasing items and then submitting requisitions for a PO for reimbursement.	<ul style="list-style-type: none"> • Mini Purchase Orders have been phased out.
4.	The board has not been involved in the process of approving qualified vendors for the purchase of goods and	<ul style="list-style-type: none"> • High dollar value, repeat purchase items are purchased through the competitive bid

	services...	process, using contract blanket purchase orders.
5.	The district is not using the master contract process effectively.	<ul style="list-style-type: none"> The process recommended is in fact the system that has been in place. Annual/Term contracts are awarded through the competitive bid process for the purchase of goods and services equal to or greater than \$10,000.
6.	The Purchasing Department is currently printing each requisition for review, with hard copies of the POs routed to the originator, Accounts Payable, the vendor and the Purchasing Department. The Pentamation financial accounting system is not fully utilized.	<ul style="list-style-type: none"> A review of the Purchasing module functionality within Pentamation will be addressed by the MIS group.
7.	Budget managers are currently submitting open POs for which purchases are made at a later date.	<ul style="list-style-type: none"> Open purchase orders are written for a specified time frame and for specified amounts for which purchases are not to exceed. Open purchase orders can be written for contract and non-contract purchases.
8.	It is unclear whether the district is currently procuring goods and services purchased with federal grant money by means of a competitive bidding process as required by federal law.	<ul style="list-style-type: none"> A memo dated March 1998 from the Purchasing Officer was sent to all budget managers reiterating that such purchases were subject to all applicable competitive procurement processes.
9.	The Purchasing Department lacks procedures for user departments and the Purchasing Department to follow.	<ul style="list-style-type: none"> A set of guidelines for purchasing was presented to all budget managers on May 7, 1998. This is a dynamic document and will be revised

		as needed.
10.	Each campus or department has its own policies and procedures for receiving goods. The district does not have a clearly defined set of policies and procedures for receiving goods.	<ul style="list-style-type: none"> • Procedures for receiving goods is under review at this time. This procedure will be prepared and ready to go for the next school year.
11.	The district's purchasing policies and procedures do not specifically address purchases and processes for different dollar thresholds.	<ul style="list-style-type: none"> • Dollar threshold policies were spelled out in the Clear Creek Purchasing Guidelines that were issued to budget managers on May 7.
12.	As of February 28, 1998, there were 90 open POs with an original PO amount of \$22.6 million and \$2.1 million from fiscal year 1997.	<ul style="list-style-type: none"> • Procedures for evaluating the status of outstanding purchase orders will be developed by this summer (1999).

Source: KPMG, CCISD Financial Management Audit, May 14, 1998.

KPMG issued an implementation status report in January 1999 reporting that of the 12 findings, three were fully implemented; seven were partially implemented; and two were not implemented.

Since the restructuring of the Business and Support Services Department, accomplished during 1998 through 2001, the Purchasing Department improved policies, controls and procedures for:

- purchases more than \$10,000;
- small, repetitive dollar purchases;
- after-the-fact purchases;
- documented purchasing procedures;
- vendor contracts;
- requisition processing; and
- annual term or master contracts.

Prior to a reorganization in the Business and Support Services Department during 1998 through 2001, CCISD lacked sound basic business practices, including fundamental internal controls, documented standardized policies and procedures and system processes. The district redesigned its procedures to provide adequate support to hold staff accountable and improve its accounting processes by using technology.

The district created the Purchasing Policies and Procedures Manual after examining other school district manuals (Austin, Spring Branch, Cypress-Fairbanks ISD); state and local government purchasing materials; TEA, government resources; and other purchasing publications. In addition, the Purchasing Department provides a quick reference manual for district users outside of the Purchasing staff.

The Purchasing Department processed more than 6,000 purchase orders during 2000-01 with a total value of \$31 million. The department operated with a budget of \$353,754 for 2001-02, of which \$293,824 (83 percent) was for salaries. **Exhibit 8-3** summarizes the Purchasing Department's operating budget for 1999-2000 through 2001-02.

Exhibit 8-3
CCISD Purchasing Department Operating Budget
1999-2000 through 2001-02

Budget Category	1999-2000 Actual	Percent of Actual	2000 -01 Actual	Percent of Actual	2001-02 Budget	Percent of Budget
Salaries and Fringes	\$258,215	87.4%	\$281,169	90.6%	\$293,824	83.1%
Equipment Repair and Rental	\$716	0.2%	\$807	0.3%	\$1,764	0.5%
Supplies and Materials	\$30,745	10.4%	\$22,337	7.2%	\$57,155	16.1%
Furniture and Equipment	\$5,765	2%	\$6,000	1.9%	\$1,011	0.3%
Total	\$295,441	100%	\$310,313	100%	\$353,754	100%

Source: CCISD, Purchasing Department.

The director of Purchasing oversees Warehouse Department operations. The district's warehouse stocks mostly high volume consumables, including copy paper, can liners, nursing, custodial, maintenance and office supplies. The inventory value of warehouse supplies as of August 31, 2002 was \$167,712; and August 31, 2001 was \$223,321. The Maintenance, Transportation and Food Service departments also stock miscellaneous parts and supply inventories in separate sections of the warehouse facility.

The district uses a financial accounting system which contains modules to process purchasing activities, as well as general ledger accounting, budgeting, human resources management, activity fund accounting and inventory management. The initial purchasing process begins with a request from the school or department. School staff are required to complete an electronic requisition form in the purchasing system as approved by the budget manager (usually the principal, department head or other designated employee). Purchasing staff verifies the information in the order and issues a purchase order, which causes funds to be encumbered. Purchasing distributes paper copies of the purchase order internally and to the vendor.

Purchasing policies determine when the district uses bids or quotes are used. When bids are required, the buyers develop the bid specifications with input from the appropriate department or school.

FINDING

CCISD maximizes the use of various purchasing methods to streamline volume. Prior to January 1998, the district issued purchase orders without a formal bid process as required by board policy and TEA laws. Employees would purchase items and submit requisitions for a purchase order for reimbursement after-the-fact, violating policy and operating procedures. The district did not ensure that it received the best value for the funds expended. The district was not effectively managing the procurement process or using proven and required procurement methods to maximize its resources. As reported by KPMG in 1998, CCISD lacked basic internal controls, business processes, continuity in key finance staff positions, cash management and control.

In January 1998, the district implemented new policies and purchasing procedures to ensure the district complied with state guidelines regarding the number and type of recommended state purchasing methods. The district submitted request for bids, performed cost/benefit analyses in awarding contracts to vendors and increased its use of purchasing cooperatives, state contracts and interlocal agreements. The director of Purchasing said that the district now purchases 75 percent of personal property items (supplies, materials and equipment) through various types of contracts.

Exhibit 8-4 shows a reduction in the purchase order volume from 1997-98 through 2001-02 because purchase requirements were not statistically analyzed or systematically processed. The volume decreased by approximately 30 percent from 1997-98 to 2000-01.

Exhibit 8-4
CCISD Purchase Order Volume Summary
1997-98 Through 2001-02

Type	1997-98	1998-99	1999-2000	2000-01	2001-02
Construction	0	0	56	37	17
Contracts	7,075	4,014	2,582	1,442	1,931
Emergency	1	0	5	0	17
Interlocal Agreement	0	0	23	1,870	1,967
QISV	482	273	0	9	5
Quotes	12	890	380	224	399
Sole Source	628	595	591	1,049	1,112
All Other	28	543	898	1,395	743
Total Purchase Orders	8,226	6,315	4,535	6,026	6,191

Source: CCISD Purchasing Department, Purchase Order Summary Audit Reports.

This volume reduction equated to estimated district savings of more than \$370,000 in processing costs alone from 1997-98 through 2000-01.

COMMENDATION

CCISD effectively uses purchasing methods to maximize the district's purchasing options.

FINDING

The Purchasing Department does not use Purchasing Cards (PCards) to reduce its paperwork for small dollar purchases. PCards act as credit cards issued by the district to employees. Districts can set spending limits for each card and restrict purchase conditions. The district pays PCard monthly to the issuing bank in one lump-sum payment. The cardholder and accounts payable staff can review cardholder payments daily, weekly or monthly. By shifting the responsibility for acquiring high-volume, low-dollar goods to users, PCards expedite purchases while lowering transaction costs.

The PCard streamlines the traditional purchase order and payment processes for low value transactions. The National Association of Purchasing Card Professionals (NAPCP) reports that users typically find a disproportionate number of small dollar payments, less than \$1,000, make

up the majority of payments while representing a small percentage of the dollars spent. It costs a district the same amount to process a \$25 payment as it does a \$100,000 payment. The PCard simplifies the process and reduces the cost. NAPCP estimates the processing cost of the purchase order and payment process ranges from \$50 to \$250. PCard efficiencies result in savings ranging from 55 percent to 90 percent of the processing cost. CCISD references a \$150 average industry cost (2001 Southwest Purchasing Conference) to process a purchase order from origination through receipt of goods in calculating volume reduction savings.

CCISD's Purchasing Department requires purchase orders for all requests of \$100 or more. The Purchasing clerk reviews every requisition for accuracy, completeness and reasonableness. The director of Purchasing reviews corrections needed and approves all requisitions, regardless of dollar amount. CCISD reduced the volume of total purchase orders issued by approximately 44 percent in 1997-98 from 11,069 to 6,191 in 2001-02. However, the volume issued for \$1,000 or less accounts for more than 60 percent of the total purchase order volume for the two year period.

Exhibit 8-5 summarizes purchase order volume by dollar value.

**Exhibit 8-5
CCISD Purchase Order Summary by Dollar Category
2000-01 and 2001-02**

Dollar Range	2000-01		2001-02	
	Number of Purchase Orders	Purchase Orders Percent of Total	Number of Purchase Orders	Purchase Orders Percent of Total
\$0-\$100	339	6%	420	7%
\$100.01-\$1,000	3,524	58%	3,750	61%
\$1,000.01-\$10,000	1,847	31%	1,698	27%
\$10,000.01-\$24,999.99	127	2%	157	3%
\$25,000 & more	189	3%	166	3%
Total Orders \$1,000 & less	3,863	64%	4,170	67%
Total Orders more than \$1,000	2,163	36%	2,021	33%
Total	6,026	100%	6,191	100%

*Source: CCISD Purchasing Department Purchase Order Summary Audit Report, 2002.
 Note: Many of the \$1,000 or less purchases resulted from contracts with vendors or interlocal agreements. Although the district has opportunity to process non-contract and other applicable purchases of \$1,000 or less, a breakdown was not readily available to TSPR.*

The benefits of PCards exist without compromising internal controls because controls can be incorporated into any purchasing card program. For example, budgetary controls are one of the key features of an effective Pcard program. The state's Building and Procurement Commission makes a Pcard program available to districts.

Although four of the five peer districts do not use the PCard program, several schools districts, including Pasadena ISD and Dallas ISD, use purchasing cards. These cards have been reported to produce savings by reducing the number of purchase orders and payments and by obtaining lower prices from suppliers due to faster payment.

Recommendation 44:

Implement a purchasing card program for purchases of \$1,000 or less.

The district should develop a Pcard program to further streamline its purchasing process for items costing \$1,000 or less. The district should identify departments that would benefit from a Pcard program and incumbents who should be authorized to receive a card.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of Business and Support Services instructs the director of Purchasing to develop a Pcard program.	June 2003
2.	The director of Purchasing establishes a team to develop a Pcard program, identifying commodities that could be purchased with procurement cards, individuals/schools/departments/vendors to participate and policies and procedures necessary to successfully implement the program.	June 2003
3.	The director of Purchasing submits the program, including policies and procedures, to the associate superintendent of Business and Support Services for approval.	August 2003
4.	The associate superintendent of Business and Support Services submits the policies for approval by the superintendent and	August 2003

	board.	
5.	The director of Purchasing or delegate trains staff on how to use the cards and then distributes them.	October 2003
6.	The director of Purchasing or delegate pilots the Pcard program in several departments.	October 2003 through December 2003
7.	The director of Purchasing or delegate monitors progress of the program, troubleshoots problems and implements the remainder of the program.	December 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 8

PURCHASING AND WAREHOUSE

B. CONTRACT MANAGEMENT

An effective contracting process monitors and evaluates goods and services received from vendors. The contracting process analyzes the operations of various district areas and performs cost/benefit analyses to evaluate whether certain goods or services can be obtained from the private sector at a lower cost, higher quality or both.

School districts perform a variety of activities that support the primary function of schools to educate students. Many school districts contract for services for which they do not have staff expertise, manpower or equipment. Examples of these types of services include transportation, food service, exterminating services and landscaping services. Other services, such as audit, architectural and legal, are contracted because of state laws or rules. Districts evaluate external services using criteria included in the contract for services. A contract serves as a legally enforceable agreement between two or more competent parties; it is mutually binding and obligates one party to furnish something of value and the other party to provide compensation.

School districts need a contract management process to guide negotiation and compliance processes. Contract negotiation ensures that contracts awarded to bidders obtain valuable goods and services at the best prices under terms favorable to the district. The negotiation process also ensures district finance or purchasing staff have properly evaluated contract terms and conditions and that the school board receives adequate information before voting to accept a contract.

After awarding a contract, a school district needs a process to evaluate the services rendered or products provided to ensure the execution of contract terms. The contract monitoring process ensures that the district has someone to represent it as a final authority for disputes that may arise. In addition, the monitoring process has a mechanism to evaluate a vendor's performance and provide feedback or initiate corrective action when warranted.

The Purchasing, Facilities and Maintenance departments handle CCISD's contract administration function. Each Purchasing Department buyer coordinates the overall bid process and monitors vendor compliance and contract performance terms for assigned commodities, excluding construction. The buyers monitor the expenses incurred periodically. The

Purchasing Department maintains copies of all correspondences and expenditure data in the vendor bid files.

The Facilities Department contracts with an architectural firm and an engineer to administer the development, implementation and coordination of CCISD's new construction and renovations. These vendors prepare the request for bids (RFPs); develop bid specifications; and manage construction contracts. They also apply procedures to comply with TEA regulations.

FINDING

CCISD has not established formal, written contract management policies and procedures. The buyers assist with developing the contract specifications, preparing RFPs, conducting bid evaluations and recommending the contract award based on formal department procedures. The Purchasing staff periodically monitors contract expenditures, and evaluates performance measures after contract execution. However, the department has not developed policies to govern management of district contracts or a set of standard procedures to ensure consistency and timeliness of contract monitoring and performance status. In addition, the district does not report on the status or completion of a contract to the superintendent or board. The Purchasing Department only provides cost information when the district extends, renews or rebids a contract. The absence of a formal systematic process exposes the district to potential errors or abuse by vendors and contractors, as well as entering into unfavorable contracting arrangements.

Contract monitoring ensures the vendor fulfills all legal obligations and the vendor delivers acceptable service. Generally, contracts specify performance standards, such as task completion dates, vendor payments and penalties. Measures of efficiency and effectiveness can also be included in a contract to establish criteria as to whether the contractor performed the service at an adequate level. However, CCISD contracts typically do not contain specific standards about what constitutes adequate performance.

Although the district's buyers perform limited contract monitoring, CCISD does not have a designated contract administrator to provide oversight of district contracts. The majority of CCISD's contracts cover one-year periods but many of the contracts average two-year renewal options. The district typically obtains board approval for renewals. For the contract expenditures status process, the Purchasing staff has to obtain data from vendor invoice files manually. The financial systems do not generate the data automatically. Consequently, the district cannot anticipate additional funds in a timely manner to ensure no overrun occurs.

In addition, the district has no policy requiring legal review of contracts prior to execution. Potentially, the district risks entering into unfavorable contracting arrangements. The director of Purchasing said that the district obtains legal contracts when deemed necessary by him. He said generally larger contracts are reviewed. However, district departments enter into contracts below a certain dollar level without the Purchasing Department's knowledge of or involvement with the contract. Consequently, all contracts may not receive a legal review to ensure that terms serve the best interest of the district. The district's outside legal counsel did not provide copies of legal invoices citing privileged information; providing instead only a summary of services, dates and invoice totals.

The review team examined the CCISD's list of contracts and contract documents. The master contracts list does not provide complete information for some of the district contracts, such as estimated annual contract value, expiration date and bid award date. **Exhibit 8-6** shows the contracts valued at more than \$1 million.

**Exhibit 8-6
CCISD Purchase Order Contracts
September 2002**

Item Description	Estimated Annual Contract Value	Renewal Options Remaining
Food Service Management	\$8,767,934	4 years
Lease of Copiers	\$3,043,860	Interlocal Agreement
HMO Services	\$2,860,857	None
Food/Supplies for Breakfast/Lunch Program	\$2,500,000	Cooperative Agreement; Annually
School Buses	\$1,220,140	N/A

*Source: CCISD, Purchasing Department, Master Contract List.
N/A - not applicable.*

Many school districts and other governmental entities have contract management and compliance procedures to ensure efficient and effective contracting processes; avoidance of legal, ethical and conflict of interest problems; inclusion of measurable performance standards; and evaluation of existing procedure standards. A sound set of procedures and practices for contract management ensures:

- the district obtains value from its contracts;
- the contract complies with legal requirements;
- verification of contractor and vendor references, licensures or professional affiliations;
- availability of sufficient funds for contracted obligations;
- contractors receive impartial, fair and equitable treatment; and
- all parties comply with the terms of contracts.

For example, the Colorado State Contract Procedures and Management Manual provides examples of contract guidelines, which is also referenced in the Cedar Hill Independent School District's report, August 2002. The guidelines included establishing a contract administration file, planning the administration, day to day administration, performance remedies, termination and contract close-out.

Recommendation 45:

Develop written policies and procedures to manage and monitor all contracts through the Purchasing Department.

Establishing effective and contracting procedures will help the district improve the services it receives from contractors, ensure the district receives the value of the cost incurred and limit potential risks to the district. The process should also include input from legal counsel and specific performance measures based on best practices of other school districts and CCISD's needs. The contract management process should include:

- monitoring the vendor's progress and performance to comply with contract requirements;
- conducting financial reviews and audits during the contract term;
- maintaining appropriate records;
- terminating the contract, if necessary;
- managing the close-out of contracts; and
- evaluating contract results, identifying and implementing any corrective actions.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent assigns contract management responsibility to the associate superintendent of Business and Support Services.	June 2003
2.	The assistant superintendent of Business and Support Services develops written policies and procedures for managing and monitoring all district contracts. with input from department	June - September 2003

	staff and appropriate district users.	
3.	The assistant superintendent of Business and Support Services finalizes drafts and submits policies and procedures for the superintendent's approval.	September 2003
4.	The superintendent approves and submits policies for board approval and procedures manual for information purposes.	October 2003
5.	The board approves policies.	October 2003
6.	The assistant superintendent of Business and Support Services provides copies of the approved policies and procedures to district employees and directs compliance.	October 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 8

PURCHASING AND WAREHOUSE

C. WAREHOUSE

CCISD operates its warehouse to receive and store high volume consumables, such as copier paper, can liners, school supplies and textbooks for the requesting school or department. Schools and departments "purchase" these items from the Warehouse by submitting an approved internal requisition. Schools and departments receive most of their goods directly from the vendor. In addition to delivery responsibilities, the Warehouse Department functions as a receiving and staging point for bulky or large, palletized deliveries, such as band instruments or textbooks, until the school or department can pick up the items.

Furthermore, the Warehouse Department provides limited storage space to store items for other departments, including Maintenance, Transportation and Food Service. The Maintenance and Transportation Departments also occupy work space in the 8,350 square feet warehouse facility.

The Warehouse manager reports to the director of Purchasing and supervises one warehouse clerk and two delivery drivers. The department's budget for 2001-02 was \$114,776 of which \$105,919 or 92 percent paid for salaries. The Warehouse staff provides timely processing of internal requisitions for any of the 189 stock inventory items (such as copier paper, office supplies, and janitorial items) and timely delivery of those items to the schools and departments. The district has established reorder quantity levels for high turnover volume items. The system automatically provides an alert notice to replenish quantities that reach the reorder level. The Warehouse manager and staff perform a physical inventory of stock items twice a year.

CCISD is seeking to build a new warehouse facility to be financed through a proposed bond referendum.

FINDING

CCISD's Warehouse Department staff do not use available automated features of the warehouse system. The warehouse module of the financial system has an online warehouse stores requisition feature not used by district staff. This feature allows an authorized district employee to request general stock items electronically rather than manually with paper. The Warehouse clerk processes requests from paper requisitions sent by

schools and departments by fax or district email. The clerk enters the data in the system. The online requisition eliminates manual handling and entry in the computer system.

After the Warehouse clerk enters the requested items, the clerk generates a pick or packing list (a printed list of the requested items to be pulled and packed for delivery) and delivery ticket. Next, the inventory records are updated for inventory items issued. However, the warehouse module provides a direct link to the warehouse inventory that the district does not use.

In addition, the Warehouse Department emails a copy of the stores catalog to schools and departments on an as needed basis. The department usually updates inventory prices in the catalog monthly. However, this is not the most efficient or effective method to publicize the catalog items, since not all district staff receive the catalog and the department must continually update the distribution list. Some school districts use their Web sites to provide immediate access to information for all district employees.

In a best practice environment, streamlining processes with automation/technology eliminates duplicate, manual and unnecessary steps, improving overall operating efficiency while minimizing potential errors. Fort Bend ISD implemented an online system that improved warehouse operations. The online warehouse system included a detailed listing of all warehouse and inventory items that was accessible to all schools and departments. The system displayed item description, stock number, available quantity and storage location. The district also processes orders online.

The director of Purchasing said that initial conversations have begun with the Technology Department to identify opportunities for warehouse procedure automation on the district's Web site.

Recommendation 46:

Use available automated technology tools to improve efficiency of the warehouse operations.

The district should perform a system assessment with the Technology Department to determine how to implement strategies of unused features of the warehouse module, such as online stock requisition. In addition, the director of Purchasing and the Warehouse manager should continue exploring development of Web site/Internet applications to eliminate steps and minimize transaction processing errors.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Purchasing, Warehouse manager and executive director of Technology develop a warehouse automation plan to use available technology at the district.	June 2003
2.	The director of Purchasing, Warehouse manager and Technology staff develop an implementation timeline that includes set-up, parallel testing, training and final implementation.	August 2003
3.	The Warehouse manager implements the procedures and monitors the efficiency of the process.	September 2003
4.	The director of Purchasing, Warehouse manager and Technology staff monitor program usage and troubleshoot problems during the post-implementation phase.	After final implementation
5.	The Warehouse manager prepares reports to the director of Purchasing on the use and efficiency of the equipment, increased efficiency in warehouse operations and identifiable cost savings.	Monthly (after final implementation)

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 8

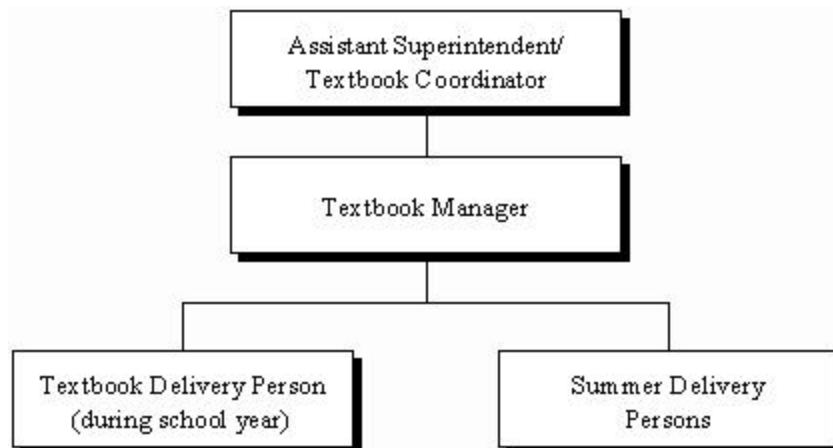
PURCHASING AND WAREHOUSE

D. TEXTBOOKS

TEC, Texas Administration Code (TAC) rules and CCISD board policies govern how CCISD handles state textbooks. TEA selects and purchases most of the textbooks used by Texas school districts. TEA buys textbooks from publishers and lends them to districts. TEA provides districts with a listing of recommended textbooks each year. A district's established textbook adoption committee then selects the textbooks that the district will adopt and orders them from TEA. The number of books allowed per subject and grade level is based upon student enrollment information submitted to TEA through Public Education Information Management System (PEIMS) data. CCISD's Textbook policies and procedures manual includes TEA requirements and district procedures used to execute those requirements and provide accurate data of the textbook inventory.

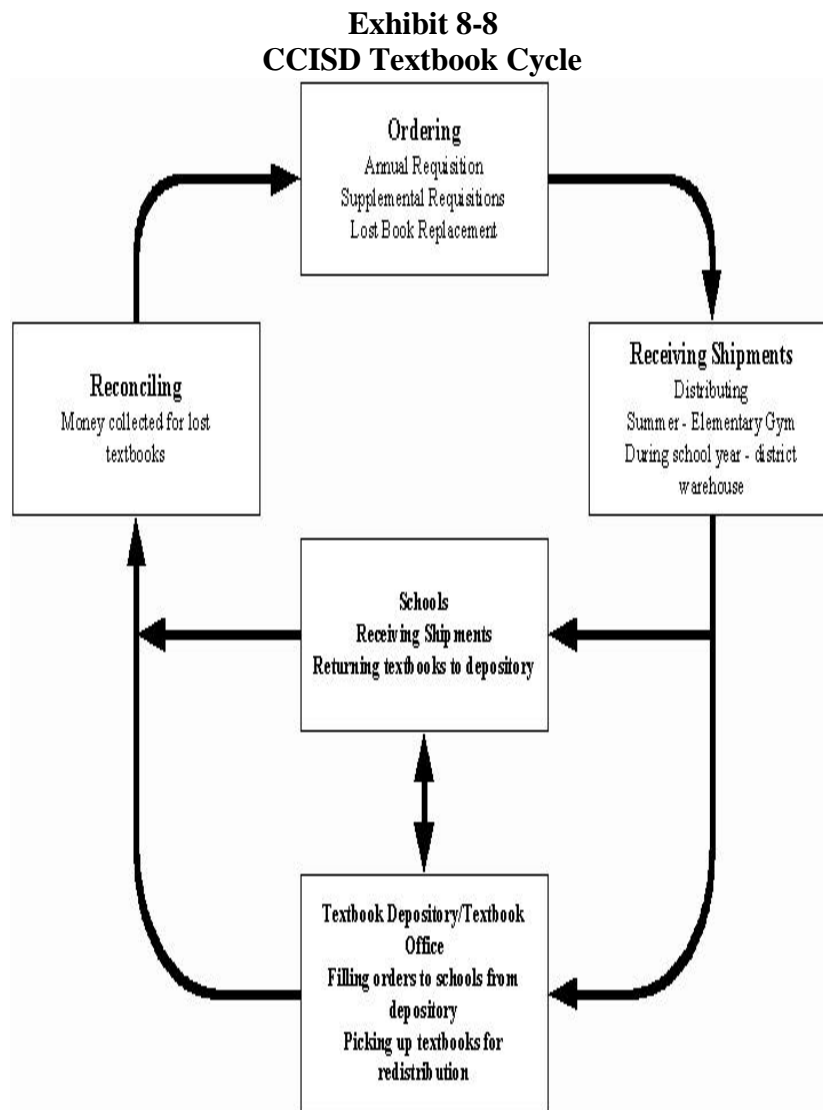
CCISD's textbook adoption committee recommends an adopted textbook list to the board. CCISD's superintendent assigns the textbook management responsibility to the assistant superintendent for Curriculum and Evaluation who oversees adoption of the new instructional materials and also serves as the chairperson of the textbook adoption committee. The district Textbook manager handles daily textbook activity, including ordering the approved state adoptions and distributes them to the schools, along with other assigned job duties at the Teacher Center. The Textbook manager then ensures that the approved adopted textbook list is procured, counted, distributed and monitored. **Exhibit 8-7** shows the organization of the Textbook operations.

Exhibit 8-7
CCISD Textbook Organization
2002-03



Source: CCISD, Textbook Management Information Handbook.

The Textbook manager has a budget to hire seasonal volunteers to help distribute textbooks during the summer and a part-time driver throughout the year. The textbook budget for 2001-02 was \$31,803 to handle a textbook inventory valued at \$10 million. The Textbook manager rents a delivery truck to pick up the textbooks from the Warehouse supervisor and transports them to the textbook depository facility for verification and breakdown by and delivery to the schools. **Exhibit 8-8** shows the cycle for Textbook operations.



Source: CCISD, Textbook Management Information Handbook.

The school principals and teachers have primary responsibility for the care and distribution of textbooks, maintenance of accurate records and

collection of money for lost textbooks. In the event a student loses or damages a textbook, the schools are required to collect funds from the student or pay for the book from the school's activity fund.

CCISD has a 5,000 square foot textbook depository facility used to sort and distribute initial textbook orders and store any excess inventory.

FINDING

CCISD holds principals accountable for textbook losses. Principals are required to pay for missing textbooks from the principal's activity funds, which are funds held at the school level and outside of general funds. The district monitors textbook losses at the end of the first semester break and invoices the schools for the amount of losses. The Business Services and Support Department receives copies of the invoices to collect amounts due from the schools. In doing so, the district has reduced its textbook losses. Principals have employed various methods to reduce losses or collect the money from students for lost textbooks. For instance, one high school performs a thorough audit of textbooks with the assistance of two teachers at the end of the school year. At the secondary level, the teachers remind students to bring their books. Books are checked by the teachers at nine-week intervals or at a time as determined by each school. Some teachers permit students to pay for lost textbooks through an extended payment plan. Some teachers are opting for classroom sets of books from the textbook vendors rather than select ancillary materials. This practice started in 2001 on a small scale (two subjects for grade levels 6 through 12; four subjects added in 2002-03 for various grade levels). Other schools purchase used replacement textbooks at a discount from used textbook vendors.

The Textbook coordinator said that CCISD schools with stability in the principal position have the greatest success in reducing textbook losses because of continuity in the leadership position to ensure procedures are followed and minimize the amount to be paid out for losses. **Exhibit 8-9** shows the district's textbook losses by types of schools for 1999-2000 through 2001-02.

Exhibit 8-9
CCISD Textbook Losses
1999-2000 through 2001-02

School Level	1999-2000	2000-01	2001-02
Elementary	\$1,954	\$2,730	\$4,045
Intermediate	\$14,502	\$11,122	\$9,387

High	\$57,880	\$32,035	\$48,250
Total	\$74,336	\$45,887	\$61,682

Source: CCISD, *Textbook Manager, Value of Textbooks Lost in the Past Three School Years Report*.

Although the high schools experienced an increase in losses due to one high school including its replacement textbooks in its 2000-01 textbook inventory, principals work to reduce inventory loss and the district continues to collect these losses as the principals are held accountable for their school's textbook inventory. The incentive places accountability at the appropriate level.

COMMENDATION

CCISD holds principals accountable for textbook losses.

FINDING

CCISD does not make use of the computerized textbook inventory system installed at several schools. CCISD purchased and installed textbook software systems at 20 of 33 district schools. However, the district does not know if all schools with the system actually use the software to track, control and report textbook inventory. As **Exhibit 8-10** shows, 65 percent of the schools with the software do not use the system.

Exhibit 8-10
Automated Textbook Inventory Summary
As of October 31, 2002

School Levels	In Use	Not in Use
11 Elementary Schools	5	6
6 Intermediate Schools	1	5
3 High Schools	1	2
Total	7	13
Percentage	35%	65%

Source: CCISD, *District Textbook Manager*.

Many school districts use a textbook inventory program to effectively manage textbook inventory. The program provides an automated solution

to a difficult and tedious task. The most widely used systems offer the following features:

- modules for both district and school-based inventory management;
- multi-user support over all standard networks;
- search capability;
- complete custom textbook lists of titles for certain states;
- requisitions to order books and track back orders;
- student and teacher schedules to anticipate textbook needs;
- bar code technology; and
- tools to manage replacement books, new orders and lost textbooks.

The district pays \$200 per license annually for upgrades, maintenance, license renewal and technical support to provide these systems for the schools.

Several districts have reportedly reduced textbook losses through use of an automated system. Robstown ISD used a textbook tracking system to improve the management of its textbooks and reduced its lost or damaged book charges by 37 percent between 1998-99 and 1999-2000.

Recommendation 47:

Require schools with textbook software to use the software to manage inventory and reduce losses.

A computerized textbook inventory system provides assistance in effective management of the textbook inventory. The district should require schools with the system to use the system to facilitate management of their textbook inventory and reduce losses.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Textbook coordinator instructs the Textbook manager to develop a plan to have schools with the textbook inventory system using it.	July 2003
2.	The district Textbook manager develops a plan, in conjunction with the schools, including needs assessment of the schools, to begin using the textbook inventory system.	August - September 2003
3.	The district Textbook manager issues the plan to the schools and trains the school textbook managers to use the textbook software.	September 2003
4.	Textbook managers begin using of the textbook inventory system at each school.	October 2003

5.	The Textbook manager monitors progress of the plan, reports activity and losses and conducts periodic site and physical inventory visits.	November and Semi Annually
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FISCAL IMPACT

This fiscal impact assumes an average reduction of 20 percent in textbook losses through an automated system. Using 2001-02 losses at \$61,602, CCISD could save the following:

Year 1	\$61,602		x 20% =	\$12,320
Year 2	\$61,602 - \$12,320 =	\$49,282	x 20% =	\$9,856
Year 3	\$49,282 - \$9,856 =	\$39,426	x 20% =	\$7,885
Year 4	\$39,426 - \$7,885 =	\$31,541	x 20% =	\$6,308
Year 5	\$31,541 - \$6,308 =	\$25,223	x 20% =	\$5,046

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Require schools with textbook software to use the software to manage inventory and reduce losses.	\$12,320	\$9,856	\$7,885	\$6,308	\$5,046

FINDING

CCISD's Textbook manager has not conducted a districtwide physical inventory of textbooks since 1995. The Textbook manager provides a printed copy of the textbook inventory for each school based on purchases, issues, transfers and losses data, which is recorded in the district version of the textbook inventory program. The schools then use that report to perform a physical count of textbook inventory at their campuses by June.

The district relies on the reported textbook count by the schools but does not randomly verify existence and accuracy of the textbook inventory. This procedure not only validates the accuracy of the schools on-hand inventory, but helps to eliminate manipulation of data to cover up any losses. The district's Textbook Management Information Manual suggests that the district follow up with an audit of the school's textbooks to ensure the accuracy of the school's physical count. As long as the data is reasonable and the schools pay for the lost textbooks, the district seems to accept the textbook inventory data at face value. The data generated is only as good as the data entered. Without performing a districtwide physical count of the inventory; errors, surpluses or losses can go without detection. Laredo ISD began performing unannounced inventory audits,

January 2002, at schools to encourage textbook accountability, which reduces textbook losses. **Exhibit 8-11** compares CCISD textbook losses to those of its peer districts.

**Exhibit 8-11
Textbook Losses
CCISD and Peer Districts
2001-02**

District	Amount of Textbook Losses	Automated Inventory System
CCISD	\$61,602	Partially
Humble	N/A	N/A
Irving	N/A	N/A
Klein	\$94,189	Yes
Spring	\$20,000	Yes
Spring Branch	\$4,896	Yes

Source: CCISD, Textbook Manager and TSPR, Peer District Surveys. N/A - not available.

CCISD has a textbook inventory valued at approximately \$10 million.

Strong internal controls and procedures ensure that the asset records accurately reflect actual assets on hand by providing a check and balance system. An annual physical inventory provides that check and balance system. The most effective districts inventory all textbooks annually to minimize the financial impact of an accumulated textbook loss and to provide accountability for the district's textbooks.

Recommendation 48:

Develop and implement additional procedures to perform districtwide physical counts of textbooks for reducing losses.

The district should be able to identify inventory procedures for reducing losses already in use by other districts, which should lead to corrective actions and reduced losses. A districtwide physical inventory count serves as a separate check and balance to verify the accuracy of the perpetual records at the school level and identifies errors, losses or surpluses. In addition, the district should consider standardized inventory procedures districtwide to provide consistency in the data generated.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The district Textbook manager identifies effective inventory practices of other school districts, including physical inventory.	June 2003
2.	The district Textbook manager develops a districtwide physical inventory schedule and develops additional procedures in conjunction with the school textbook managers.	July - August 2003
3.	The district Textbook manager provides training and implements additional procedures districtwide.	September 2003
4.	The district Textbook manager implements the physical inventory schedule, monitors ongoing progress and modifies procedures as deemed appropriate.	October 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CCISD has not provided textbook training to all textbook managers since 1997. The district experiences turnover at the school textbook manager level (usually the assistant principal or teacher position). As a result, some of the textbook managers have not been formally trained on textbook procedures or to use the textbook software system, if installed on their campus. Training of the users allows for consistency and accuracy in the execution of processes and the data reported.

Exhibit 8-12 shows the turnover of the school textbook manager position at the schools, which changes approximately every two years.

Exhibit 8-12
CCISD School Textbook Manager Turnover
1999-2000 through 2001-02

School	Number of Managers
Armand Bayou Elementary	2
Ferguson Elementary	3
Greene Elementary	2
Landolt Elementary	2
North Pointe Elementary	2

Stewart Elementary	2
Wedgewood Elementary	3
Creekside Intermediate	2
League City Intermediate	2
Seabrook Intermediate	2
Webster Intermediate	2
Clear Creek Ninth Grade Center	2
Clear Creek High	2
Clear Lake High	2

Source: CCISD, Textbook Manager Schedule.

Training is an integral component of a system with strong internal controls and strengthens the ability of employees with proper training to use the required tools and understanding of the information.

Recommendation 49:

Implement a standard training schedule for all textbook managers.

New Textbook staff should be trained timely on the district's textbook inventory procedures, TEA requirements and use of the textbook inventory software, if applicable. Training provides consistency in application and administration. The result should be consistent, accurate inventory data.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The district Textbook manager identifies school textbook managers requiring training and develops a training schedule as coordinated with each school.	August 2003
2.	The district Textbook manager conducts the training and implements the compliance monitoring process.	September 2003 and Ongoing
3.	The district Textbook manager conducts an annual meeting with all school textbook managers to resolve common issues.	Annually

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 9

FOOD SERVICE

This chapter reviews the Clear Creek Independent School District's (CCISD) food service functions in the following sections:

- A. Organization and Management
- B. Revenue and Cost Management
- C. Professional Development and Recognition
- D. Student Meal Participation

An effective school food service program provides students with nutritionally balanced, appealing and reasonably priced meals served in a safe, clean and accessible environment. Successful school food service programs achieve customer satisfaction and contain costs while complying with applicable federal, state and local board regulations and policies.

BACKGROUND

CCISD's Food Service Department offers breakfast and lunch each day to students and adults at 36 district campuses, including three high schools, an alternative school, two grade 9 schools, eight intermediate schools and 22 elementary schools.

The district decided to outsource management of the Food Service Department in 1997-98 because the department did not financially support itself. ARAMARK, a food service management company, assumed management of the department at that time. The district just recently renewed ARAMARK's contract through 2007. The five-year contract has renewable options for each of the next five years. The present director of Food Service, who reports to both the CCISD associate superintendent of Business and Support Services and to ARAMARK's district manager, has managed the department for the past four years.

The district participates in the National School Lunch Program (NSLP) and the School Breakfast Program (SBP), regulated by the U.S. Department of Agriculture (USDA) and administered by the Texas Education Agency (TEA). The CCISD board, the administration, the school principals and Food Service share responsibility for these programs. As a participant in the NSLP and the SBP, the district receives federal reimbursement income and donated USDA food commodities for each breakfast and lunch served that meet federal requirements.

To receive federal reimbursement income, the district must offer free or reduced-price lunches to all eligible children. The meals served must meet

the Dietary Guidelines for Americans which recommend no more than 30 percent of the meal's calories come from fat, with less than 10 percent from saturated fat. School lunches must provide one-third of the Reference Daily Intake (RDI) for protein, Vitamins A and C, iron, calcium and calories. Although school lunches must meet federal nutrition requirements, the district decides what foods to serve and how they are prepared.

In October 2002, 11.6 percent of CCISD students received free meals, and 3.7 percent received reduced-price meals. To increase the number of children who receive these benefits, the district gives each CCISD student a letter and an application as part of the orientation packet at the beginning of each school year. The forms, which are printed in English and Spanish, are available in the offices and cafeterias of district schools. The district uses a single-family application form, rather than requiring parents to complete separate application forms for each student in a family. The district receives and reviews all applications at the beginning of each school year to determine if it does not have forms from children who received meal benefits the prior year. The district contacts parents to determine if they remain eligible for benefits and encourages these parents to complete and submit the applications so that their children can continue to receive free or reduced-price meal benefits. **Exhibit 9-1** shows the federal meal reimbursement rates to the district for participation in the National School Lunch Program and the School Breakfast Program in 2002-03.

Exhibit 9-1
Federal Reimbursement Rates per Meal Served
2002-03

Description	Breakfast	Lunch
Free	\$1.17	\$2.14
Reduced-price	\$0.87	\$1.74
Paid	\$0.22	\$0.20

Source: CCISD, Food Service Department.

To receive federal reimbursements, the district must file a detailed monthly report with TEA to document its reimbursements from the NSLP and the SBP. CCISD's Food Service Department is subject to TEA audits every five years and to inspections by the city, county or state health departments several times a year.

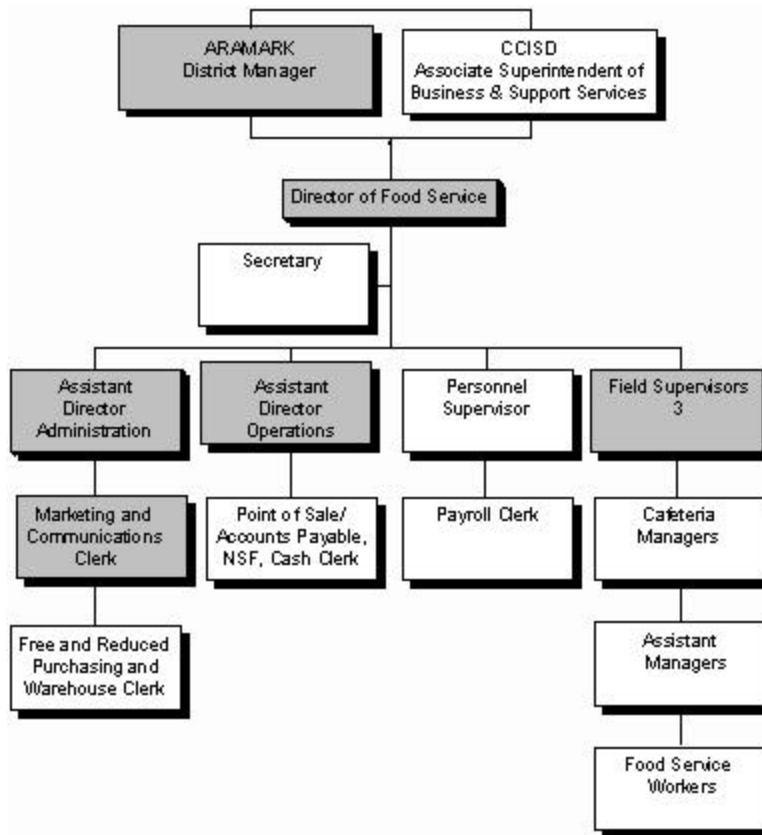
Chapter 9

FOOD SERVICE

A. ORGANIZATION AND MANAGEMENT

As shown in **Exhibit 9-2**, the director of Food Service oversees all department activities and reports to the CCISD associate superintendent of Business and Support Services and to ARAMARK's district manager. Although a dual-reporting relationship is discouraged in self-operated school food service programs, this arrangement is typical of contracted food service programs in other industries. The director of Food Service works closely with ARAMARK's district manager to ensure that all CCISD goals and objectives are fulfilled. The ARAMARK district manager and the associate superintendent of Business and Support Services jointly evaluate the performance of the director of Food Service.

Exhibit 9-2
ARAMARK/CCISD Food Service Department Organization
2002-03



Source: CCISD, Food Service Department.
Note: Shaded boxes are ARAMARK employees.

Administrative and support staff in the department's central office include the director, two assistant directors, three field supervisors, a personnel supervisor, a marketing coordinator and four clerical positions. Of these 12 positions, ARAMARK employs the director, two assistant directors, three Food Service supervisors and the CCISD account marketing assistant. The remaining five central office staff and all cafeteria personnel are employed by CCISD. There are 240 full- and part-time cafeteria personnel for 36 district campuses. The lunch monitors in district cafeterias who supervise the school dining areas during the lunch period are not part of the district Food Service Department. Administrators at each campus hire, supervise and evaluate the lunch monitors. Other CCISD employees outside the Food Service Department provide human resources, accounting, payroll, technology, purchasing and maintenance services.

FINDING

The department uses technology, communication systems and formal operating procedures to manage district cafeterias in an effective and efficient manner. Formal mechanisms for communication with employees, staff, administration, parents, board and community members include menus, a department Web site, a newsletter, a mid-year annual report, regular reports to the administration and formal presentations to the board. Customer feedback mechanisms include a telephone hotline to the department's central office and customer comment cards in each school cafeteria. A steering committee of district principals and student advisory councils at all district schools provide additional feedback. The district reviews menus twice a year, based on feedback from student advisory councils, the principal advisory group, the Web site, the hotline and the suggestion boxes located at the cash registers in the district cafeterias.

The district publishes policies, procedures and standards in operating manuals, such as the manager's manual and the recipe manual. These manuals are used to help maintain consistent operating practices across the 36 district campuses. The Food Service Department conducts weekly management meetings to relay information to field supervisors and to obtain feedback. This system provides opportunity for continuous improvement and the achievement of department goals and objectives in each of the 36 cafeterias.

The Food Service Department uses technology to improve communication and to generate reports critical to management decision-making. The availability of email on networked computer terminals in each district kitchen has improved communication with cafeteria personnel, and a new computerized point-of-sale (POS) system installed in 2001-02 in all

district cafeterias has improved the scope, quality and timeliness of management reports.

Before selecting a POS system, the director of Food Service visited other school districts, met with vendors of six different products and worked with district technology personnel and consultants to ensure POS system compatibility with other district systems. The district required the selected vendor to demonstrate proficiency in installing the system in other large districts and present a positive track record of customer service support. The board approved the hardware, software (Horizon) and installation of the food service POS system at a total project cost of \$400,000. The system provides no overt identification of students and helps to ensure that up-to-date, network-compatible software can track the items sold, nutrient-standard menu-planning, custom reporting and digital imaging for students.

The system selected: maintains student record files; determines and controls free and reduced-price meal eligibility, in compliance with government regulations; allows students to input their identification numbers on a keypad calculating and displaying the change due; and provides daily and monthly summary reports of cash and meal count information.

This system recognizes student identification numbers, records student account activity, applies a student classification (i.e., free, reduced, full) and records all transaction-related information for management reporting purposes. The system accommodates prepayment for paid and reduced-price eligible students as well as for à la carte services. The district expects the system to strengthen cash control and to increase student meal participation due to more accurate meal counts.

The district was able to implement the system quickly and successfully because of the support of CCISD technology personnel, principals, faculty members, students and Food Service personnel. The six-month implementation plan included installation at two district cafeterias each week. The vendor supported the first four installations, and CCISD technology and food service personnel handled all remaining installations.

Each department had assigned roles and implementation deadlines. Two weeks before installation, the students were issued personal identification numbers (PINs) and told about the "Enter Your PIN to Win" contest. Students practiced their PINs with worksheets and trips to the cafeteria to see and touch the PIN keypad. During this two-week period, the district trained all cashiers and managers for eight hours on a Saturday to learn the system. The system became operational on Tuesdays and Thursdays so that the kitchen staff could practice. Managers who had already installed

the system helped train other managers. Elementary school students who knew their PINs on the first day their school used the system were rewarded with ice-cream sandwiches. If all students in a class remembered their PINs, the class became eligible for a pizza party sponsored by the CCISD Food Service Department.

COMMENDATION

The department uses technology, communication systems and formal operating procedures to manage district cafeterias in an effective and efficient manner.

Chapter 9

FOOD SERVICE

B. REVENUE AND COST MANAGEMENT

In general, school districts expect food service operations to be financially self-sufficient and run like a business. To do this, food service operations need a thorough planning and budget development process and a financial accounting system that provides accurate and timely financial information to assist in managing revenues and expenditures.

From 1999-2000 to 2001-02, CCISD's Food Service Department increased program revenue more than 13 percent, largely from increased student meal participation. During the past three years, payroll costs decreased from 48.1 percent to 47 percent of revenue, while food costs decreased from 38.9 to 38.3 percent of revenue. Operating income increased to \$258,258 in 2001-02, compared with a \$58,398 operating loss in 1999-2000.

As shown in **Exhibit 9-3**, the department reported a significant improvement during 2001-02 with a net income of \$258,258 or 3.3 percent of revenue. Almost 80 percent of revenue came from cafeteria breakfast and lunch student and adult cash payments, including the sale of reimbursable meals and à la carte food items. Federal and state reimbursement for participation in NSLP and SBP accounts for the remaining 20 percent of program revenue. (À la carte food items do not qualify as reimbursable meals under USDA regulations.)

Exhibit 9-3
Revenue and Expenses
CCISD Food Service Department
1999-2000 to 2001-02

Revenue and Expenditures	1999-2000		2000-01		2001-02		Percent Change 2000-02
	Dollars	Percent of Revenue	Dollars	Percent of Revenue	Dollars	Percent of Revenue	
Revenue							
Breakfast/lunch cash sales	\$5,514,013	79.6%	\$5,943,981	80.2%	\$6,261,500	79.7%	13.6%
Federal reimbursement income	\$1,354,491	19.5%	\$1,405,172	19.0%	\$1,535,252	19.5%	13.4%
State supplemental income	\$61,304	0.9%	\$58,044	0.8%	\$59,596	0.8%	(2.8%)

Total Revenue	\$6,929,808	100.0%	\$7,407,197	100.0%	\$7,856,348	100.0%	13.4%
Expenditures							
Salaries and benefits	\$3,330,985	48.1%	\$3,486,770	47.1%	\$3,692,206	47.0%	10.8%
Food supplies	\$2,693,954	38.9%	\$2,957,181	39.9%	\$3,009,928	38.3%	11.7%
Nonfood supplies	\$324,523	4.7%	\$320,118	4.3%	\$286,762	3.7%	(11.6%)
Other operating costs	\$189,326	2.7%	\$196,218	2.6%	\$223,707	2.8%	18.2%
Capital outlay	\$90,211	1.3%	\$20,586	0.3%	\$0	0.0%	(100.0%)
Administration/management fee	\$230,566	3.3%	\$249,101	3.4%	\$253,559	3.2%	10.0%
Insurance and depreciation	\$128,641	1.9%	\$129,709	1.8%	\$131,928	1.7%	2.6%
Total Expenditures	\$6,988,206	100.9%	\$7,359,683	99.4%	\$7,598,090	96.7%	8.7%
Income (Loss)	(\$58,398)	(0.8%)	\$47,514	0.6%	\$258,258	3.3%	542.2%
Retained Earnings	\$713,604	10.3%	\$655,206	8.8%	\$702,720	8.9%	(1.5%)

Source: CCISD, Food Service Department.

Note: Figures for 2001-02 are not audited, and revenues and expenses may be incomplete. The value of USDA commodities has been excluded from program revenue and expenditures.

The Food Service Department spent \$20,586 on capital outlay in 2000-01. The department did not incur expenditures in 2001-02 because it was able to use district bond funds to purchase kitchen equipment for new and existing schools. Because kitchen equipment will have to be replaced in future years, the department will face expenditures in the future.

FINDING

The continued implementation of cost control systems at district cafeterias has helped make the department more efficient and has improved department finances. The department operates district cafeterias under clearly established operating standards. Procedural manuals (recipe manuals, operation manuals, manager manuals, etc.), training programs and effective communication have contributed to the successful implementation of standards at district cafeterias. Field supervisors establish standards for their assigned cafeterias and ensure that these standards are followed. The networking of computer terminals in each

district kitchen has improved communication between the Food Service Department's central office and cafeteria personnel. The use of cell phones by all field supervisors has resulted in a faster response time to issues needing immediate attention at district cafeterias.

Field supervisors conduct regular site visits to district cafeterias to help maintain quality and to control costs. Site visits include surprise cash counts and the completion of standard monthly reports (bank recap reconciliation, edit check, eligibility counts, principal's account, participation reports, suspicious transactions, liability, etc.). A "fresh eyes" inspection is conducted twice a year to evaluate food presentation, quality and temperature, service attitudes, employee uniforms and hygiene, general facility cleanliness and use of marketing materials.

The department also conducts an inventory audit following each Tuesday's inventory. During this audit, the field supervisor verifies the accuracy of physical counts by location and ensures that 10 items in each category (meat, grocery, supply) are priced and specified according to bid. Because field supervisors are required to spend 90 percent of their time in the field, they regularly inspect inventory levels, safety training calendars, time cards, food temperatures, production reports and uniforms. They also discuss cafeteria operations with school principals. A quality assurance checklist, which includes TEA audit items and food-quality issues, is completed twice a year.

To improve the efficiency and the effectiveness of cafeteria operations, the Food Services Department tracks by campus key operating statistics, such as student participation, costs per meal and meals per labor hour. Field supervisors monitor food inventories, orders and production to help control costs at district cafeterias and to reduce levels of food waste and excess inventory. Use of this system also ensures the effective use of donated USDA commodities in menu planning.

COMMENDATION

The financial performance of the Food Service Department has improved through the effective implementation of cost control systems and standards to manage district cafeterias.

FINDING

CCISD's Food Service Department's labor costs are high. **Exhibit 9-4** shows the key financial performance indicators of the CCISD Food Service Department in 2001-02, compared with the peer districts of Spring Branch, Klein, Irving and Spring. CCISD's Food Service Department is the only one among the five districts operated by a food service

management company. The food service programs of the other four districts are internally managed or self-operated. CCISD is the only district required to pay the additional management or administrative fees associated with a contract food service company.

Exhibit 9-4
Financial Performance Indicators
CCISD and Peer Districts
2001-02

Performance Indicator	CCISD	Spring Branch	Klein	Irving	Spring
Total food service revenue	\$7,856,348	\$11,180,958	\$9,986,392	\$9,502,861	\$8,361,353
Food cost percentage	38.3%	37.7%	44.0%	31.4%	42.5%
Labor cost percentage	47.0%	34.5%	48.0%	43.3%	40.4%
Other costs percentage	11.4%	17.6%	9.7%	20.8%	14.8%
Profit (loss)	\$258,258	\$1,144,984	(\$166,270)	\$425,340	\$201,997
Profit (loss) percentage	3.3%	10.2%	(2)%	4.5%	2.4%

Source: CCISD and Peer District Survey.

Note: Humble data was unavailable.

Food and labor represent the largest costs for all school food service departments. As shown in **Exhibit 9-4**, food costs of the five districts ranged from 31.4 to 44 percent, with CCISD and Spring Branch ISD in the midrange with 38.3 and 37.7 percent, respectively. Irving ISD's food cost of 31.4 percent is very low, while Spring ISD and Klein ISD food costs of over 40 percent are higher. Labor costs in the five districts ranged from 34.5 to 48 percent, with CCISD and Klein ISD in the high range at 47 and 48 percent, respectively. The Spring ISD and Irving ISD labor costs of between 40 and 44 percent fall in the midrange.

One method to control labor costs in school food service operations is to set and use formal productivity standards at each campus. The measure of productivity most often used in school food service is "meals served per labor hour" (MPLH). To maximize productivity, kitchen staffing is aligned with MPLH standards, and employee work schedules are adjusted

when the number of meals served does not coincide with the number of hours scheduled. Scheduled labor hours can be increased or decreased based on the variance from MPLH standards.

CCISD tracks the MPLH at each campus to monitor productivity of kitchen personnel at district campuses. **Exhibit 9-5** provides a breakdown of MPLH averages by CCISD campus for the period from August 19, 2002 through December 20, 2002 and compares this with industry-recommended MPLH standards. As illustrated, 12 of the 35 CCISD schools met MPLH standards, and 23 schools did not. Schools with the highest operating efficiencies include Clear View Alternative, North Pointe Elementary, Goforth Elementary and Falcon Pass Elementary. Schools with the greatest opportunities for labor-hour reductions are the three high schools (Clear Lake, Clear Creek, Clear Brook), Space Center Intermediate, Brookside Intermediate, Clear Lake Intermediate and Wedgewood Elementary. Schools with greater operating efficiencies can be used as models to target strategies to increase productivity at less-efficient schools.

Exhibit 9-5 depicts the district's average daily labor hours worked out of a total of 1,471. The data show an overall MPLH of 14.7 for the 84 workdays from August 19, 2002 through December 20, 2002. This results in 114 average daily labor hours above the recommended average daily labor hours of 1,356 and the industry MPLH standard of 16.

Exhibit 9-5
Current and Recommended Meals per Labor Hour (MPLH)
August 19, 2002 through December 20, 2002 (84 school days)

Campus	Average Daily Meals Served	Average Daily Labor Hours	Actual MPLH	Recommended MPLH	MPLH Variance +/-	Recommended Labor Hours	Labor Hours Variance Over (+) Under (-)
Clear Creek High	1,142	79.1	14.4	18	3.6	63	15.7
Clear Lake High	1,100	87.5	12.6	18	5.4	61	26.4
Clear Brook High	1,350	93.5	14.4	18	3.6	75	18.5
Clear Creek Grade 9	528	38.6	13.7	15	1.3	35	3.4

Clear Lake Grade 9	492	36.4	13.5	14	0.5	35	1.3
Clear View Alternative	90	6.1	14.9	8	(6.9)	11	(5.2)
Webster Intermediate	638	44.9	14.2	16	1.8	40	5.1
Seabrook Intermediate	655	45.5	14.4	16	1.6	41	4.6
Clear Lake Intermediate	715	52	13.7	17	3.3	42	9.9
Space Center Intermediate	871	61.5	14.2	18	3.8	48	13.1
League City Intermediate	1,040	64	16.3	18	1.7	58	6.2
Creekside Intermediate	507	34.6	14.7	15	0.3	34	0.8
Brookside Intermediate	992	67	14.8	18	3.2	55	11.9
Victory Lakes Intermediate	508	32	15.9	15	(0.9)	34	(1.8)
Clear Lake Elementary	394	30.9	12.8	14	1.2	28	2.7
White Elementary	313	25	12.5	14	1.5	22	2.6
League City Elementary	527	32.7	16.1	15	(1.1)	35	(2.4)
Ross Elementary	523	36.5	14.3	15	0.7	35	1.7
Bay Elementary	681	43.9	15.5	16	0.5	43	1.4
Stewart Elementary	639	41	15.6	16	0.4	40	1.1
McWhirter Elementary	1,226	65.5	18.7	18	(0.7)	68	(2.6)
Whitcomb	577	36	16	15	(1.0)	38	(2.5)

Elementary								
Greene Elementary	626	36.7	17	16	(1.0)	39	(2.4)	
Armand Bayou Elementary	316	24	13.2	14	0.8	23	1.4	
Landolt Elementary	520	36	14.4	15	0.6	35	1.3	
Hall Elementary	510	32.5	15.7	15	(0.7)	34	(1.5)	
Ward Elementary	472	31.7	14.9	14	(0.9)	34	(2.0)	
Ferguson Elementary	397	28	14.2	14	(0.2)	28	(0.4)	
Brookwood Elementary	360	28	12.9	14	1.1	26	2.3	
Wedgewood Elementary	683	51.4	13.3	16	2.7	43	8.7	
Hyde Elementary	397	33.1	12	14	2.0	28	4.8	
North Point Elementary	516	31	16.7	15	(1.7)	34	(3.4)	
Goforth Elementary	443	27.7	16	14	(2.0)	32	(4)	
Bauerschlag Elementary	323	26.9	12	14	2.0	23	3.8	
Falcon Pass Elementary	495	29.4	16.8	14	(2.8)	35	(6)	
Totals	21,566	1,471	14.7	16.0	1.3	1,356	114	

Sources: CCISD, Food Service Department and School Food Service Management in the 21st Century.

Note: MPLH is influenced by methodology used to define one meal equivalent. Since each district may use a different methodology to define a meal, productivity results will be skewed in a positive or negative direction.

Exhibit 9-6 shows the MPLH results of the CCISD Food Service Department and peer districts. As illustrated, the MPLH range for these districts is 12.7 to 16.1.

**Exhibit 9-6
Meals per Labor Hour
CCISD and Peer Districts
2001-02**

Performance Indicator	CCISD	Spring Branch	Klein	Irving	Spring
Total meals served	3,881,874	5,228,218	5,676,590	4,055,391	3,746,225
Total labor hours	264,709	371,768	352,787	306,468	295,559
Meals served per labor hour	14.7	14.1	16.1	13.2	12.7

*Source: CCISD, and Peer District Survey.
Note: Humble data was unavailable.*

Recommendation 50:

Establish a meals-per-labor-hour standard and staff cafeterias accordingly.

The director of Food Services should establish an overall departmental productivity standard of 16 MPLH and staff cafeterias to meet that standard.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Food Service and the area field supervisors work with the cafeteria managers to revise MPLH standards for each cafeteria operation.	June - July 2003
2.	The director of Food Service incorporates the new MPLH standards into district cafeterias.	August 2003
3.	The director of Food Service reviews the prior month's MPLH results at the monthly manager's meetings.	September 2003 and Ongoing

FISCAL IMPACT

A reduction of 114 labor hours per day would be required for CCISD to achieve the industry standard of 16 meals per labor hour. Based on an

average starting wage of \$7.33 per hour, this amounts to a labor savings of \$835 per day or \$136,440 annually, excluding benefit costs (114 hours x \$7.33 per hour = \$835 per day x 180 school days = \$150,300). Since the reduction in employee hours does not correspond with the reduction of positions and associated benefit costs, no employee benefit cost savings are anticipated. Assuming a gradual and equal increase in productivity over the next five years, this predicted cost savings comes to \$30,060 per year ($\$150,300 \div 5$) at an increase in savings of 20 percent annually. These productivity gains should result in \$150,300 in cost savings by the fifth year.

These cost savings are based on a projection of no increase in student meal participation and revenue. Increased student enrollment and implementation of the recommendations contained in this report to increase student meal participation should further support these financial improvements. These estimates do not address wage and benefit increases or inflation.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Establish a meals-per-labor-hour standard and staff cafeterias accordingly.	\$30,060	\$60,120	\$90,180	\$120,240	\$150,300

FINDING

Revenue from department catering services does not cover the costs associated with these services. In addition to food and labor costs, operating or capital costs include a delivery vehicle, uniforms, menus, equipment and supplies.

In 1999-2000, the department was asked to serve as the sole provider of all the district's catering needs. ARMARK and CCISD's Classic Fare™ Catering was established to provide these services. Revenue from catering services increased from \$45,000 in 1999-2000 to \$139,000 in 2001-02. In 2001-02, Classic Fare™ Catering served more than 6,800 guests at 624 district-sponsored events and operated at a break-even position, as illustrated in **Exhibit 9-7**. Before 2001-02, catering revenue and expenses were incorporated into Food Service Department financial statements, so there is no record of catering expenses and revenue before that time.

Exhibit 9-7
Revenue and Expenses
Classic Fare – Catering

Revenue and Expenditures	2001-02	
	Dollars	Percent of Revenue
Total revenue	\$138,951	100.0%
Expenditures		
Food	\$58,258	41.9%
Labor	\$70,253	50.6%
Direct (nonfood)	\$6,408	4.6%
Administration and management fee	\$4,014	2.7%
Total expenditures	\$138,932	99.9%
Net Operating Income	\$18	0.1%

Source: CCISD, Food Service Department.

Food and labor cost percentages for the catering program are significantly higher than those presented in **Exhibit 9-3** for the entire Food Service Department. The 41.9 percent food cost for the catering program is 3.6 percentage points higher than the Food Service Department's 38.3 percent total food cost, and the 50.6 percent payroll cost is 3.6 percentage points higher than the 47 percent reported by the total program. This shows that catering prices did not cover the two prime costs. Additional catering service costs must be considered, including operating supplies, administrative overhead and capital costs such as vehicles and kitchen equipment.

Recommendation 51:

Build a catering program fund balance that will cover future operating and capital outlay expenses.

Catering prices should be increased and adjusted regularly to sustain a self-sufficient operation. Food and payroll cost percentages must be reduced to a level that is equal to or below overall program percentages. To develop a self-sufficient catering program that covers future operating and capital costs, the CCISD Food Service Department should establish and maintain a fund balance of at least 10 percent of annual operating revenue.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Food Service meets with the catering manager	June 2003
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	to develop an annual budget of income and expenses for catering services.	
2.	The director of Food Service establishes catering menu items and prices to cover all program operating and capital costs with the goal of operating a net income of 10 percent of revenue each year.	July 2003
3.	The director of Food Service presents catering prices to the associate superintendent of Business and Support Services and the board for review and approval.	August 2003
4.	The director of Food Service revises the catering menu and prices annually.	August 2003 and Ongoing

FISCAL IMPACT

Implementation of this recommendation will require the establishment and maintenance of an annual net operating income of at least 10 percent of annual catering revenue. Assuming that catering revenue of 2001-02 is \$138,951, 10 percent will equal \$13,895 per year. This will result in a fund balance of \$69,475 by 2007-08. The fund balance is calculated as follows:

Estimated Fund Balances Based on 2001-02 Revenue of \$138,951				
Year	Total Revenue	Percent of Total Revenue	Net Income	Fund Balance
2003-04	\$138,951	10%	\$13,895	\$13,895
2004-05	\$138,951	10%	\$13,895	\$27,790
2005-06	\$138,951	10%	\$13,895	\$41,685
2006-07	\$138,951	10%	\$13,895	\$55,580
2007-08	\$138,951	10%	\$13,895	\$69,475

These estimates do not include wage and benefit increases or inflation. Additional catering funds can be used for capital outlay to cover the costs of new vehicles or kitchen equipment.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Build a catering program fund balance that will cover future operating and capital outlav	\$13,895	\$27,790	\$41,685	\$55,580	\$69,475

expenses.					
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Chapter 9

FOOD SERVICE

C. PROFESSIONAL DEVELOPMENT AND RECOGNITION

FINDING

CCISD Food Service management offers formal training programs for all its cafeteria personnel. The department determines training needs based on an employee training needs assessment conducted twice a year. Surveys are used to target specific training needs. The department then individualizes training programs to each Food Service employee. Total training hours for CCISD Food Service personnel increased from 1,760 hours in 1999-2000 to more than 10,000 hours in 2001-02.

The CCISD Food Service training program includes numerous activities. For example, field supervisors conduct weekly training sessions with cafeteria employees who then conduct training that includes 40 safety modules taught at all kitchen locations for 10 to 15 minutes a week. The department also assigns mentors to new managers. New hires receive 30 hours of training in addition to the regular CCISD orientation. All food service personnel are encouraged to attend ARAMARK/CCISD's Star Academy™, which includes 16 eight-hour classes on various topics.

The department also focuses on management training. The assistant manager training program includes a 16-hour training class and 40 modules of hands-on training. The department also conducts manager in-service training and professional development sessions before and during the school year.

COMMENDATION

The department has effective training and professional development programs for all its employees.

FINDING

The CCISD Food Service Department uses employee recognition and reward programs to improve staff performance. These successful programs have contributed to an 86 percent employee retention rate in 2001-02, a 20 percent increase from the district's 65 percent retention rate in 1996-97.

During awards banquets in May and December of each year the department recognizes employees for their service. Awards include

employee of the month, manager of the month, perfect attendance, spirit of service, years of service, safety record, financial performance, marketing results, customer service and cafeteria of the year.

Incentive programs, such as the "catch me putting you first" program, promote efficient, effective operations and the achievement of departmental goals and objectives. Employees who participate in these programs can win prizes. In addition to annual salary increases, cafeteria managers can earn biannual stipends for meeting the goals for the cafeteria they manage.

COMMENDATION

The CCISD Food Service Department uses recognition and incentive programs designed to motivate and encourage excellent employee performance.

Chapter 9

FOOD SERVICE

D. STUDENT MEAL PARTICIPATION (PART 1)

By increasing student meal participation, a school district can ensure that students receive nutritionally balanced meals for their health and well-being. A recent study by Alice Jo Rainville of Eastern Michigan University compares the nutritional quality of reimbursable school lunch meals to lunches brought from home in the elementary schools of two districts in Michigan (Rainville, 2001). Results showed that the school lunches were lower in fat and provided more overall nutrients than the lunches that students brought from home.

As in many school districts, more CCISD students participate in the National School Lunch Program (NSLP) than in the School Breakfast Program (SBP). **Exhibit 9-8** shows CCISD student lunch and breakfast participation rates for May 2002 at 35 district campuses. CCISD student participation rates in the NSLP were 23.5 percent, and student participation rates in the SBP were 6.8 percent. Elementary school students had the highest NSLP participation rates, ranging from 27.6 percent at Brookwood Elementary to 68.7 percent at McWhirter Elementary. The high schools and grade 9 schools had the lowest student NSLP participation rates, ranging from 3 to 6 percent. Intermediate school NSLP participation rates averaged less than 10 percent.

All CCISD schools except North Pointe Elementary and Clear View Alternative offer daily breakfast to students as part of the SBP. Breakfast participation rates in May 2002 were highest in CCISD elementary schools. Student participation rates in the SBP ranged from a low of 2.3 percent at Ferguson Elementary to a high of 29.9 percent at Stewart Elementary. CCISD high schools, grade 9 schools and intermediate schools had SBP student participation rates that ranged from less than 1 percent to less than 9 percent.

Exhibit 9-8
CCISD Student Participation
National School Lunch Program (NSLP) and School Breakfast
Program (SBP)
May 2002

School	Average Daily Attendance	Reimbursable Lunches Served	NSLP Participation Rate	Reimbursable Breakfasts Served	SBP Participation Rate
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High Schools					
Clear Creek	60,657	2,426	3.99%	1,240	2.04%
Clear Brook	67,836	2,661	3.92%	1,271	1.87%
Clear Lake	84,402	2,552	3.02%	1,276	1.51%
Grade 9 Schools					
Clear Creek	22,637	1,464	6.46%	1,443	6.37%
Clear Lake	21,947	767	3.49%	431	1.96%
Intermediate Schools					
Webster	19,025	2,541	13.35%	1,668	8.76%
Seabrook	22,633	2,821	12.46%	1,444	6.38%
Creekside	20,225	2,117	10.46%	1,118	5.52%
League City	28,866	2,628	9.10%	2,416	8.36%
Brookside	25,471	2,039	8.00%	928	3.64%
Clear Lake	24,535	1,883	7.67%	688	2.80%
Space Center	26,735	1,343	5.02%	172	.64%
Elementary Schools					
McWhirter	23,721	16,243	68.47%	5,899	24.86%
Goforth	9,836	5,956	60.55%	2,251	22.88%
Ross	13,942	8,204	58.84%	2,065	14.81%
League City	13,082	7,013	53.60%	2,488	19.01%
Stewart	12,948	6,875	53.09%	3,872	29.90%
Greene	19,118	9,732	50.90%	2,597	13.58%
Bay	20,858	10,549	50.57%	2,835	13.59%
Landolt	18,720	9,313	49.74%	1,838	9.81%
Bauerschlag	8,907	4,424	49.66%	996	11.18%
Clear Lake	16,147	7,915	49.01%	1,147	7.10%
Wedgewood	21,676	10,016	46.20%	4,199	19.37%
Hall	15,404	7,068	45.88%	1,642	10.65%
Whitcomb	18,123	8,239	45.46%	2,165	11.94%

White	13,439	5,673	42.21%	581	4.32%
Hyde	14,305	5,905	41.27%	831	5.80%
Ward	17,046	6,874	40.32%	604	3.54%
North Pointe	21,064	7,265	34.49%	No Breakfast	N/A
Armand Bayou	17,277	5,779	33.44%	609	3.52%
Ferguson	20,642	6,069	29.40%	469	2.27%
Brookwood	21,180	5,852	27.62%	828	3.90%
Alternative School					
Clear View	4,699	356	7.57%	No Breakfast	N/A
Total	767,103	180,562	23.53%	52,011	6.78%

Source: CCISD, Food Service Department Participation Report.

Exhibit 9-9 compares breakfast and lunch student participation statistics of CCISD and the peer districts. Measures include average daily attendance, percent of students eligible for free and reduced- price meals and NSLP and SBP student participation rates. Compared to its peers, CCISD ranked last in student breakfast and lunch participation for 1999-2000, 2000-01 and 2001-02. CCISD's average daily student lunch participation in 2001-02 was 29.8 percent, and breakfast participation averaged 7.5 percent. Irving ISD reported the highest lunch participation rate (69.6 percent) in 2001-02 and Spring Branch ISD had the highest breakfast participation rate (26 percent).

Exhibit 9-9
Student Breakfast and Lunch Participation
CCISD and Peer Districts
1999-2000 through 2001-02

District	1999-2000	2000-01	2001-02
Average Daily Attendance			
CCISD	27,898	28,606	29,719
Irving	25,989	24,987	25,721
Spring	20,794	21,636	22,741
Spring Branch	29,137	29,448	30,375

Klein	N/A	31,146	32,220
Percent Free/Reduced Eligibility of Enrollment			
CCISD	14%	15%	16%
Irving	53.7%	55.3%	61%
Spring	Not available	Not available	Not available
Spring Branch	51%	51%	52%
Klein	N/A	19%	20%
School Breakfast Program (SBP) Participation Rates			
CCISD	6.8%	7.0%	7.5%
Irving	17.5%	16%	18%
Spring	19.3%	20.9%	22.3%
Spring Branch	21%	24%	26%
Klein	N/A	10%	11.4%
National School Lunch Program (NSLP) Participation Rates			
CCISD	33.4%	32.8%	29.8%
Irving	64.7%	63.5%	69.6%
Spring	59.2%	61.1%	61.6%
Spring Branch	57%	57%	60%
Klein	N/A	43.7%	44.4%

Source: CCISD and Peer District Survey.

Note: Humble data was unavailable.

In 2001-02, the CCISD Food Service Department surveyed students, parents, teachers and administrators to assess their opinions of the department. The questionnaire included items about food quality, service and dining-room environment. A total of 968 CCISD students completed and returned surveys. Students gave low scores to food appearance and taste, food temperature, amount of time to eat lunch, length of lunch lines, cafeteria sanitation and neatness.

Sixty-one percent of the student respondents said the school breakfast program was available to all children. Approximately one-half of the students thought that they ate lunch at the appropriate time of day. Fewer than half said that food is served warm. Sixty-six percent said that cafeteria food does not look and taste good. Seventy-three percent said that they did not have enough time to eat, and 75 percent said that they must wait more than 10 minutes to get meals. Fewer than half of the students said that the cafeteria staff is helpful and friendly. Only 33 percent of students said that cafeteria facilities are sanitary and neat. More than half the students (51 percent) said that campus staff maintains discipline and order in school cafeterias. **Exhibit 9-10** shows the results of the student survey.

**Exhibit 9-10
CCISD Food Service
Student Survey Results**

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The school breakfast program is available to all children.	16%	45%	30%	5%	4%
The cafeteria's food looks and tastes good.	2%	15%	17%	29%	37%
Food is served warm.	5%	35%	19%	25%	16%
Students have enough time to eat.	2%	17%	8%	32%	41%
Students eat lunch at the appropriate time of day.	6%	48%	17%	16%	13%
Students wait in food lines no longer than 10 minutes.	4%	12%	9%	34%	41%
Discipline and order are maintained in the school cafeteria.	5%	46%	21%	19%	9%
Cafeteria staff is helpful and friendly.	9%	31%	24%	22%	14%
Cafeteria facilities are sanitary and neat.	4%	29%	27%	23%	17%

Source: TSPR Survey, October 2002.

Students expressed frustration with the fact that school stores are closed and vending machines are turned off during lunch. Vending machines are turned off during lunch to keep vending and concession services from competing with the sale of more nutritious reimbursable meals and milk as part of the NSLP rules. Many students expressed a desire to leave campus for lunch. Students repeatedly said that they do not have enough time to eat so they do not buy lunch in the school cafeteria.

Parents were generally more positive about CCISD Food Service than students. More than half (59 percent) thought that their child regularly purchased his/her meal from the cafeteria. Fifty percent said the food is served warm, and 76 percent said that the cafeteria facilities are sanitary and neat. Seventy percent of the respondents said that discipline and order are maintained in the school cafeteria. A majority of parents (66 percent) thought that the school breakfast program was available to all children. More than half the parents (58 percent) said that the cafeteria staff is helpful and friendly. Forty-two percent of parents are concerned that students wait in food lines longer than 10 minutes, and 38 percent are concerned with food appearance and taste. **Exhibit 9-11** shows the results of the parent survey.

**Exhibit 9-11
CCISD Food Service
Parent Survey Results**

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
My child regularly purchases his/her meal from the cafeteria.	16%	43%	6%	21%	14%
The school breakfast program is available to all children.	15%	51%	29%	4%	1%
The cafeteria's food looks and tastes good.	9%	28%	25%	27%	11%
Food is served warm.	9%	41%	30%	17%	3%
Students have enough time to eat.	7%	40%	9%	33%	11%
Students eat lunch at the appropriate time of day.	8%	57%	8%	20%	7%
Students wait in food lines no longer than 10	5%	31%	22%	28%	14%

minutes.					
Discipline and order are maintained in the school cafeteria.	13%	57%	18%	9%	3%
Cafeteria staff is helpful and friendly.	12%	46%	22%	14%	6%
Cafeteria facilities are sanitary and neat.	15%	61%	16%	7%	1%

Source: TSPR Survey, October 2002.

CCISD teachers were positive about most aspects of the district's Food Service Department, with the exception of food taste and appearance. The majority of teachers (84 percent) said cafeteria facilities were sanitary and neat and 69 percent said that discipline and order are maintained in the school cafeteria. While 58 percent of teachers said that the cafeteria served warm food, only 34 percent thought that the food looked and tasted good. A majority (77 percent) of teachers said that students ate lunch at the appropriate time of day, and 53 percent of the teachers thought that students waited in line no longer than 10 minutes. About 62 percent of teachers said that the cafeteria staff was helpful and friendly. **Exhibit 9-12** shows the results of the teacher survey.

**Exhibit 9-12
CCISD Food Service
Teacher Survey Results**

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The cafeteria's food looks and tastes good.	1%	33%	19%	33%	14%
Food is served warm.	3%	55%	22%	15%	5%
Students eat lunch at the appropriate time of day.	5%	72%	5%	14%	4%
Students wait in food lines no longer than 10 minutes.	8%	45%	16%	21%	10%
Discipline and order are maintained in the school cafeteria.	8%	61%	7%	18%	6%

Cafeteria staff is helpful and friendly.	8%	54%	14%	19%	5%
Cafeteria facilities are sanitary and neat.	10%	74%	9%	5%	2%

Source: TSPR Survey, October 2002.

Chapter 9

FOOD SERVICE

D. STUDENT MEAL PARTICIPATION (PART 2)

A majority of principals and assistant principals (95 percent) said that cafeteria facilities were sanitary and neat, and 84 percent thought that the cafeteria staff was helpful and friendly. A majority (86 percent) also said that students ate lunch at the appropriate time of day. Seventy-six percent of the principals indicated that the campus staff maintained discipline and order in school cafeterias. A majority of principals (78 percent) said that cafeteria staff served warm food. However, like the teachers, principals were concerned with the appearance and quality of the food served in the cafeteria. Only 43 percent thought that the food looked and tasted good. A majority believed students had enough time to eat lunch, and 65 percent said that students waited in line no longer than 10 minutes. The results from this survey are presented in **Exhibit 9-13**.

Exhibit 9-13
CCISD Food service
Principal and Assistant Principal Survey Results

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The cafeteria's food looks and tastes good.	12%	31%	10%	35%	12%
Food is served warm.	17%	61%	8%	8%	6%
Students have enough time to eat.	12%	63%	6%	15%	4%
Students eat lunch at the appropriate time of day.	14%	72%	4%	6%	4%
Students wait in food lines no longer than 10 minutes.	12%	53%	15%	16%	4%
Discipline and order are maintained in the school cafeteria.	25%	51%	6%	10%	8%
Cafeteria staff is helpful and friendly.	29%	55%	6%	6%	4%
Cafeteria facilities are	29%	65%	4%	2%	0%

sanitary and neat.					
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Source: TSPR Survey, October 2002.

To increase student breakfast and lunch participation, the CCISD Food Service Department uses a marketing coordinator to develop and implement marketing and promotional ideas. Daily, weekly and monthly promotions are conducted, such as ARAMARK/CCISD Spike's™ Breakfast Club for elementary school children. Strategies to increase student breakfast and lunch participation include marketing promotions, student advisory committees, a principals' advisory committee, annual student surveys, impromptu student surveys and food shows for the board and elementary school children.

The CCISD Food Service Department has tried to respond to student requests. For example, students requested more menu variety, so the department added menu items at all campuses. The department also expanded serving lines and à la carte menu offerings at district high schools. Elementary school menus went from two to four entrees, including one meatless entrée. Increased variety resulted from the implementation of nutrient-standard menu planning. NutriKids software is used for menu planning.

FINDING

Despite its marketing and promotional efforts, CCISD has not maximized its participation in the NSLP. CCISD has a history of low student participation in the NSLP, and in 1999-2000, 2000-01 and 2001-02 participation rates declined further. As shown in **Exhibit 9-9**, CCISD student participation in the NSLP dropped almost 4 percent from 33.4 percent in 1999-2000 to 29.8 percent in 2001-02. Conversely, NSLP participation rates in the four CCISD peer districts increased from 1 to 4 percent during this same time period. In 2001-02, lunch participation rates ranged from a low of 29.8 percent at CCISD to a high of 69.6 percent at Irving ISD. Spring ISD and Spring Branch ISD reported lunch participation rates of at least 60 percent in 2001-02. CCISD and Klein ISD were the only districts that reported less than a 60-percent lunch participation rate in 2001-02. Klein ISD had a participation rate of 44.4 percent, compared to CCISD's 29.8-percent rate.

As in most districts, a larger percent of CCISD students who are approved for free meal benefits participate in the NSLP than do students in the reduced -price or paid category. **Exhibit 9-14** shows that an average of 69 percent of CCISD students who are eligible for free meals participate in the lunch program. In the reduced category, the average drops to approximately 55 percent of eligible students. Only 25 percent of CCISD

students who are not eligible for free or reduced-price meals participate in the NSLP.

Exhibit 9-14
CCISD Student Lunch Participation per Eligibility Category
2001-02

Month	Free Meals Served	Free Meals Eligible	Percent Free Served	Reduced Meals Served	Reduced Meals Eligible	Percent Reduced-Price Served	Paid Meals Served	Paid Meals Eligible	Percent Paid Served
08/2001	13,653	25,695	.53%	2,504	8,964	.28%	59,383	232,641	.26%
09/2001	38,735	57,304	.68%	9,168	19,874	.46%	121,679	489,231	.25%
10/2001	50,000	70,909	.70%	13,776	24,610	.56%	147,851	589,030	.25%
11/2001	37,576	51,935	.72%	10,502	17,544	.60%	111,554	436,509	.26%
12/2001	35,778	47,385	.76%	9,938	16,080	.62%	103,712	383,115	.27%
01/2002	39,324	56,700	.69%	11,089	19,188	.58%	118,493	459,432	.26%
02/2002	43,750	63,720	.69%	12,549	21,640	.58%	125,876	509,260	.25%
03/2002	33,766	47,970	.70%	9,610	16,065	.60%	95,458	381,270	.25%
04/2002	47,678	69,916	.68%	13,547	23,672	.57%	132,618	559,350	.24%
05/2002	45,581	69,762	.65%	12,800	23,606	.54%	122,181	557,964	.22%
Totals	385,841	561,296	69%	105,483	191,243	55%	1,138,805	4,597,532	25%

Source: CCISD, Food Service Department.

Exhibit 9-9 shows that CCISD and Klein ISD were the only districts that reported less than a 60-percent lunch participation rate in 2001-02. Klein ISD had a participation rate of 44.4 percent, compared to CCISD's 29.8-percent rate. Like CCISD, Klein ISD has a low percentage of students who are eligible to receive free/reduced-price meals. Only 20 percent of Klein ISD students are eligible compared with 16 percent of CCISD students. In Irving ISD, more than 60 percent of students are eligible to receive meal benefits, and 52 percent of Spring Branch ISD students are eligible. Since only 16 percent of CCISD students are approved to receive free or reduced-price meals, it is a challenge to increase student participation in the NSLP.

Since students are the primary school customers, it is important to solicit their feedback to determine their level of satisfaction and to develop strategies to increase participation. Responses given by students in

response to the survey are consistent with low lunch participation levels of student participation. Follow-up comments from high school students reflect their general low opinion of cafeteria food service:

- poor food quality, taste and appearance;
- inadequate time to eat lunch;
- excessively long lines to purchase lunch;
- lack of menu variety;
- poor value for the price;
- lack of sufficient staff to serve food in a timely manner; and
- poor cafeteria sanitation.

A frequent deterrent to student lunch participation in secondary schools is often the availability of food, snacks and beverages from vending machines or concession operations that are in direct competition with lunch meals offered through the NSLP. Vending machines and concessions were observed in operation during the lunch period at CCISD high schools. However, survey results indicate that students were frustrated with school stores being closed and vending machines turned off during the lunch period at most schools. This provides evidence that vending machines are not available at most CCISD schools during the lunch period as required by law.

Students complained about the lack of availability of vending machines during lunch. However, the TSPR team observed vending machines and concessions in operation during the lunch period at CCISD high schools. The USDA defines competitive foods as foods that are offered at school, other than meals served through USDA's school meal programs (school lunch, school breakfast and after-school snack programs). One category of competitive foods is foods of minimal nutritional value, which provide less than 5 percent of the Reference Daily Intakes for eight specified nutrients (protein, Vitamins A and C, niacin, riboflavin, thiamin, calcium and iron) per serving. USDA regulations prohibit the sale of such foods in school food-service areas during school meal periods.

Most concession and vending products are considered to have minimal nutrient value, and they directly compete with the healthier, more nutritious meals offered in the NSLP. The fact that these products are available during the lunch period has a negative impact on student participation in the NSLP. Congress directed the USDA to issue regulations about the service of foods in competition with school meals. Although state agencies and local school food authorities can impose additional restrictions on the sale of competitive foods, the CCISD board has not established a policy about the sale of competitive foods in district cafeterias.

Recommendation 52:

Increase CCISD student lunch participation in the National School Lunch Program.

There are a variety of ways that CCISD can increase student participation in the NSLP. Based on the observations and survey results, the most important step is to produce quality food products at all district cafeterias that look good, taste good and are nutritious. A study of the amount of time students have to eat should be conducted. As shown in **Exhibit 9-10**, 73 percent of student survey respondents indicated that they did not have enough time to eat lunch. CCISD food service administration and staff could encourage further involvement of students, parents, teachers and school administrators in food service activities. The CCISD board should discontinue the sale of competitive foods of minimal nutritional value in district schools, which should increase student participation in the NSLP.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board establishes and enforces a district policy to prohibit the operation of vending machines and the sale of other competitive foods at all CCISD schools.	July 2003
2.	The director and the field supervisors develop strategies to increase lunch participation at district cafeterias.	July 2003 - May 2004
3.	Field supervisors meet with cafeteria personnel, school principals and faculty at each campus prior to the implementation of strategies.	June - July 2004
4.	The director of Food Service implements strategies and the results are evaluated at each campus, and necessary revisions are made.	August 2004 and Annually Thereafter

FISCAL IMPACT

Additional revenue generated by increased participation should be forecasted to cover the additional costs involved in increased participation. A projection of net income from a 5-percent increase in the number of NSLP reimbursable meals is presented below.

**Estimated Revenue for Increased Lunch Participation
5-Percent Increase in Reimbursable Lunch Meals
2003-04 Projection**

Reimbursable	Participation	Additional	Net
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Meal Categories	Increase	Revenue	Income
Number of student paid meals (2001-02)	1,138,805		
Multiply by 5 percent	0.05		
Increased number of meals served	56,940		
Multiply by student price + NSLP subsidy for paid meals (\$2 + 0.20)	x \$2.20		
Revenue from increased number of paid meals		\$125,268	
Number of reduced-price meals (2001-02)	105,483		
Multiply by 5 percent	0.05		
Increased number of meals served	5,274		
Multiply by student price + NSLP subsidy for reduced-price meals (\$1.74 + .40)	x \$2.14		
Revenue from increased number of reduced-price meals		\$ 11,286	
Number of free meals served (2001-02)	385,841		
Multiply by 5 percent	0.05		
Increased number of free meals served	19,292		
Multiply by NSLP subsidy for free meals	x \$2.14		
Revenue from increased number of free meals		\$41,285	
Total revenue from increased participation			\$177,839
*Less 48 % operation expense for food and other variable cost (food = 38%, other variable = 10%)			(\$85,362)
Total estimated net income			\$92,477

Source: CCISD monthly claim for meal reimbursement, 2001-2002.

*The projection is based on a 5 percent increase in participation rates that could be accomplished without additional labor.

This implementation of this recommendation represents the establishment and maintenance of a 5 percent increase in the number of NSLP-

reimbursable meals served and the corresponding net income, with 2001-02 as a baseline year. Assuming that the number of reimbursable lunches served increases in equal amounts over the five-year period from 2003-04 through 2007-08, the annual net income each year would increase from \$18,897 in 2003-04 to \$92,477 in 2007-08 and subsequent years (\$92,477 multiplied by .20 in year 1, .40 in year 2, .60 in year 3, .80 in year 4 and 1.00 in year 5 and subsequent years). Additional net income is calculated as follows:

Estimated Annual Net Income Based on 2007-08 Net Income of \$92,477			
Year	Net Income in Year 5	Percent of Year-5 Net Income	Estimated Net Income
2003-04	\$92,477	20%	\$18,495
2004-05	\$92,477	40%	\$36,991
2005-06	\$92,477	60%	\$55,486
2006-07	\$92,477	80%	\$73,982
2007-08	\$92,477	100%	\$92,477

Increased student enrollment efforts to increase student lunch participation will further support these financial improvements. These estimates do not factor in future wage and benefit increases or inflation.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Increase CCISD student lunch participation in the National School Lunch Program.	\$18,495	\$36,991	\$55,486	\$73,982	\$92,477

FINDING

Student participation in the School Breakfast Program is low. Fewer than 18 percent of CCISD secondary-school students who are approved to receive free meals participate in the SBP, while fewer than 6 percent of students who are approved to receive reduced-price meals participate in the program. This indicates that a substantial number of CCISD students who are eligible for meal benefits do not eat a school breakfast. Although CCISD sends a letter to notify all parents about the SBP, many parents do not take advantage of this program because of various circumstances.

Research has shown that there is a crucial relationship between eating breakfast and learning. A study conducted in the School of Nutrition of

Science and Policy at Tufts University, *The Link Between Nutrition and Cognitive Development in Children* (1988), supports the link between eating in the School Breakfast Program and student learning. As a result, principals and food service administrators across the United States use innovative programs to increase student breakfast participation at elementary and secondary schools. Such programs include serving breakfast from mobile carts located in hallways, offering "grab-and-go" meals and quick-serve menu formats.

The CCISD Food Service Department has successfully implemented a breakfast program at McWhirter Elementary in 2002-03 in which all children get a free breakfast. Student participation has increased significantly, and the program has been able to operate on a break-even financial basis. This program-along with other marketing strategies, such as "breakfast-in-the-classroom"-has led to a significant increase in overall student breakfast participation at district schools in 2002-03.

Galena Park ISD implemented a free breakfast in the classroom program at one of its elementary schools that increased the school's breakfast participation to 78 percent. In August 1999, GPISD implemented Pyburn Elementary's program, Breakfast for All. Breakfast for All serves students breakfast both in the cafeteria and in the classroom. The cafeteria sends breakfasts for grades 3 through 5 sent to the classroom where students eat, while it serves the remaining students in the cafeteria.

Mercedes ISD conducts another similar program called Breakfast in the Classroom. The USDA awarded the program a 2001 Best Practice Award in the Promoting a School Breakfast Program category. After surveying students, MISD found that many would rather spend time with their friends or were not awake enough to eat breakfast in the cafeteria. To address this, the district staff developed its Breakfast in the Classroom program and piloted it in 1997 at one of its elementary schools. The district now offers breakfast in the classroom at all schools. Its overall participation has increased from 44.5 percent in 1995 to 88.3 percent in 2002.

Recommendation 53:

Increase CCISD student participation in the School Breakfast Program.

To increase student participation in the SBP, principals and Food Service Department management should work together to remove barriers that interfere with or discourage participation. A successful example is the positive working relationship between the principal of McWhirter Elementary and the director of Food Service in implementing the free

breakfast program at this campus. This program can be tried at other locations with a high free and reduced-price student population.

Increasing the length of the breakfast period, incorporating breakfast time into the daily class schedule and providing an alternative to the traditional cafeteria dining room service are methods that could be used to expand school breakfast service to a larger number of students. Many parents may not be aware that breakfast programs exist or they may not understand that if their child qualifies for free or reduced-price lunch benefits, they also qualify for breakfast meal benefits. Marketing and promotional efforts could include awareness campaigns aimed at parents.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director, the field supervisors and the marketing coordinator select campuses for strategies to increase breakfast participation, based on the support of the principals and on the potential for increased participation.	June - July 2003
2.	The director, the field supervisors and the marketing coordinator develop a detailed plan to implement campus-specific marketing strategies.	July 2003
3.	The field supervisors meet with cafeteria personnel, school principals and faculty at each campus before program implementation.	August 2003
4.	Cafeteria managers implement the marketing program at selected campuses, and the cafeteria staff is trained to successfully implement the program.	August 2003
5.	The director of Food Service evaluates the results of implementation of these strategies at each campus and necessary revisions are made.	September 2003 and Ongoing
6.	The director of Food Service ensures that successful programs are expanded to other campuses.	January 2004 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources. Additional revenue generated by increased breakfast participation should be forecasted to cover any costs that are associated with increased participation. Strategies to increase breakfast participation should be designed on a break-even financial basis like the successful McWhirter Elementary program.

Chapter 10

TRANSPORTATION

This chapter reviews the Clear Creek Independent School District's (CCISD) transportation functions in the following sections:

- A. Organization and Management
- B. Routing and Scheduling
- C. Safety and Training
- D. Fleet Maintenance

The primary goal of every school district transportation department is to transport eligible students to and from school and approved extracurricular functions in a timely, safe and efficient manner.

BACKGROUND

Chapter 34 of the Texas Education Code (TEC) authorizes, but does not require, Texas school districts to provide transportation for students in the general population between home, school, career and technology training locations and extracurricular activities. The federal Individuals with Disabilities Education Act (IDEA) requires a school district to provide transportation for students with disabilities if the district also provides transportation for students in the general population, or if students with disabilities require transportation to special programs. In 2001-02, CCISD provided a total of 134 routes: 102 regular program routes and 32 special program routes. In 2002-03, the district has 157 driver and 15 bus aide positions to operate routes.

Texas school districts received state reimbursement for transporting regular program, special program and career and technology education (CATE) program students. The Legislature sets funding rules and the Texas Education Agency (TEA) administers the program. TEA requires each school district receiving state reimbursement to provide two annual school transportation reports, the School Transportation Route Services report and the School Transportation Operations report. The Route Services report documents miles traveled and number of riders by program and subprogram. The Operations report documents total miles, costs and fleet data. The mileage numbers used in this chapter are derived from these TEA reports. Five different types of miles are referenced in this chapter: standard regular miles, odometer miles, reimbursable route miles, route miles with deadhead and extracurricular miles. These types of miles are described in the chapter as they are used.

State funding for transporting regular program students is limited to those students living two or more miles from their school. The state does not reimburse districts for transporting students living within two miles of their school unless they face hazardous walking conditions on the way to school. The state will reimburse districts for transporting students on hazardous routes within two miles of school; however, these reimbursements may not exceed 10 percent of the total annual reimbursement for transporting two-or-more-mile students. A school district must use local funds to pay for transportation costs the state reimbursement does not cover.

For the regular program, the state reimburses districts for qualifying transportation expenses based on linear density, which is the ratio of the average number of regular program students transported daily on standard routes to the number of route miles traveled daily on those routes. Standard route miles and riders are a subprogram of the regular program and do not include miles or riders for alternative, bilingual, desegregation, magnet, parenting, year-round or hazardous area service. TEA uses this ratio to assign each school district to one of seven linear density groups. Each group is eligible to receive a maximum per-mile allotment.

Exhibit 10-1 shows the linear density groups and the related allotment per mile.

**Exhibit 10-1
Linear Density Groups
May 2001**

Linear Density Group	Allotment/Mile
2.40 and above	\$1.43
1.65 to 2.40	\$1.25
1.15 to 1.65	\$1.11
0.90 to 1.15	\$0.97
0.65 to 0.90	\$0.88
0.40 to 0.65	\$0.79
Up to 0.40	\$0.68

Source: TEA, Handbook on School Transportation Allotments (revised) May 2001.

Exhibit 10-2 shows the linear densities for CCISD and a peer group of four Texas school districts. Irving ISD is not included as a peer in this

chapter because TEA data for Irving student transportation were not available. Also, Spring Branch ISD has been replaced with Goose Creek ISD because Goose Creek is closer in size and linear density to CCISD. Data for 2000-01 are used throughout this chapter because not all TEA data for 2001-02 is reported prior to January 2003.

**Exhibit 10-2
Linear Density
CCISD and Peer Districts
2000-01**

District	Standard Regular Riders*	Standard Regular Miles	Linear Density	Allotment/ Mile Based on 1999-2000**
Humble	1,001,700	568,260	1.763	\$1.25
Klein	1,924,380	970,704	1.982	\$1.25
Spring	1,208,880	538,977	2.243	\$1.43
Goose Creek	1,047,600	631,773	1.658	\$1.25
Peer Average	1,295,640	677,429	1.913	\$1.25
CCISD	1,354,500	632,232	2.142	\$1.25

Source: TEA, School Transportation Route Services Reports, 2000-01.

** Annual riders calculated by multiplying average daily riders by 180 school days.*

*** Allotment rates are based on the previous year's linear density.*

In 2000-01, CCISD had the second highest linear density of the peer districts and was in the second highest linear density group. The latter entitled the district to a reimbursement of \$1.25 per route mile for regular program miles. The district's actual operations cost (total annual costs less debt service and capital outlay) in 2000-01 was \$2.31 per odometer mile. Odometer miles are all miles traveled, including mileage for maintenance, extracurricular miles and miles driven to and from a route, known as deadhead.

In 1999-2000, the new Transportation director audited the miles reported to the state and identified several discrepancies in the number of regular program reimbursable miles reported for 1996-97, 1997-98 and 1998-99. Specifically, the information reported did not include all the eligible miles in the calculations. The corrections resulted in \$147,162 in retroactive funding for the department. The methodology for calculating mileage has since been modified to include all eligible miles and retraining has been

provided to drivers to ensure that similar discrepancies are avoided in the future.

The Legislature sets allotment rate for special programs transportation. All transportation for special program students, except certain extracurricular trips, is eligible for state reimbursement at \$1.08 per route mile. In 2000-01, CCISD's actual cost for special program transportation was \$2.43 per odometer mile.

Reimbursement for the CATE program is based on the cost for regular program miles for the previous fiscal year, as reported in the TEA School Transportation Operations report. CATE program miles are divided into regular and special subprograms. CCISD did not operate a CATE transportation program in 2000-01 because it had no CATE programs that required transportation.

Reimbursement for a private program is 25 cents per mile, up to \$816 annually. Private program miles are divided into regular and special subprograms. CCISD did not operate a private transportation program with any recordable miles in 2000-01.

Reimbursable route miles are defined as the verified mileage for service between eligible students' residences and their respective schools of regular attendance, beginning at the first school served and ending at the last school served. CCISD operated 1.039 million regular program reimbursable route miles and 482,117 special program reimbursable route miles in 2000-01.

Exhibit 10-3 shows a comparison of reimbursable route miles for CCISD and the peer districts. In subsequent exhibits and analysis, CATE and private program regular and special subprogram data for peer school districts are included with regular and special program transportation statistics.

Exhibit 10-3
Reimbursable Route Miles by Category
CCISD and Peer Districts
2000-01

District	Regular Reimbursable Route Miles	Special Reimbursable Route Miles	CATE Reimbursable Route Miles	Private Reimbursable Miles
Humble	945,126	562,197	44,616	1,050
Klein	1,315,772	436,728	N/A	N/A

Spring	867,600	434,600	70,226	N/A
Goose Creek	981,070	372,031	65,707	N/A
Peer Average	1,027,392	451,389	45,137	1,050
CCISD	1,038,718	482,117	N/A	N/A

Source: TEA, School Transportation Operations Report and School and Transportation Route Services Reports, 2000-01.

In 2000-01, the state allocated a total of \$1.62 million in transportation funding to CCISD. **Exhibit 10-4** compares total annual operations cost and the state allotment for regular program and special program transportation in 2000-01 for CCISD and the peer districts. CCISD received the lowest reimbursement percentages when compared to the peer districts.

Exhibit 10-4
State Allotment Comparison
CCISD and Peer Districts
2000-01

District	Regular Program			Special Program		
	Operations Cost*	State Allotment	Percent State	Operations Cost*	State Allotment	Percent State
Humble	\$2,808,711	\$1,216,965	43%	\$1,069,951	\$640,246	60%
Klein	\$3,828,259	\$1,552,642	41%	\$1,185,930	\$471,666	40%
Spring	\$3,467,099	\$1,073,270	31%	\$971,625	\$522,755	54%
Goose Creek	\$2,688,763	\$1,256,488	47%	\$632,892	\$401,793	63%
Peer Average	\$3,198,208	\$1,274,841	40%	\$965,100	\$509,115	53%
CCISD	\$3,539,865	\$1,101,018	31%	\$1,376,612	\$520,686	38%

Source: TEA, School Transportation Operations Report and School Transportation Route Services Reports, 2000-01.

*Operations cost excludes capital outlay and debt service.

Exhibit 10-5 shows the annual riders, total annual odometer miles and number of total buses for CCISD compared to peer districts for 2000-01.

Annual riders include students in the CATE program and private program if applicable. CCISD had the second highest odometer miles and the highest number of buses for the second lowest number of special program riders. For its regular program, CCISD had the second lowest number of total buses that carried the second highest number of riders.

**Exhibit 10-5
Operating Statistics
CCISD and Peer Districts
2000-01**

District	Regular Program			Special Program		
	Annual Riders*	Total Odometer Miles	Total Buses	Annual Riders*	Total Odometer Miles	Total Buses
Humble	1,520,820	1,561,038	138	97,200	629,143	38
Klein	2,523,060	1,963,349	192	193,140	445,467	43
Spring	2,818,800	1,694,464	146	231,480	468,721	41
Goose Creek	2,051,640	1,568,175	127	53,280	383,562	27
Peer Average	2,228,580	1,696,757	151	143,775	481,723	37
CCISD	2,586,600	1,533,334	133	75,960	566,683	50

Source: TEA, School Transportation Operations Report and School Transportation Route Services Report, 2000-01.

** Annual riders calculated by multiplying average daily riders by 180 school days.*

Exhibit 10-6 compares 2000-01 transportation cost efficiency and effectiveness indicators for CCISD and the peer districts. Cost per odometer mile is determined by dividing total annual operations cost (less debt service and capital outlay) by total annual odometer miles. Cost per rider is determined by dividing total annual operations cost (less debt service and capital outlay) by total annual riders. Total annual riders are determined by multiplying average daily riders by 180 school days.

**Exhibit 10-6
Cost Efficiency and Effectiveness Indicators
CCISD and Peer Districts
2000-01**

District	Regular Program		Special Program	
	Cost/ Odometer Mile	Cost/Rider	Cost/ Odometer Mile	Cost/Rider
Humble	\$1.80	\$1.85	\$1.70	\$11.01
Klein	\$1.95	\$1.52	\$2.66	\$6.14
Spring	\$2.05	\$1.23	\$2.07	\$4.20
Goose Creek	\$1.71	\$1.31	\$1.65	\$11.88
Peer Average	\$1.88	\$1.48	\$2.02	\$8.31
CCISD	\$2.31	\$1.37	\$2.43	\$18.12
Percent Different from Peer Average	23%	(7%)	20%	118%

Source: TEA, School Transportation Operations Report and School Transportation Route Services Report, 2000-01.

The CCISD cost per regular program odometer mile is 23 percent higher than the peer average and the cost per regular program rider is 7 percent lower. The CCISD cost per special program odometer mile is 20 percent higher than the peer average, and the cost per special program rider is 118 percent higher. The Transportation director said the high costs of special program transportation result of the district meeting requirements outlined in the students' individualized education plans (IEP), including special program students attending school outside their neighborhood or the district and attempts to keep ride times under an hour.

Exhibit 10-7 compares service effectiveness, or productivity, indicators for CCISD and peer districts using route miles with deadhead. Route miles are all miles operated to provide student transportation between home and school and for career and technology programs. Route miles are not limited to reimbursable route miles. The riders per route mile with deadhead are determined by dividing total annual riders by total annual route miles with deadhead. Total annual riders are determined by multiplying average daily riders by 180 school days. The riders per bus are determined by dividing average daily riders by the total number of buses.

Exhibit 10-7
Service Effectiveness Indicators
CCISD and Peer Districts
2000-01

District	Regular Program		Special Program	
	Riders/Route Mile (with Deadhead)	Riders/Bus	Riders/Route Mile (with Deadhead)	Riders/Bus
Humble	1.14	61	0.16	14
Klein	1.38	73	0.44	25
Spring	1.89	107	0.53	31
Goose Creek	1.46	90	0.14	11
Peer Average	1.47	83	0.32	20
CCISD	1.96	108	0.14	8
Percent Different	33%	30%	(56%)	(60%)

Source: TEA, School Transportation Operations Report and School Transportation Route Services Report, 2000-01.

CCISD regular program riders per route mile with deadhead are 33 percent higher than the peer average, and riders per bus is 30 percent higher. CCISD special program riders per route mile with deadhead are 56 percent lower than the peer average, and riders per bus is 60 percent lower.

The Transportation director said the low productivity of special program transportation is also affected by specifications in student IEPs. For example, the district must transport a single child to or from a specified campus according to the IEP, whether or not the student lives within the attendance boundaries of that school if the student will receive services there in the least restrictive environment and in accordance with law.

Exhibit 10-8 documents a four-year history of student riders per route mile with deadhead for CCISD.

Exhibit 10-8
CCISD Regular and Special Program Transportation Riders per Route Mile with Deadhead 1997-98 through 2000-01

	1997-98	1998-99	1999-2000	2000-01	Percent Change

					Increase/ (Decrease) 1997-2001
Regular Program					
Annual Riders	2,225,880	2,612,700	2,713,680	2,586,600	16%
Route Miles with Deadhead	1,238,221	1,352,529	1,389,613	1,316,832	6%
Riders per Route Mile with Deadhead	1.80	1.93	1.95	1.96	9%
Percent Change from Previous Year	N/A	7%	1%	1%	N/A
Special Program					
Annual Riders	95,040*	77,400	70,740	75,960	(20%)
Route Miles with Deadhead	565,970	559,048	520,065	553,061	(2%)
Riders per Route Mile with Deadhead	0.17	0.14	0.14	0.14	(18%)
Percent Change	N/A	(18%)	(2%)	1%	N/A

Source: TEA, School Transportation Route Services Reports, 1997-98 through 2000-01.

* Reduction in riders is the result of elimination of the special career and technology transportation program.

Regular program riders per route mile with deadhead rose 9 percent from 1997-98 through 2000-01. Special program riders per route mile with deadhead decreased 18 percent from 1997-98 to 2000-01. Special program ridership has decreased 20 percent since 1997-98 but miles have remained steady. For both programs, the most significant change in riders per route mile with deadhead took place between 1997-98 and 1998-99.

Exhibit 10-9 documents a four-year history of transportation riders per bus for CCISD.

Exhibit 10-9
CCISD Regular and Special Program Transportation Riders per Bus
1997-98 through 2000-01

	1997-98	1998-99	1999-2000	2000-01	Percent Change 1997-2001
Regular Program					
Daily Riders	12,366	14,515	15,076	14,370	16%
Buses	132	137	133	133	1%
Riders/ Bus	94	106	113	108	15%
Percent Change	N/A	13%	7%	(4%)	
Special Program					
Daily Riders	528	430	393	422	(20%)
Buses	55	57	58	50	(9%)
Riders/Bus	10	8	7	8	(20%)
Percent Change	N/A	(20%)	(3%)	14%	N/A

Source: TEA, School Transportation Operations Report and School Transportation Route Services Report, 1997-98 through 2000-01.

Regular program riders during the four-year period ranged between 94 and 108 riders per bus. The percent increase in regular program riders is higher than the percent increase in the number of buses. This means CCISD transports more regular program students with about the same number of buses. Special program riders ranged between seven and 10 riders per bus during the five-year period. Overall, special program ridership has remained steady.

Exhibit 10-10 documents a four-year history of the total miles of transportation service provided by CCISD by category of service. The four-year history includes route miles with deadhead. Route miles include deadhead, but exclude extracurricular miles. Extracurricular miles include student transportation for field trips and extracurricular activities such as athletics, band and University Interscholastic League (UIL) events.

Exhibit 10-10
CCISD Annual Miles of Service
1997-98 through 2000-01

	1997-98	1998-99	1999- 2000	2000-01	Percent Change Increase/ (Decrease)

					1997-2001
Regular Program					
Route Miles (with Deadhead)	1,238,221	1,352,529	1,389,613	1,316,832	6%
Extracurricular Miles	186,035	193,207	222,810	208,010	12%
Other Miles*	9,942	8,600	7,839	8,492	(15%)
Annual Regular Miles	1,434,198	1,554,336	1,620,262	1,533,334	7%
Special Program					
Route Miles (with Deadhead)	565,970	559,048	520,065	553,061	(2%)
Extracurricular Miles	11,692	11,196	12,673	12,920	11%
Other Miles*	1,423	955	871	702	(51%)
Annual Special Miles	579,085	571,199	533,609	566,683	(2%)
Total	2,013,283	2,125,535	2,153,871	2,100,017	4%

Source: TEA, School Transportation Operations Reports, 1997-98 through 2000-01.

* "Other" miles consist of all miles other than route miles, mileage to and from routes and extracurricular miles.

From 1997-98 through 2000-01, total regular program miles increased 7 percent. Route miles increased 6 percent and extracurricular miles increased 12 percent. From 1997-98 to 2000-01, total special program miles decreased 2 percent. Route miles decreased 2 percent and extracurricular miles increased 11 percent. Overall, total miles for regular and special program transportation increased 4 percent.

Exhibit 10-11 shows the percent of students transported compared to total enrollment. CCISD transports 50 percent of students enrolled compared to the peer average of 54 percent of students enrolled.

Exhibit 10-11
Percent of Enrolled Students Riding the Bus
CCISD and Peer Districts
2000-01

District	Enrollment	Average Daily Riders	Percent of Enrolled Students Riding the Bus
Humble	24,684	8,989	36%
Klein	32,376	15,090	47%
Spring	23,034	16,946	74%
Goose Creek	18,003	11,694	65%
Peer Average	24,524	13,180	54%
CCISD	29,875	14,792	50%

Source: TEA, AEIS, 2000-01. Riders from TEA, School Transportation Route Services Reports, 2000-01.

Exhibit 10-12 compares the total and extracurricular transportation miles of peer districts with CCISD. CCISD provides a higher percent of extracurricular miles than the peer average.

Exhibit 10-12
Transportation Extracurricular Miles
CCISD and Peer Districts
2000-01

District	Total Odometer Miles*	Extracurricular Miles*	Percent Extracurricular
Humble	2,190,181	253,114	12%
Klein	2,408,816	133,488	6%
Spring	2,163,185	219,104	10%
Goose Creek	1,951,737	170,053	9%
Peer Average	2,178,480	193,940	9%
CCISD	2,100,017	220,930	11%

Source: TEA, School Transportation Operations Report, 2000-01. *Includes both regular and special program transportation.

Exhibit 10-13 compares the transportation cost of the peer districts with CCISD as a percent of total district expenditures. CCISD spends 2.6

percent of total district expenditures on student transportation, which is equal to the peer average.

Exhibit 10-13
Transportation Cost as a Percentage of Total Budgeted Operating Expenditures
CCISD and Peer Districts
2000-01

District	Total District Expenditures	Transportation Operations Cost*	Percent of Total Expenditures
Humble	\$161,716,571	\$3,878,662	2.4%
Klein	\$218,086,836	\$5,014,189	2.3%
Spring	\$150,293,509	\$4,438,724	3.0%
Goose Creek	\$116,487,685	\$3,321,655	2.9%
Peer Average	\$161,646,150	\$4,163,308	2.6%
CCISD	\$189,022,847	\$4,916,477	2.6%

Sources: Total expenditures from AEIS data, 2000-01; Transportation operations cost from TEA School Transportation Operations Report, 2000-01.
**Includes both regular and special program transportation.*

A four-year history of transportation cost data for CCISD, provided by TEA, is shown in **Exhibit 10-14**.

Exhibit 10-14
CCISD Regular and Special Program Transportation Cost Data
1997-98 through 2000-01

	1997-98	1998-99	1999-2000	2000-01	Percent Increase/ (Decrease) Change 1997-2001
Operation Cost*					
Regular Program	\$2,563,699	\$3,008,874	\$3,537,645	\$3,539,865	38%
Percent Change		17%	18%	0%	

Special Program	\$1,098,729	\$969,283	\$1,179,214	\$1,376,612	25%
Percent Change		(12%)	22%	17%	
Total	\$3,662,428	\$3,978,157	\$4,716,859	\$4,916,477	34%
Odometer Miles					
Regular Program	1,434,198	1,554,336	1,620,262	1,533,334	7%
Percent Change		8%	4%	(5%)	
Special Program	579,085	571,199	533,609	566,683	(2%)
Percent Change		(1%)	(7%)	6%	
Total	2,013,283	2,125,535	2,153,871	2,100,017	4%
Cost per Odometer Mile*					
Regular Program	\$1.79	\$1.94	\$2.18	\$2.31	29%
Percent Change		8%	13%	6%	
Special Program	\$1.90	\$1.70	\$2.21	\$2.43	28%
Percent Change		(11%)	30%	10%	
Annual Riders					
Regular Program	2,225,880	2,612,700	2,713,680	2,586,600	16%
Percent Change		17%	4%	(5%)	
Special Program	95,040	77,400	70,740	75,960	(20%)
Percent Change		(19%)	(9%)	7%	
Total	2,320,920	2,690,100	2,784,420	2,662,560	15%
Cost per Rider*					
Regular Program	\$1.15	\$1.15	\$1.30	\$1.37	19%
Percent Change		0%	13%	5%	
Special Program	\$11.56	\$12.52	\$16.67	\$18.12	57%
Percent Change		8%	33%	9%	

Source: TEA, School Transportation Operations Report and TEA School Transportation Route Services Report, 1997-98 through 2000-01.

*Operations cost exclude capital outlay and debt service.

Regular program operation cost increased 38 percent from 1997-98 through 2000-01, with the largest increases in 1998-99 (17 percent) and 1999-2000 (18 percent). Regular odometer miles increased 8 percent in 1998-99 and 4 percent in 1999-2000. Regular odometer miles increased 7 percent during the four-year period. Annual riders increased 17 percent in 1998-99 and 4 percent in 1999-2000. In 2000-01, regular operation costs remained the same and odometer miles and riders each decreased by 5 percent. Cost per regular odometer mile increased 29 percent from 1997-98 through 2000-01, and cost per regular rider increased 16 percent from 1997-98 through 2000-01. The Transportation director attributed the increase in costs to the addition of new campuses, a \$1.00 per hour salary increase for all Transportation employees and the high number of hazardous miles operated by the district.

Special program transportation costs dropped 12 percent in 1998-99 but increased the following two years for a 25 percent increase in operation cost from 1997-98 to 2000-01. Odometer miles did not experience any significant changes during the four-year period. Ridership, however, decreased 20 percent. Although annual riders decreased, miles did not decrease and costs increased. As a result, cost per special program rider increased 57 percent from 1997-98 to 2000-01, and cost per special program odometer mile increased 28 percent from 1997-98 to 2000-01.

Exhibit 10-15 summarizes four-year CCISD transportation operation costs by object of expenditure, as defined by TEA in the instructions for the annual TEA School Transportation Route Services report.

Exhibit 10-15
CCISD Transportation Operation Cost by Type of Expenditure
1997-98 through 2000-01

Object	1997-98	1998-99	1999-2000	2000-01	Percent of Total Expenditures 2000-01	Percent Change Increase/Decrease) 1997-2001
Salaries and Benefits	\$3,065,319	\$3,251,888	\$3,921,394	\$4,018,687	82%	31%
Percent Change		6%	21%	2%		
Purchased Services	\$190,974	\$155,513	\$152,828	\$226,365	5%	19%

Percent Change		(19%)	(2%)	48%		
Supplies and Material	\$403,413	\$567,730	\$641,217	\$657,759	13%	63%
Percent Change		41%	13%	3%		
Other Expenses	\$2,722	\$3,026	\$1,420	\$13,666	0%	402%
Percent Change		11%	(53%)	862%		
Total Cost	\$3,662,428	\$3,978,157	\$4,716,859	\$4,916,477		34%

Source: TEA, School Transportation Route Services Reports, 1997-98 through 2000-01.

Total operation costs increased 34 percent from 1997-98 through 2000-01. This increase is attributable to a 31 percent increase in salaries and benefits from 1997-98 through 2000-01. Salaries and benefits comprise 82 percent of all transportation expenses. While "Other" expenses have increased 402 percent, these expenses make up less than 1 percent of all operating expenses. The increase in other expenses totals less than \$11,000.

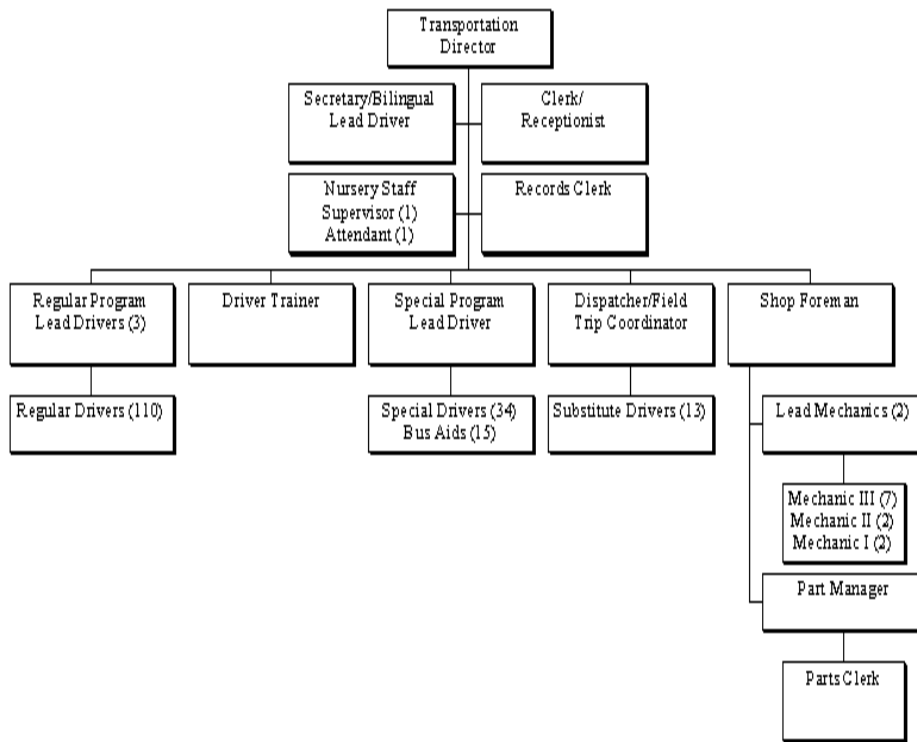
Chapter 10

TRANSPORTATION

A. ORGANIZATION AND MANAGEMENT

The Transportation Department provides student transportation between home and school and for extracurricular trips. The department also maintains all school buses and the general services fleet. An organization chart of the department is shown in **Exhibit 10-16**.

Exhibit 10-16
Transportation Organization
2002-03



Source: CCISD, Transportation Department Organization Chart.

Transportation Department supervisory staff consists of the Transportation director, five lead drivers, a dispatcher/field trip coordinator, a driver trainer and a shop foreman. The Transportation director oversees overall operation and management of the department. Each of the lead drivers supervises approximately 30 drivers and a group of routes. Three lead drivers supervise the regular routes and one lead driver supervises the special program routes. The fifth lead driver, who is bilingual and lead driver for bilingual routes, also serves as the Transportation director's secretary. The secretary is bilingual and serves as lead driver for the

bilingual routes in addition to her secretarial duties. Besides supervising drivers, the lead drivers develop routes and schedules for their group of routes, train drivers on new routes, evaluate driver performance, handle parent telephone calls and manage student discipline problems. The special program transportation lead driver also supervises bus aides.

The dispatcher/field trip coordinator schedules field trips and handles radio dispatching in the morning. In the afternoon, the special program transportation lead driver serves as dispatcher. The dispatcher/field trip coordinator also supervises the substitute driver pool, tracks absenteeism and works with the lead drivers each day to fill open routes.

The driver trainer manages driver training and safety for all regular and special program drivers and aides. Two drivers assist the trainer as needed.

In 2002-03, the district employed 157 drivers and 15 bus aides. Of the 157 drivers, 13 were substitute drivers. The district guarantees drivers five hours of work per day.

The shop foreman manages the maintenance shop and employees. Shop personnel include a parts manager, a parts clerk, nine mechanic IIIs, two mechanic IIs and two mechanic Is. Two of the mechanic IIIs are lead mechanics who supervise five mechanics each. The mechanics work two split shifts to ensure coverage the entire day. The first shift begins at 5:00 AM and ends at 2:00 PM. The second shift begins at 9:00 AM and ends at 6:00 PM.

The parts manager maintains the parts room, including setting up purchase orders, getting competitive bids from parts providers and ordering parts. The parts manager also maintains the vehicle maintenance information system (VMIS) and Zepco ZTR driver tracking software program. A parts clerk assists the parts manager.

Additional staff in the Transportation Department includes a receptionist/clerk and a records clerk, who generate invoices and maintain department records. The Transportation Department also has an on-site nursery, which is staffed with a supervisor and attendant, to watch the employees' children.

The Transportation Department has a comprehensive handbook that documents procedures in the department, including methods for air conditioned bus assignment, definition of seniority, qualifications for driving midday, summer or extracurricular trips, driver responsibilities, dress code, absences, employee discipline, incentive programs, driving procedures, student discipline, radio procedures, accident procedures, preventable accidents and extracurricular trip guidelines.

FINDING

Although the district initiated incentives to reduce overtime costs in 2000-01 and 2001-02, the Transportation Department still has high overtime costs. The director of Transportation attributes excessive over-time costs to driver vacancies, driver and bus aide absences and drivers not working due to workers compensation claims or long-term illnesses. Transportation Department overtime costs totaled \$241,296 in 2000-01 and \$274,146 in 2001-02. A breakout of overtime by staff category for 2001-02 was not provided by the district. With an operating budget of \$4,916,477 in 2001-02, overtime represented 5 percent of total costs.

From October 2001 to March 2002, the Transportation Department had to cover an average of 28 routes per day as a result of vacancies and absences. The department has 13 substitute drivers to cover open routes, leaving an average of 15 uncovered routes per day out of 129 total routes in 2001-02. Supervisory staff and mechanics were used on a daily basis to cover routes.

When other staff drive, they are unable to focus on their primary duties. Mechanic time in the shop is reduced, and lead drivers are unable to perform some of their duties, such as field supervision. Staff must work overtime to complete their daily tasks. In addition to representing a cost to the district, overtime also represents additional workload to staff. **Exhibit 10-17** shows overtime by staff category and illustrates that covering 28 routes per day places a large workload on the regular program lead drivers, mechanics and office staff.

Exhibit 10-17
Overtime by Staff Category
2001-02

Staff Category	Total Salaries	Annual Cost of Overtime	Percent Overtime Compared to Actual Salary
Drivers	\$1,758,427*	\$53,295	3%
Regular Program Lead Drivers	\$90,524	\$36,961	41%
Mechanics/Shop Staff	\$516,182	\$113,050	22%
Office/Management Staff	\$295,546	\$70,839	24%
Total	\$2,660,679	\$274,146	10%

Source: CCISD, Transportation Department, Employee Data Listing and overtime analysis.

* Driver salaries based on a five hour guarantee.

Only two peers, Spring ISD and Klein ISD, responded to requests for transportation-related overtime data. Klein stated it had little to no overtime each week and driver overtime depended on the number of extracurricular trips operated. Spring did not provide adequate data for a direct comparison with CCISD. Spring largely attributed overtime to community service performed by employees and a high mechanic to vehicle ratio.

The Transportation director has developed incentives to recruit new drivers and reduce turnover and absenteeism. Drivers who recruit a new driver receive a \$100 stipend over the course of a year. The district pays new drivers a relocation stipend of \$300 over the course of two years. The Transportation Department operates an on-site, state licensed day care facility for drivers with young children. The Transportation director said that 16 drivers use the facility. The Transportation Department budget funds the day care, which charges drivers \$20 a month to use its service. The department also advertises for drivers and passes out fliers at local stores and the mall. At the time of the review team site visit in October 2002, the Transportation Department had four driver vacancies. By November 2002, the department had filled all positions.

Turnover is related to vacancies, since a high turnover rate results in more vacancies that must be filled. The Transportation director and other staff interviewed, including drivers, cited salaries, high insurance costs and the lack of full-time work as the main reasons for driver turnover. **Exhibit 10-18** analyzes the percent of new drivers who terminate within one year of hire compared to drivers who stay longer than one year.

Exhibit 10-18
CCISD New Driver Turnover
1997-98 through 2001-02

Year	New Drivers Who Terminate Within One Year	Percent of Total New Drivers	New Drivers Who Stay Past One Year	Percent of Total New Drivers	Total New Driver Hires	Annual Percent Change in Total New Hires	Total Number of Regular and Substitute Drivers*
1997-	19	54%	16	46%	35	N/A	101

98							
1998-99	16	47%	18	53%	34	(3%)	101
1999-2000	22	39%	34	61%	56	65%	103
2000-01	22	39%	34	61%	56	0%	104
2001-02	26	31%	57	69%	83	48%	111

Source: CCISD, Transportation Department summary of hires and terminations 1997-98 through 2001-02.

*Data on number of special program drivers not provided.

In 2001-02, 31 percent of all new drivers hired terminated within one year. However, the number of drivers who stay past one year has been increasing over the past five years, with the percent of drivers remaining in the district increasing from 46 percent in 1997-98 to 69 percent in 2001-02. Overall hires have been increasing, rising from 35 new hires in 1997-98 to 83 in 2001-02.

Exhibit 10-19 analyzes the terminations of new drivers compared to the termination of existing drivers.

Exhibit 10-19
CCISD New and Existing Driver Turnover
1997-98 through 2001-02

Year	New Drivers Who Terminate Within One Year	Percent of Total Terminating Drivers	Existing Drivers Who Terminate	Percent of Total Terminating Drivers
1997-98	19	40%	28	60%
1998-99	16	44%	20	56%
1999-2000	22	43%	29	57%
2000-01	22	49%	23	51%
2001-02	26	53%	23	47%

Source: CCISD, Transportation Department summary of hires and terminations, 1997-98 to 2001-02.

The number of existing drivers who terminate has dropped from 60 percent in 1997-98 to 47 percent in 2001-02. The number of total terminations has varied from year to year, from a low of 36 in 1998-99 to a high of 51 in 1999-2000.

As of fall 2002, drivers are eligible to receive a \$400 award for zero absences in a semester. Each absence in a semester reduces the award by \$100. The district prorates the award for drivers who begin driving mid-semester. The award for the fall includes the month of January to reduce the high number of absences and terminations that typically occur around the holidays. In 2001-02, the award for zero absences was \$150 per year.

The Transportation director is tracking absences for 2002-03 compared to 2001-02 to measure the success of the new incentive. The department has reduced absences for the average number of open routes per day from 28 for 2001-02, to 11 for 2002-03 to date. The director said the district savings totaled \$9,950 in September 2002, \$10,054 in October 2002 and \$17,312 in November 2002.

Although the Transportation director has taken proactive steps to reduce overtime in the department some of these incentives, such as the \$400 semester (or \$800 annual) perfect attendance stipend, are new and should be closely monitored to ensure they actually help reduce absences and related overtime costs. Over time, the stipend may lose its appeal and alternative methods to reduce absences may be needed.

Many districts continuously monitor and analyze driver turnover trends to evaluate the effectiveness of recruiting and retention efforts. These districts often work cooperatively with staff in the Personnel Department to maintain an active list of qualified drivers to fill vacancies quickly.

Recommendation 54:

Monitor driver vacancies, turnover, driver and aide absences and overtime costs on a continual basis to minimize overtime costs.

The Personnel Department director should work collaboratively with the Transportation director and identify qualified driver recruits. The Personnel Department director should work to identify, develop and maintain a "waiting list" of driver candidates that would assist in filling positions quickly. Some increased hiring is expected to keep pace with route growth; however, these statistics should also be monitored carefully to ensure turnover is not excessive by comparison to the industry standard.

The Transportation director should set a goal to reduce overtime to no more than 1 percent per year, with technical input and support provided by the Personnel Department on enhanced recruitment, retention and motivation strategies.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Transportation director develops and implements measures to reduce absenteeism.	Complete
2.	The Transportation director tracks the number of absences and the cost of overtime resulting from absences.	Complete
3.	The Transportation director implements incentives to recruit and hire new drivers.	Complete
4.	The Transportation director fills all vacant driver positions.	Complete
5.	The Transportation director meets with the Personnel director to discuss developing a list of driver candidates to address driver turnover and to obtain technical input from Personnel regarding enhanced recruitment, retention and motivation best practices.	August 2003
6.	The Personnel director works collaboratively with the director of Transportation to recruit, retain and assist in obtaining qualified drivers.	Ongoing

FISCAL IMPACT

The reduction in overtime is anticipated to be gradual. The Transportation Department reported a savings in overtime of \$9,950 in September 2002. For a 10-month year, this savings amounts to \$99,500 in 2003-04. The Transportation Department should target an additional 25 percent reduction annually, for a savings of \$124,375 in 2004-05 (\$99,500 x 1.25), \$155,469 in 2005-06 (\$124,375 x 1.25) and \$194,336 each year thereafter (\$155,469 x 1.25). By 2006-07, overtime should make up less than 1 percent of operation costs.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Monitor driver vacancies, turnover, driver and aide absences and overtime costs on a continual basis to minimize overtime costs.	\$99,500	\$124,375	\$155,469	\$194,336	\$194,336

Chapter 10

TRANSPORTATION

B. ROUTING AND SCHEDULING

In 2001-02, the Transportation Department operated 134 routes each day, including 102 regular program routes and 32 special program routes. Routes serve students attending alternative programs, four high schools, two ninth-grade centers, eight middle schools and 22 elementary schools. Lead drivers perform manual routing and scheduling duties.

FINDING

The department designates routes to include from two to four trips each morning and afternoon as a result of a districtwide staggered bell system. The majority of routes operate at least three trips each morning and afternoon: an elementary school trip, a middle school trip and a high school trip. Staggered bell times also encourage shorter ride times, help prevent overcrowded buses and allow students to ride with their age group, reducing discipline problems. In CCISD, ride times generally last under 30 minutes, buses are not overcrowded and students ride with their age group.

COMMENDATION

CCISD has staggered bell times enabling the Transportation Department to operate multiple trips per route.

FINDING

Since CCISD does not receive state reimbursement for 20 percent of the hazardous route miles it operates, the district must cover the costs itself. As explained in the background information, the state limits funding for regular program transportation to transporting students living two or more miles from the school they attend unless the students living within two miles of their school face hazardous walking conditions on the way to school. State reimbursements for hazardous route miles may not exceed 10 percent of the total annual reimbursement for transporting two-or-more-mile students.

As shown in **Exhibit 10-20** and **Exhibit 10-21**, 30 percent of CCISD route miles include hazardous miles. The amount of hazardous route miles has increased 13 percent over the past four years while the number of students on hazardous routes has remained about the same.

**Exhibit 10-20
CCISD Hazardous Route Miles
1997-98 through 2000-01**

Object	1997-98	1998-99	1999-2000	2000-01	Percent Change Increase/ (Decrease) 1997-2001
Route Miles					
Regular (2+mi) Route Miles (Annual)	737,802	741,254	809,430	800,740	9%
Hazardous-Route Miles	210,672	197,578	221,634	237,978	13%
Percent Hazardous Miles	29%	27%	27%	30%	4%
Daily Riders					
Riders on Regular (2+mi) Routes (Avg. Daily)	6,507	8,788	9,207	8,935	37%
Riders on Hazardous Routes	5,701	5,727	5,869	5,435	(5%)
Percent Hazardous Riders	88%	65%	64%	61%	(31%)

Source: TEA, School Transportation Route Services Reports, 2000-01.

At 30 percent, CCISD provides a higher percent of hazardous miles than the peer average of 21 percent. The Transportation director said the high hazardous miles result from the area's growth and the district's inability to find affordable, available land for new schools. The Transportation director also said the area has heavily populated business districts that increase traffic and the number of roadways.

**Exhibit 10-21
Hazardous Route Miles
CCISD and Peer Districts
2000-01**

District	Regular (2+mile) Route Miles (Annual)	Hazardous Route Miles	Hazardous Miles as Percent of Regular Miles

Humble	848,574	96,552	11%
Klein	1,129,194	186,578	17%
Spring	626,065	241,535	39%
Goose Creek	827,315	153,755	19%
Peer Average	857,787	169,605	21%
CCISD	800,740	237,978	30%

Source: TEA, School Transportation Route Services Reports, 2000-01.

The lead drivers review the hazardous routes annually to determine whether a hazard still exists. They use five criteria to identify if a hazard exists: crossing a major thoroughfare, walking along a major thoroughfare without sidewalks, crossing inner city main arteries, crossing or walking along inner city roads without sidewalks and walking along inner city main arteries with sidewalks. Based on their review, the lead drivers recommend to the director which areas to classify as hazardous. The director verifies the finding then calculates the cost per mile for transporting to these areas and sends the information to the assistant superintendent of Business/Support Services for review and presentation to the board.

In June 2002, the Transportation director and lead drivers identified some segments of routes that at one time presented hazardous walking conditions, but no longer meet hazardous criteria. The Transportation director has recommended to the board that the district eliminate these route segments. Based on the lead drivers' analysis, 18,828 miles annually, at a cost of \$2.33 per mile, could be eliminated, with estimated savings of \$43,869. However, the board has not approved eliminating these route segments. The Transportation director said the board has tabled the issue in the past. The Transportation director and lead drivers said once a route is classified as hazardous, the designation is difficult to change. The Transportation director said he is working with League City to build sidewalks in some areas to increase pedestrian safety and decrease hazardous miles.

On July 18, 2002, the State of Texas enacted the Safe Routes to School (SRS) program. The program, administered by the Texas Department of Transportation (TxDOT), provides funding for construction improvements to increase the safety of students walking or bicycling to school. Eligible projects under SRS include sidewalk improvements, pedestrian/bicycle crossing improvements, on-street bicycle facilities, traffic diversion improvements, off-street bicycle and pedestrian facilities and traffic-calming measures for off-system roads.

A competitive construction program funded through state and federal funds and local contributions, the SRS program will fund reimburse projects up to 80 percent of allowable cost. These costs may include plans, specifications, estimates, environmental mitigation, acquisition of real property, construction, construction management, administrative costs and other expenses. The maximum federal reimbursement amount for any single project is \$500,000.

In Texas, school board policy establishes the criteria to designate hazardous walking areas. The criteria can range from very specific and stringent to very general and lenient. The New Mexico Department of Education has set specific hazardous walking area guidelines that apply to all districts in the state. The New Mexico guidelines take into consideration vehicle speed and number of vehicles per hour during the times students would be walking to school, as well as the width and length of sidewalks.

For example, the guidelines evaluate crossing major thoroughfares or inner city main arteries, but do not account for crossings that have crosswalks with lights. Some crosswalks may be safe for older students. Another guideline, walking along inner city main arteries with sidewalks, implies that even if sidewalks exist, walking is not safe. If sidewalks are continuous and located several feet from the roadway, walking in these areas may be safe.

The Houston-Galveston Area Council, the local metropolitan planning organization, can provide information on vehicle speed and vehicle numbers per hour for most roadways. Some roadways, while considered major, may not be high speed roadways, may have school zones in effect that reduce speed or may have fewer vehicles per hour during times when students are walking to and from school.

Recommendation 55:

Minimize hazardous miles by eliminating non-hazardous portions of routes and strengthening the hazardous walking conditions guidelines.

CCISD should eliminate the non-hazardous route segments already identified by the Transportation Department, modify route guidelines to include specific definitions and ensure strict enforcement.

The district should include vehicles per hour and average vehicle speed on roadways during student walk times when evaluating an area for hazard.

CCISD should also identify potential construction improvements within two miles of schools that may be eligible for SRS program funding. The goals of projects should be to decrease the number of walking hazards students face so that the number of hazardous route miles can be reduced. CCISD will need to work closely with the local cities and counties to identify possible projects and apply for funds.

The district should set a goal of reducing hazardous miles to no more than 20 percent of regular two-mile mileage, in line with the peer average.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Transportation director researches hazardous walking conditions guidelines in other states and other school districts to identify potential guidelines for CCISD.	June 2003
2.	The Transportation director and lead drivers draft new guidelines. The Transportation director presents the guidelines to the associate superintendent of Business/Support Services.	June 2003
3.	The associate superintendent of Business/Support Services presents the draft guidelines to the board for approval.	July 2003
4.	The board approves the new guidelines.	July 2003
5.	The lead drivers analyze all hazardous routes against the new guidelines to identify route segments that are no longer hazardous.	August 2003 and Annually
6.	The board votes to eliminate non-hazardous portions of routes as identified by the Transportation director.	Annually
7.	The Transportation director and lead drivers identify potential projects eligible for SRS program funding.	July 2004
8.	The Transportation director and superintendent meet with local city or county officials of the areas targeted for construction improvements to identify viable projects and gain local support.	August 2004
9.	The Transportation director works with CCISD and local officials to identify 20 percent in local matching funds for the identified projects.	September 2004
10.	The Transportation director and local officials develop an application for SRS program funding.	October 2004
11.	Local officials submit the SRS program application on behalf of CCISD.	December 2004

FISCAL IMPACT

CCISD operated 237,978 hazardous miles and 800,740 regular two-mile miles in 2000-01. Reducing hazardous miles by 77,830 would reach the goal of no more than 20 percent of all miles designated as hazardous miles. At \$2.33 a mile, savings would be \$181,344 (77,830 x \$2.33) per year.

Savings are anticipated over time since award of Safe Rides to School funding is not guaranteed and construction projects take time. Half of the miles may be reduced with the new, more stringent guidelines. This reduction would result in savings of \$90,672 during 2004-05 and 2005-06 ((77,830 miles / 2) x \$2.33 cost per mile = \$90,672.) Assuming construction on SRS projects can begin in the summer of 2005 and will take six to 12 months, additional savings in miles may not be realized until the 2006-07 school year.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Minimize hazardous miles by eliminating non-hazardous portions of routes and strengthening the hazardous walking conditions guidelines.	\$0	\$90,672	\$90,672	\$181,344	\$181,344

FINDING

The Transportation Department has limited input on attendance boundaries, the location of new schools or the location of educational programs. These decisions have a significant impact on the number of student transportation routes required, the number of drivers and vehicles needed and the efficiency and effectiveness of service.

Costs for CCISD special program transportation are high and productivity is low when compared to peers. Special program routes average 0.14 students per route mile (with deadhead) and eight students per bus compared to the peer averages of 0.32 riders per route mile (with deadhead) and 20 riders per bus. The lead driver for special program transportation said one of the main reasons for low performance is the numerous special student programs dispersed throughout the district making it difficult to design productive routes. The lead driver for special program transportation has never been asked to provide an estimate of how many routes might be needed to serve a new program. The district does not consult other lead drivers for route and driver estimates when planning boundaries.

Many districts include long-term planning and budgeting for student transportation within district and community planning. Industry standard such as the office of Program Policy Analysis and Government Accountability include such best practices as, "Transportation planning staff consults regularly with district planning staff to ensure that transportation needs, concerns, and costs are considered when planning for future schools or physical plant needs." Additional best practices state, "Transportation planning staff consults regularly with district planning and budgeting staff to develop and present factual information for the school board and public on the student transportation cost implications of district educational program decisions, such as school choice and magnet schools, charter schools, opportunity scholarships, transportation to higher-performing schools, community busing, exceptional student education programs, and staggered school start times."

Recommendation 56:

Consult with Transportation staff regularly to develop and present to the school board public student transportation cost implications of district educational program decisions.

CCISD administrators should include Transportation in the planning process and evaluate and consider Transportation cost data when making decisions. Transportation costs should be included in the budgeted cost of programs.

The Transportation director should identify and track Transportation cost drivers, such as special and magnet programs, and report on these costs to the associate superintendent of Business and Support Services to ensure administrators are aware of the cost impact of education programs. The Transportation director should seek out administrators to ensure Transportation is regularly included in planning meetings.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Transportation director meets with the associate superintendent of Business and Support Services and the superintendent to develop a plan for regular involvement of Transportation in district planning.	September 2003
2.	The Transportation director begins attending planning meetings to ensure understanding of the impact decisions have on Transportation operations.	Ongoing
3.	The superintendent ensures the director of Transportation is consulted for cost data during the planning process for setting attendance boundaries, the location of new schools or the	Ongoing

location of educational programs.	
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FISCAL IMPACT

This recommendation can be implemented within existing resources.

FINDING

The Transportation routing and scheduling staff develops routes manually. The Transportation Department recently purchased a computer program called BusTrace, developed by Biodentix Inc. BusTrace is predominantly a bus tracking system but has some routing and scheduling capabilities. The Transportation director said the BusTrace program is used for locating addresses, checking mileage to determine hazardous and eligible areas, providing mileage for state reporting and supplying efficient routing information. The routing and scheduling feature, however, does not use route optimization to plan routes. Route optimization is the identifying feature of most traditional routing and scheduling programs, such as Edulog, Trapeze and Transfinder.

The Transportation director said district administrators viewed presentations for three routing and scheduling software packages. The board eliminated funds for a \$40,000 program from the final budget. The Transportation Department decided to purchase BusTrace because it had some routing functionality and would automate calculating mileage for state reporting. The Transportation director said BusTrace saved \$10,000 by automating the calculation of mileage for state reporting.

Many districts automating routing and scheduling software can greatly improve productivity because trips are scheduled more effectively. An Edulog representative said its software costs between \$20,000 and \$40,000, plus a \$6,000 maintenance fee.

Recommendation 57:

Purchase a routing and scheduling software that uses route optimization to improve the efficiency and effectiveness of routes.

While BusTrace has helped with state reporting, the Transportation Department does not have the benefit of an automated routing and scheduling software that uses route optimization. CCISD should develop specifications and a request for proposals to identify and purchase an appropriate routing and scheduling software for the Transportation Department. The specifications should ensure the routing and scheduling software is compatible with other software in use. Ideally, any new software would complement existing software.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Transportation director and Technology director meet to discuss software specifications for routing and scheduling software.	August 2003
2.	The Technology Department develops appropriate specifications for routing and scheduling software.	September 2003
3.	The Transportation director, Technology director and Purchasing director develop a request for proposals.	November 2003
4.	The Transportation director receives proposals for routing and scheduling software.	January 2004
5.	The Transportation director, Technology director and Purchasing director review proposals.	February 2004
6.	The Purchasing director purchases the selected software based on the proposal review process.	March 2004
7.	The winning software developer delivers and installs software then trains staff on how to use the new software.	April 2004
8.	Lead drivers begin loading student and route data into the new software.	June 2004
9.	Lead drivers develop routes and schedules using the new software. Lead drivers look for routing efficiencies.	Ongoing

FISCAL IMPACT

The routing and scheduling software will have a one-time cost of \$40,000 in 2003-04. A 15 percent annual maintenance fee of \$6,000 is assumed for each subsequent year.

In 2000-01, CCISD reported 553,061 special program miles including deadhead (**Exhibit 10-8**). The cost per mile was \$2.43. Assuming the automated routing and scheduling system can improve special program riders per mile by 10 percent and assuming there is no maintenance of effort conflict, the number of miles would decrease by 55,306 (10 percent of 553,061). The estimated savings is \$134,394 (55,306 miles at \$2.43 per mile). In the first year of implementation, savings will be minimal as the staff learns to use the software and loads routes and student data into the system. Savings are expected to begin in 2004-05.

The regular program costs and productivity are better than or in line with peers. Significant savings from automated routing and scheduling are not anticipated for regular program routes.

This recommendation will cost \$40,000 in 2003-04 and save \$128,394 (\$134,394 savings from improved routing - \$6,000 maintenance fee) each subsequent year.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Purchase a routing and scheduling software.	(\$40,000)	0	0	0	0
Optimize routes to improve the efficiency and effectiveness of routes.	(\$0)	\$128,394	\$128,394	\$128,394	\$128,394
Total (Cost)/Savings	(\$40,000)	\$128,394	\$128,394	\$128,394	\$128,394

Chapter 10

TRANSPORTATION

C. SAFETY AND TRAINING

The Transportation Department provides three weeks of training to new drivers. Special program drivers and bus aides also receive a day of training in handling special needs students. Training consists of a day and a half of classroom training, eight and a half days of progressive behind-the-wheel training and several days of training for specific routes, based on the driver's comfort level. Training also includes driving student management training in which drivers play the part of students, simulating real-life conditions so new drivers can learn to handle students and deal with student distractions. Retraining consists of three days in-service in which specific need-based subjects are reviewed, and drivers drive their new routes to identify potential problems. Drivers also receive annual performance reviews. In addition to training within the district, all CCISD drivers take the state-required 20-hour driver certification course, taught through the Regional Education Service Center IV.

The State of Texas requires a score of 70 percent to pass the commercial driver's license (CDL) exam. CCISD requires a score of 80 percent. CCISD drivers scored an average of 95 percent in 2001-02 on the CLD.

New drivers have a 90-day probationary period. During this period, the trainer performs three evaluations on the driver. Drivers who wish to be assigned to extra work, such as extracurricular trips and midday routes, also have 60- and 30-day probationary periods in which they must perform three "ride-alongs," during which they learn about route types.

CCISD's Transportation Department uses the Zepco ZTR program on 50 buses to evaluate driver technique. The program tracks hard accelerations and decelerations, revving the engine, distance, stops, idles and speeding. All other buses have meters that record speed and idling time. The driver trainer uses this information to evaluate driver performance and to investigate accidents.

FINDING

The Transportation Department conducts safety presentations at all elementary schools every year. The presentations are conducted in two parts. The first part is a skit demonstrating how breaking the bus rules results in unsafe conditions. Drivers plan the skits and act out the roles using costumes and props. Student volunteers participate as well. The

second part of the presentation involves an evacuation exercise in which students practice the various methods of evacuating a bus.

The driver trainer said that all elementary students, including non-bus riders, attend the presentation every year. The repetition of the presentation and the inclusion of non-riders help ensure that students develop and maintain good bus riding habits from a young age.

The review team observed a safety-theme presentation. The skits explained three bus rules as well as the negative outcomes of breaking those rules. The students appeared interested and enthusiastic. The principal for the school said she had received requests for information about the presentations from neighboring districts.

COMMENDATION

The Transportation Department conducts annual presentations for all elementary students to promote bus safety.

FINDING

The Transportation Department mechanic training incentive program provides financial motivation for mechanics to increase their skills, which results in improved vehicle maintenance services for the district. To ensure a professionally certified maintenance staff, the Transportation Department offers incentive to mechanics who pursue Automotive Service Excellence (ASE) certifications that relate to school buses.

The National Institute of Automotive Service Excellence is a nonprofit organization whose mission is to improve the quality of vehicle repair and service through the testing and certification of repair and service professionals. Prospective candidates register for and take one or more of the ASE 40-plus exams. Upon passing at least one exam and providing proof of two years of relevant work experience, the test taker becomes ASE certified. Certification, however, is not for life. To remain certified, those with ASE credentials must be retested every five years. ASE has seven certifications for school bus mechanics, including body systems and special equipment (Test S1), diesel engines (Test S2), drive train (Test S3), brakes (Test S4), suspension and steering (Test S5), electrical/electronic systems (Test S6) and air-conditioning systems and controls (Test S7).

Mechanics meeting the experience requirement and holding certifications for tests S1 through S6 earn the certificate of Master School Bus Technician. ASE tests cost \$28 for registration and \$23 a test.

Once a CCISD employee passes a test and is certified in an area, his or her hourly rate increases by 15 cents. Employees in pay grades 4 and 5 receive pay for a maximum of three ASE certifications, which could result in as much as an additional \$849.60 per year in incentive pay. Employees in grade 7 are paid for a maximum of four certifications, which could result in as much as an additional \$1,132.80 per year in incentive pay.

COMMENDATION

The Transportation Department provides incentives to mechanics to become ASE certified to improve their skills and increase productivity.

Chapter 10

TRANSPORTATION

D. FLEET MAINTENANCE

The Transportation Department maintains the school transportation fleet and the general services fleet. The bus fleet consists of 183 buses, and the general services fleet consists of 96 vehicles used by other departments. Buses and vehicles are maintained at the transportation facility in an eight-bay maintenance shop that includes two pit bays for oil changes.

The maintenance shop includes a parts room. In October 2002, the Transportation Department installed a file drawer system in the parts room to maximize space and keep parts organized. Special tools owned by the district are also kept in the parts room for security purposes. The department limits access to the parts room to the shop foreman, the lead mechanics, the parts manager and the parts clerk. The parts manager orders parts.

The shop facility also includes fueling facilities for district vehicles. The fuel pumps use a key system. The department assigns each bus and vehicle a key and issues a code to each driver or other personnel who uses vehicles. The fuel pumps will not dispense fuel unless the key card, personnel code and odometer mileage are entered. This system tracks fuel use and mileage per vehicle. The Purchasing Department issues bids for fuel.

The Transportation Department uses Fleetvision software, a vehicle maintenance information system (VMIS) that allows for tracking maintenance statistics by bus, to track maintenance on buses and the general services vehicles. The Transportation Department upgraded from Fleetmax to Fleetvision at the beginning of the school year. The upgraded software includes components for better management of the parts inventory.

The data from the fuel pumps is regularly downloaded into Fleetvision. The parts manager tracks mileage through Fleetvision to schedule preventive maintenance checks, and monitor fuel use, costs and work orders. The parts manager is setting up the parts inventory portion of the software. The parts inventory includes a function to create individual bar codes for parts, which will simplify data entry when parts are used. The parts manager procures the majority of parts by obtaining competitive bids from local vendors and issuing purchase orders for parts.

FINDING

CCISD has a high ratio of spare buses to the total number of buses needed to operate daily routes. As shown in **Exhibit 10-22**, the district has 133 regular program buses for 102 regular program routes and 50 special program buses for 32 special program routes. The Transportation Department has a spare bus ratio of 37 percent for regular program buses and 56 percent for special program buses.

Exhibit 10-22
CCISD Spare Ratio
June 2002

	Peak Requirement	Total Buses	Spare Ratio
Regular	102	133	30%
Special	32	50	56%
Total	134	183	37%

Source: CCISD, Transportation Department Fleet Inventory route lists.

Industry standard suggests providing a 10 percent spare bus ratio to cover for vehicles that are out of service for scheduled preventive maintenance or unscheduled maintenance.

Because of the fleet's age, the Transportation director said he has five buses set aside for the special program spares fleet, which is slightly higher than 10 percent. However, the Transportation director provided documentation demonstrating the 33 excess buses are used regularly to operate extracurricular trips during the morning and afternoon peak hours for routes. One of the problems many districts face with providing extracurricular trips during peak hours is that they take resources away from routes. However, the CCISD Transportation Department allows coaches to drive buses during the morning and afternoon peak hours. The coaches and the extra buses provide additional resources for the district to operate peak hour extracurricular trips without interfering with routes.

Many districts practice and assign its buses into three fleets: an active fleet, a spare fleet and a surplus fleet.

Recommendation 58:

Assign the oldest buses to a surplus fleet to operate extracurricular trips.

CCISD should assign its buses into three fleets - an active fleet, spare bus fleet and surplus fleet. The active fleet, including 102 regular program

buses and 32 special program buses, should be used to serve the district's 134 daily routes. The spares fleet, including 11 regular program buses and five special program buses, should be used to cover for active fleet buses that are out-of-service due to preventive or unplanned maintenance. The surplus fleet of the remaining 33 buses should be used to operate peak hour extracurricular trips. The oldest vehicles should be in the surplus fleet.

All peak hour extracurricular trips should be operated using surplus buses only which means that extracurricular trips during the peak hour should not exceed 33 buses. Operating routes is the department's priority; therefore no active or spare fleet buses should be used for peak hour extracurricular trips or the quality of route service could suffer. Active fleet buses can, however, be used to operate midday extracurricular trips because these trips do not interfere with routes.

The surplus buses should not be included in the bus replacement plan. As the active and spare fleets are replaced, the replaced buses can roll over into the surplus fleet. The oldest surplus buses can then be sold.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Transportation director and shop foreman divide the fleet into an active fleet, a spares fleet and a surplus fleet.	August 2003
2.	The dispatcher/field trip coordinator schedules peak hour extracurricular trips using the surplus fleet.	August 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented within existing resources.

FINDING

CCISD does not have a bus replacement plan. The average age of a CCISD bus is 12 years. Of the 183 buses in the CCISD fleet inventory list, 37 percent (or 68 buses) are 15 or more years old. The age and average annual mileage of the bus fleet is shown in **Exhibit 10-23**.

Exhibit 10-23
CCISD Active Fleet Inventory By Model Year
June 2002

Model Year	Age in Years	Number of Buses	Average Annual Mileage
1981	21	8	9,111
1982	20	14	10,156
1984	18	11	11,037
1985	17	12	12,514
1986	16	12	13,595
1987	15	11	13,206
1988	14	11	15,891
1989	13	11	14,534
1990	12	19	19,821
1991	11	11	15,425
1993	9	15	15,044
1994	8	12	15,649
1995	7	9	15,963
1996	6	4	13,176
1997	5	2	15,700
1999	3	11	14,095
2000	2	10	10,865
Total/Average	12	183	14,103

*Source: CCISD, Transportation Department, Fleet Inventory.
Note: CCISD did not purchase any buses in 1998.*

The life of a school bus is generally accepted to be 10 years of service or 200,000 service miles, whichever is longer. At CCISD, 38 percent of the regular education buses have more than 200,000 miles and 30 percent of special program buses have more than 200,000 miles. Buses in the CCISD fleet operate an estimated average of 14,103 miles a year. The service life at this rate is 15 years. A 15-year replacement schedule is therefore appropriate for CCISD.

Exhibit 10-23 shows that CCISD purchased 21 buses in the three years between 1998-99 and 2000-01, which equals seven buses per year. The average amount paid was \$54,900 per bus, or \$384,300 per year.

Older buses generally cost more to maintain. According to a report from the National Association of State Directors of Pupil Transportation Services entitled "School Bus Replacement Considerations," two studies in California and Washington identified that "after 12 years of use, the annual operating cost of Type C and D school buses began to increase significantly and continued to increase each year thereafter." In the CCISD bus fleet, the average maintenance cost per mile for buses 15 years and older costs more than 13 cents than buses 14 years or younger. Maintenance on buses 15 years or older costs an average of \$1,835 more per bus compared to buses younger than 15 years.

Exhibit 10-24
Maintenance Cost Per Mile for Buses by Age
2002

	Buses 15+ Years Old	Buses <15 Years Old	Difference
Average Maintenance Cost Per Mile	\$0.444	\$0.312	\$0.132
Average Annual Miles per Bus	13,940	13,940	N/A
Average Annual Maintenance Cost per Bus	\$6,189	\$4,354	\$1,835

Source: CCISD, Transportation Department Fleetvision Vehicle Summary (Odometer) Report for regular and special program fleets, June 6, 2002.

While buses represent a large capital investment for districts, districts benefit from replacement plans. Many districts adopt replacement plans to regularly introduce new buses in fleets. Buses with the highest maintenance costs are often replaced. Regular purchase of buses also prevents the purchase of large numbers of buses in any one year. By making the vehicle replacement plan district policy, the district demonstrates its commitment to maintaining an up-to-date fleet. A replacement plan enables these districts to maintain the necessary fleet size and reduce bus hazards by replacing buses past the end of their life cycle.

Recommendation 59:

Adopt a 15-year bus replacement plan.

CCISD should adopt a 15-year bus replacement plan for the 150 buses in the active and spares fleets. The replacement plan should be reevaluated annually based on mileage and number of buses to ensure buses are

replaced in a timely manner and to keep pace with fleet growth. Disposing of older buses will also produce a savings in maintenance costs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Transportation director develops a proposal for a 15-year bus replacement plan that replaces 10 buses a year.	August 2003
2.	The associate superintendent of Business/Support Services recommends the adoption of the bus replacement plan to the superintendent and the board.	September 2003
3.	The board adopts the bus replacement plan.	October 2003
4.	The board commits the necessary funds to support the bus replacement plan.	Annually

FISCAL IMPACT

The district spends an average of \$384,300 a year to purchase seven new buses. Increasing new bus purchases to 10 per year will cost an additional \$164,700 (3 additional buses x \$54,900 per bus).

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Adopt a 15-year bus replacement plan.	(\$164,700)	(\$164,700)	(\$164,700)	(\$164,700)	(\$164,700)

Chapter 11

SAFETY AND SECURITY

This chapter reviews Clear Creek Independent School District's (CCISD) safety and security functions in the following sections:

- A. Safety and Security
- B. Student Discipline Management

Recent instances of school violence in several states reinforce a district's responsibility to provide a safe and secure environment for students, teachers, and staff. Providing a safe school requires more than security services. Effective programs must include elements of prevention, intervention and enforcement. Effective discipline management and alternative education programs are key tools in this process.

BACKGROUND

The 1995 Texas Legislature addressed school violence by establishing major safety- and security-related revisions in the Texas Education Code (TEC). Major revisions included requiring each school to adopt a student code of conduct; removing students who engage in serious misconduct from the regular classroom and placing them in an alternative education setting; sharing information concerning the arrest or criminal conduct of students with local law enforcement; and establishing a Juvenile Justice Alternative Education Program (JJAEP) in counties with 125,000 or more residents.

In 1999, the 76th Texas Legislature passed Senate Bill 1742, which amended the TEC to require each school to include goals and methods for violence prevention and intervention in its annual campus improvement plan (CIP) and to require the Board of Trustees for each school district to publish an annual report to parents and the community that includes a statement of the number, rate and type of violent or criminal incidents that occurred on each district campus. The report must include information concerning school violence prevention and intervention policies and procedures that the district uses to protect its students.

To provide a safe and secure learning environment, safety and security programs must include elements of prevention, intervention and enforcement, as well as cooperation with municipal and county governments. Discipline management and alternative education programs are key tools in this process.

Chapter 11

SAFETY AND SECURITY

A, SAFETY AND SECURITY (PART 1)

The safety of students and school district personnel is of vital concern to school districts and their patrons. A good safety program solicits input from the community and provides for crisis management plans that include evacuation procedures, fire drills, emergency shelter and traffic control policies. Well-planned, well-executed safety programs also coordinate safety efforts with the district's local fire, police and Sheriff's Offices.

A secure school environment requires comprehensive planning and policies and programs that address the needs of both the district as a whole and the unique situation of each school. In a secure district, the administration makes schools aware of potential security hazards and has systems in place to respond as needed. Some districts have their own police departments or collaborate with local law enforcement to assist the district and its stakeholders, as well as use security equipment for monitoring potential security hazards.

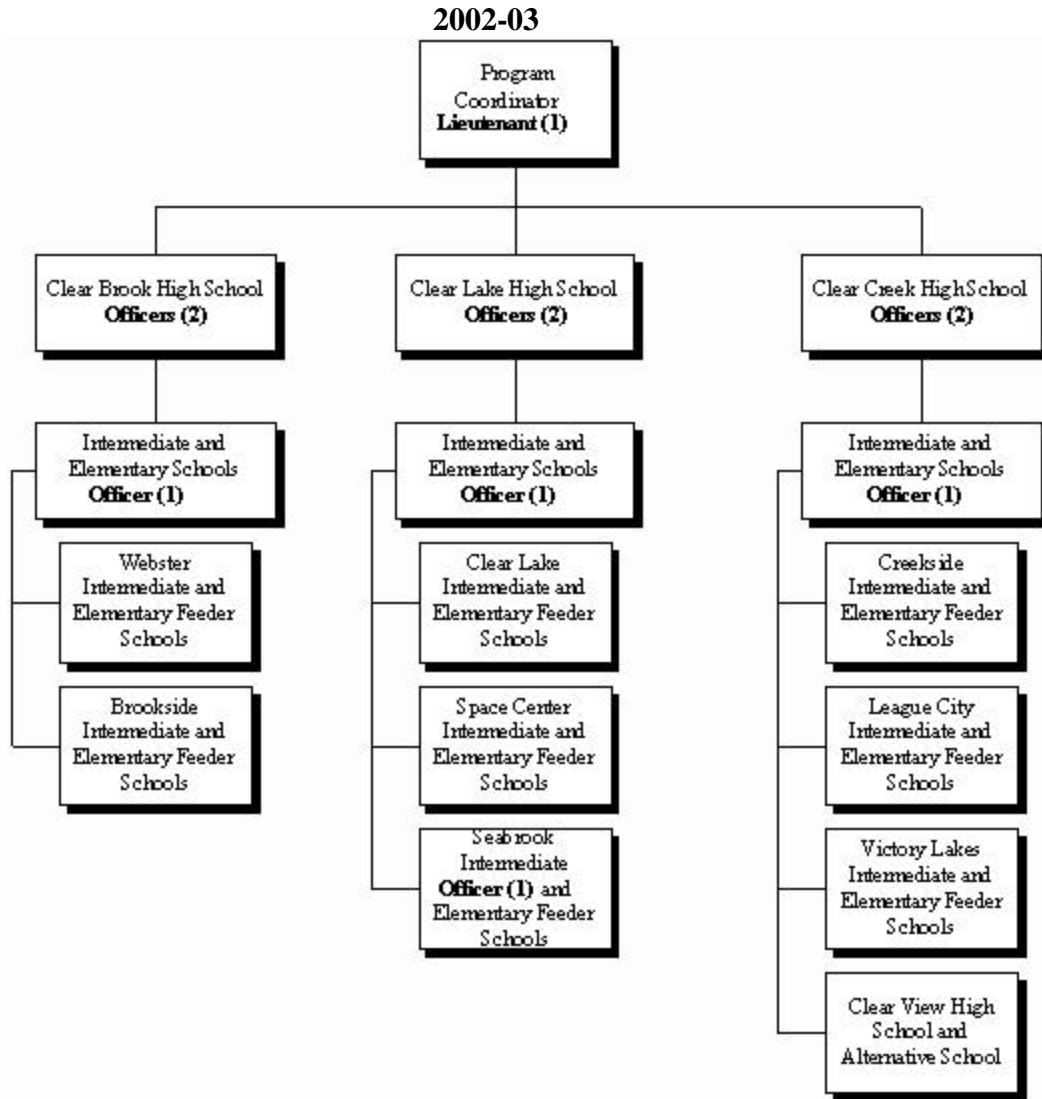
CCISD's security force consists of 11 full-time officers: 10 full-time liaison officers, including a lieutenant provided by the Galveston County Sheriff's Office through its School Liaison Officer Program and one officer from the Seabrook Police Department for Seabrook Intermediate School located in Seabrook, Texas (**Exhibit 11-1**). The Galveston County Sheriff's Department initiated its School Liaison Officer Program with CCISD in 1983 with one officer at Clear Creek High School. The Seabrook Police Department first assigned a police officer to Seabrook Intermediate School in 1995 at no charge to CCISD because the intermediate school was within its jurisdiction, and the department wanted to assist the district with its crime prevention, intervention and enforcement efforts. The program has expanded over the years to include 10 officers. The 10 officers provided by the Galveston County Sheriff's Department through its School Liaison Program are distinguished from security guards in that they are sheriff's deputies who are certified Texas Peace Officers licensed by the Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE) and operate under the mission of the Galveston County Sheriff's Department, which is, in part, to "interact with federal state and local government agencies to carry out a strategic plan for public safety through education, crime prevention, intervention and law enforcement. The specific mission of the School Liaison Program embraces these concepts with a particular focus on CCISD, its administration, teachers, students, employees and its

community. In addition to having the authority to issue citations and make arrests, the officers perform the following duties:

- conduct investigations of criminal activities that occur on district property, at district-sponsored events or at school-related activities on or off district property;
- patrol the periphery of schools and other areas adjacent to schools within the district;
- attend district-sponsored or school-related activities during and after school hours as requested;
- work with district administrators, teachers, students and parents to help detect and deter substance abuse;
- act as educational resources for the criminal justice system;
- establish rapport with students and provide role models to encourage good relationships with the community and criminal justice system;
- help protect CCISD schools and school property;
- respond to night and weekend calls to ensure school safety and security;
- consult with district administrators to improve school security;
- help to enforce the CCISD Student Code of Conduct.

CCISD's security force uses a "three-cluster system" rather than the new two-cluster system around which school management and administration is organized. The three-cluster system facilitates a more organized deployment of the liaison officers and includes vertical feeder patterns anchored by the three high schools, Clear Brook, Clear Creek and Clear Lake. Each vertical cluster contains designated elementary and intermediate schools that feed students into each high school. Each high school is staffed with two liaison officers and each cluster has one additional liaison officer who is responsible for that cluster's intermediate and elementary schools. Seabrook Intermediate School is the only school with a full-time on-site liaison officer. **Exhibit 11-1** shows the organization structure for CCISD's School Liaison Officer Program.

Exhibit 11-1
CCISD School Liaison Officer Program
Organization



Source: CCISD, School Liaison Officer Program Coordinator's Office, October 2002.
 Note: Seabrook Intermediate has one full-time police officer provided by the Seabrook Police Department.

As shown in **Exhibit 11-2**, CCISD's security budget increased 10 percent between 1999-2000 and 2001-02. The increase is primarily related to budgeted expenditures included in the other professional services category for salaries, benefits, uniforms and training paid to Galveston County for the School Liaison Officer Program. The School Liaison Officer Program accounted for \$466,276 of the other professional services category in 1999-2000, \$472,829 in 2000-01 and \$517,779 in 2001-02, resulting in an 11 percent increase for the period between 1999-2000 and 2001-02.

Exhibit 11-2
CCISD Security Budget
1999-2000 through 2001-02

Line Item	1999-2000	2000-01	2001-02	Percent Increase/ (Decrease) 1999-2000 through 2001-02
Salaries(A)	\$97,000	\$49,200	\$54,410	(44%)
Benefits	\$2,412	\$2,000	\$17,407	622%
Other Professional Services	\$493,400	\$517,374	\$693,643	41%
Vehicle Repairs	\$0	\$0	\$2,255	NA
Supplies	\$0	\$0	\$400	NA
Equipment (B)	\$33,000	\$63,911	\$0	(100%)
Vehicles	\$75,000	\$0	\$0	(100%)
Total	\$700,812	\$632,485	\$768,115	10%

Source: CCISD, Detail Expenditure Status Report.

Note (A): Salaries include compensation paid to high school parking lot monitors.

Note (B): Equipment budget includes hand-held radios for liaison officers. CCISD did not spend the \$33,000 that was budgeted in 1999-2000.

Exhibit 11-3 shows an overall 5 percent increase in the number of incidents between 1999-2000 and 2001-02. The types of incidents that increased include disruption of class, possession of alcohol or a controlled substance, traffic violations and curfew violations. Although the three-year period shows a modest 5 percent increase in the number of incidents, it is important to note that incidents of assault, theft and public intoxication decreased dramatically, while incidents of disorderly conduct remained flat for the same period.

**Exhibit 11-3
CCISD Incident Statistics
1999-2000 through 2001-02**

Incident	1999-2000	2000-01	2001-02	Percent Increase (Decrease) 1999-2000 through 2001-02
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Aggravated Assault	0	1	5	**
Assault	134	120	92	(31%)
Weapons Possession	1	5	0	(100%)
Criminal Mischief	14	11	12	(14%)
Disorderly Conduct	376	351	375	(.3%)
Graffiti	3	0	0	(100%)
Terroristic Threats	6	6	1	(83%)
Disruption of Class	134	124	215	60%
Minor in Possession of Alcohol/Tobacco	123	55	94	(24%)
Possession of Alcohol or Controlled Substance	54	52	91	69%
Theft	66	36	37	(44%)
Criminal Trespass	32	47	42	31%
Traffic Violations	23	43	49	113%
Curfew Violations	15	22	24	60%
Public Intoxication	34	27	15	(56%)
Smoking	1	16	12	1,100%
Burglary	2	15	4	100%
Other Incidents*	5	9	10	100%
Totals	1,023	940	1,078	5%

Source: CCISD, School Liaison Officer Program Coordinator's Office.

* Other incidents include robbery (one incident in one year), resisting transport, indecency with a child, assaulting a police officer, indecent exposure and unauthorized use of a motor vehicle.

**Calculating a percent increase is not statistically sound when the base year is 0.

FINDING

CCISD's chief liaison officer routinely shares information with law enforcement and crisis management agencies within Galveston and Harris Counties to enhance public safety in CCISD's schools and in communities

in both jurisdictions. The chief liaison officer formed an "Interagency Planning Team for Safe Schools" (Interagency Planning Team) consisting of prosecutors, Juvenile Justice Directors from Harris and Galveston Counties, and other agencies to develop a mutual aid agreement for potential disasters or emergencies, such as floods, hurricanes, fires and hostage situations.

Members of the CCISD Interagency Planning Team include:

- the School Liaison Officer Program coordinator;
- a representative from the Criminal Law Enforcement Bureau of the Galveston County Sheriff's Office;
- the district's chief of staff;
- the associate superintendent for Instruction;
- the director of Counseling and Special Programs;
- the chief of the Juvenile Division of the Harris County District Attorney's Office;
- the chief of the Juvenile Division of the Galveston County District Attorney's Office;
- the deputy director of Field Services for the Harris County Juvenile Probation Department;
- a representative from the Juvenile Division of the Houston Police Department;
- the assistant chief of the League City Police Department.

The Interagency Planning Team meets monthly to help develop mutual aid agreements with surrounding local law enforcement agencies within the Houston-Galveston Standard Metropolitan Statistical Area, to develop disaster plans and to conduct practical training exercises for coordinated crisis response.

Members of the Interagency Planning Team attended an intensive, week-long training exercise in Albuquerque, New Mexico, in March 2002 during which it reviewed information sharing, disaster-related training and personnel administration and school safety and security programs.

Through its coordinated efforts, the Interagency Planning Team has moved forward with drafting a Mutual Aid Law enforcement Agreement to be presented to local law enforcement, identifying grants that will enable CCISD to provide probation officers from Galveston and Harris Counties on its high school campuses and potentially entering into inter-local agreements with Juvenile Probation Departments in Galveston and Harris Counties to enhance information sharing.

COMMENDATION

CCISD's chief liaison officer formed an Interagency Planning Team consisting of local law enforcement agencies, prosecutors, juvenile justice professionals and district administrators to ensure a coordinated response to potential emergencies.

FINDING

CCISD has an effective Crime Stoppers Program in its high schools and intermediate schools that encourages students to report alcohol and drug abuse, vandalism and other offenses. CCISD began its program in 1992. The coordinator of the School Liaison Officer Program designated a sergeant as the liaison to the Bay Area Crime Stoppers Program and high school and intermediate school students sit on a Crime Stoppers Board at each school and run the program in cooperation with liaison officers. Students can anonymously call the Crime Stoppers telephone number to report specific incidents. Each student who reports an incident is assigned a number. If the student's tip leads to disciplinary action, the principals of the respective schools authorize a local bank to pay the anonymous caller \$50 from the Crime Stoppers account. The student obtains the \$50 from the local bank by giving the teller his number.

Each principal raises the reward money for the program. For example, the Clear Brook High School principal raises \$3,000 to \$4,000 each year through a charity basketball game between coaches and students. Other schools raise money from parents, community members and businesses. The Bay Area Crime Stoppers Program donates \$750 to CCISD each year to use as a stipend for teacher coordinators who work with the Crime Stoppers Board at each high school.

The principal of CCISD's Clear Path Alternative School said that the majority of the drug- and alcohol-abuse referrals come through the Crime Stoppers Program. This information is supported by the increase in the number of incidents of possession of alcohol and or controlled substances between for 2000-01 and 2001-02. **Exhibit 11-3** shows 52 incidents of possession of alcohol or controlled substances and 91 incidents in 2001-02, an increase of 75 percent, which suggests that students reported more incidents in 2001-02. According to the 2001-02 CCISD Campus Statistical Progress Report, the district Crime Stoppers Program resulted in 49 arrests, 35 of which were for narcotics possession, three for possession of tobacco, two for theft of property, two for weapons possession, one for burglary and one for vandalism. During the same year, tips from the Crime Stoppers Hotline allowed liaison officers to recover \$3,985 in stolen property and resulted in 44 reward payments totaling \$3,190.

COMMENDATION

CCISD's Crime Stoppers Program provides a way for high school and intermediate school students to anonymously report drug and alcohol abuse, vandalism and other offenses to enhance the safety and security of CCISD schools.

FINDING

CCISD Middle School Drug Prevention and School Safety coordinators (middle school coordinators) help intermediate schools with their adoption of research-based drug and violence prevention programs and strategies. The district has been awarded two federal grants for the Middle School Coordinator's Initiative through its Safe and Drug-Free Schools and Communities Program. In August 2000, CCISD received a two-year grant award of \$261,858, one of only 113 grants awarded nationwide. The initial grant provided two middle school coordinators for Clear Lake, Seabrook, Webster and Brookside Intermediate Schools. In October 2001, CCISD received a second two-year grant award totaling \$298,402, one of only 74 national awards. The second grant provided two additional middle school coordinators to serve League City, Creekside and Space Center Intermediate Schools. The purpose of both grants is to implement middle school drug and violence prevention programs.

The middle school coordinator role includes developing, conducting and analyzing assessments of school drug and violence problems and working with community organizations, parents and students to research strategies for improving school-based drug prevention and school safety programs. Strategies include programs like Botvin's Life Skills Program, which builds students' assertiveness, critical thinking and decision-making so that they are more likely to refuse drugs when they are offered. Middle school coordinators work with the community to develop individual school goals and objectives, which will become part of the Campus Instructional Improvement Plans (CIPs). Only proven, research-based effective programs-such as Drug Abuse Resistance Education (D.A.R.E.) and Capturing Kids' Hearts- are used to address these needs, and program success is evaluated regularly to improve future programs. Middle school coordinators have focused on the CCISD Life Skills curriculum to identify areas for improvement; in September 2002, they gave CCISD teachers additional resources and activities to enhance Life Skills lessons.

Middle school coordinators survey all intermediate school students annually about drug use, alcohol abuse and safety concerns at their schools. Middle school coordinators also survey teachers annually to assess strengths, weaknesses, opportunities for improvement and threats concerning the current drug and safety programming at each intermediate school. In addition, middle school coordinators assign students to write essays about what they would do to improve safety. Using what they learn,

the coordinators collaborate with community agencies to identify best practices, such as the Botvin Life Skills Program, and to develop other prevention and intervention programs. **Exhibit 11-4** summarizes CCISD's community-based prevention and intervention programs.

Exhibit 11-4
CCISD Community-Based Prevention
and Intervention Programs
2002-03

Community-Based Program	Description of Activities
Drug Abuse Resistance Education (D.A.R.E.)	<ul style="list-style-type: none"> • Presented to grade 5 students and grade 7 or 8 students by 11 officers from seven different police departments. • Provides facts about alcohol, tobacco and other drugs. • Provides alternatives to drug use, teaches decision-making skills, shows students how to resist negative peer pressure, builds self-esteem and helps prevent participation in gangs and violent behavior.
Project Self-Respect	<ul style="list-style-type: none"> • Presented to all students in grades 6, 7 and 8 by a team of four trained, certified teachers. • Teaches abstinence-based sex education, enhancement of self-esteem and healthy decision-making.
Life Skills Training	<ul style="list-style-type: none"> • Presented to all grade 6 and grade 7 students by specially trained teachers. • Helps students develop social skills, resistance skills and decision-making skills. • Covers the role of advertising for alcohol and tobacco.
Second Step	<ul style="list-style-type: none"> • Presented to all students in pre-K to grade 5 by a counselor or teacher. • Teaches empathy, impulse control and anger management.
Drug and Violence Education	<ul style="list-style-type: none"> • Presented to all grades through an online curriculum available to all teachers. • Teaches drug and violence prevention integrated

	<p>into the subject matter of academic courses and carries a strong "no-use" message to all students.</p>
Capturing Kids' Hearts Training	<ul style="list-style-type: none"> • Presented to grade 6, 7 and 8 teachers by an outside consultant. • Emphasizes creating safe learning environments, building relationships with students and colleagues and character development.
Student Crime Stoppers	<ul style="list-style-type: none"> • Developed 10 years ago in partnership with the Bay Area Crime Stoppers. • Provides cash awards to students for anonymously reporting crimes at their high schools and intermediate schools.
Peer Assistance and Leadership	<ul style="list-style-type: none"> • Presented as an elective course for 200 district juniors and seniors. • High school students provide tutoring and mentoring to elementary and intermediate students. • Students write and perform drug-free skits for elementary students.
Clean Living Encouragement and Responsibility	<ul style="list-style-type: none"> • Presented to students at Seabrook Intermediate School, Clear Brook High School, Clear Creek High School and Clear Lake High School. • Consists of a voluntary, drug-free positive peer group; students must have parental permission to participate because each participant is required to pass a drug test.
Peer Mediation	<ul style="list-style-type: none"> • Presented to students in grades 3 through 12. • Teaches students how to settle disputes in an effective, confidential manner.
Bridgeport Communities in Schools	<ul style="list-style-type: none"> • Offers supportive guidance, truancy intervention, social services and follow-up to students at League City Intermediate School, Webster Intermediate School, Clear Lake High School, Clear Brook High School, one alternative school of choice and the disciplinary alternative school.
Character Education	<ul style="list-style-type: none"> • Presented in all elementary schools by teachers and

	counselors to enhance character and self-esteem. Elementary teachers present programs such as Character Counts, Character First and Kelso.
Student Support	<ul style="list-style-type: none"> • Presented to at-risk students at Clear Brook, Clear Creek and Clear Lake high schools by three specially trained counselors. • Provides crisis intervention, administers the district's threat assessment and conducts curriculum-based support groups.
Bay Area Council on Drugs and Alcohol (BACODA)	<ul style="list-style-type: none"> • Provides counseling to students who are assigned to the disciplinary alternative education program.

Source: CCISD, Safe and Drug-Free Schools Coordinator.

COMMENDATION

Middle school coordinators develop school-based drug prevention and school safety programs based on the needs of the community to improve drug prevention and safety programs in CCISD intermediate schools.

FINDING

CCISD uses an electronic template designed by the Regional Education Service Center IV (Region 4) to develop its uniform, districtwide crisis management plan that is customized for each school and the Education Support Center that serves as the district's central administration building. Before 2000, the district referred to campus crisis plans as "Physical Disaster Crisis Plans" and each school used the same plan, which included districtwide emergency contacts and evacuation points. Because the plan did not address contacts and evacuation points that were school-specific, principals and teachers criticized the plan as being too broad and not user-friendly.

Chapter 11

SAFETY AND SECURITY

A, SAFETY AND SECURITY (PART 2)

In 1999-2000, based on comments from principals and teachers, the district's chief of staff formed a committee of principals and central office personnel to revise the Physical Disaster Crisis Plan. The committee reviewed several district crisis management plans in the area and discussed what should be included in the CCISD plan, as well as a format that was easier for the CCISD staff to use. Committee members attended a training session on crisis management plans conducted by Region 4, which provided a computer-generated template for crisis management plans. The district decided to use the template to develop a uniform district crisis management plan that allowed principals the flexibility to customize the plan for their individual schools. For example, the template includes uniform districtwide procedures for events such as bomb threats, gas leaks and fire drills; however, each principal is allowed to add contacts, phone numbers and evacuation points for their schools. Each school crisis management plan ("Emergency Procedures) contains:

- a list of the district crisis team members;
- a list of the campus crisis team members and their telephone numbers;
- a list of the procedures for handling accidents;
- a list of campus personnel who have first-aid training;
- a "crisis and evacuation kit" for each campus that lists items to be stored at strategic locations such as campus maps, flashlights, hand radios, first-aid supplies and bus rosters and routes;
- the procedures for handling assaults, employee suicide threats, kidnapping and death at school;
- the procedures for handling explosions, gas leaks, hazardous materials spills, severe storms, tornados, natural disasters, weapons, trespassing, strangers and bomb threats;
- a crisis intervention checklist;
- teacher and custodian checklists for any emergency;
- an evacuation plan with a detailed map of the school that shows building evacuation routes and potential extraction points.

Principals review and update their crisis management plans annually as part of the campus improvement planning process. The central office maintains copies of each school's Emergency Procedures.

COMMENDATION

CCISD uses a template provided by Region 4 to allow each school within the district and its Education Support Center to customize the uniform districtwide plan with information specific to their respective schools.

FINDING

The Galveston County Sheriff's Office has access to the Galveston County Sheriff's Department's internal law enforcement infrastructure through an interlocal agreement with Galveston County to provide liaison officers throughout the district. CCISD entered into an interlocal agreement with the Galveston County Sheriff's Department in 1983 to assign sheriff's deputies as liaison officers to provide security for the district. The term of the current interlocal agreement is from October 1, 2002 through September 30, 2003. Galveston County provides one lieutenant and nine liaison officers; two at each of the three high schools and one for each high school feeder pattern to provide security for intermediate and elementary schools. These liaison officers have a minimum of three years of law enforcement experience and two years of continuous service with the Galveston County Sheriff's Office as well as Texas Commission on Law Enforcement Officer Standards Education (TCLEOSE) certification. CCISD pays 100 percent of the salaries and related benefits for the liaison officers and furnishes all equipment including cars, radios and emergency equipment at a cost of \$517,779 for the 2001-02 school year, \$472,829 for the 2000-01 school year and \$466,276 for the 1999-2000 school year.

The Galveston County Sheriff's Office maintains support divisions for the liaison officer program at no charge to CCISD. These support divisions include the Communications, Criminal Investigations and Identification Division. The Communications Division performs routine investigative and criminal background checks if requested by the School Liaison Officer program coordinator. The Criminal Investigation Division will conduct follow-up investigative activities for major investigations as requested by the school liaison officer program coordinator. The Identification Division is a separate repository within the Galveston County Sheriff's Office for records and documents related to evidence collected in criminal investigations.

Beginning in 2002-03, the Galveston County Narcotics Task Force will begin providing K-9 officers for CCISD to use with the liaison officer program. One K-9 will be used for drug interdiction and the other will be used to search for weapons and explosive devices. The K-9 units will be rotated throughout the district on each secondary campus as necessary. The Galveston County Sheriff's Office will provide these K-9 units at no additional cost to the district.

Over the past eight years, CCISD's K-9 program has been funded by the Safe and Drug-Free Schools grant.

COMMENDATION

CCISD has access to the Galveston County Sheriff's Department's internal law enforcement infrastructure through an interlocal agreement to provide liaison officers for districtwide security.

FINDING

CCISD does not have one person who coordinates safety and security throughout the district, nor does it have a central point of coordination for its prevention and intervention programs. The former superintendent designated the chief of staff as the "informal" safety coordinator for the district in 1999-2000. In this capacity, the chief of staff coordinated the development of campus crisis management plans and served on the district's crisis management committee. However, he has left the district as of December 2002 and the position has not been filled. Responsibility for safety and security has been divided among nine separate positions within the CCISD organization. Beginning in January 2003, the coordinator of Safe and Drug-Free Schools and middle school coordinators will report to the director of Student Personnel Services.

Exhibit 11-5 presents the division of responsibility for safety and security within CCISD.

**Exhibit 11-5
CCISD Division of Responsibility
for Safety and Security Functions
2002-03**

Position	Reporting Relationship	Responsibility/Activities
Superintendent	Board of Trustees	<ul style="list-style-type: none"> • Serves as a member of the district crisis team. • Addresses safety issues with the Superintendent's Cabinet. • Initiates safety audits and assigns personnel to handle safety issues.
Chief of Staff	Superintendent	<ul style="list-style-type: none"> • Serves as a member of the district crisis team. • Attends safety meetings and

		<p>disseminates information to assistant superintendents and principals as appropriate.</p> <ul style="list-style-type: none"> • Works closely with the School Liaison Officer program coordinator and the director of Public Information. • Coordinates communication about safety issues with members of the Superintendent's Cabinet.
Associate Superintendent for Instruction	Superintendent	<ul style="list-style-type: none"> • Serves as a member of the district crisis team. • Supervises assistant superintendents who are responsible for working with principals on safety-related issues.
Assistant Superintendents, East and West Clusters	Associate Superintendent for Instruction	<ul style="list-style-type: none"> • Serve as members of the district crisis team. • Work with principals within their respective clusters on safety-related issues. • Review campus crisis plans. • Supervise the disciplinary Alternative Education Program.
Director of Public Information	Superintendent	<ul style="list-style-type: none"> • Serves as a member of the district crisis team. • Coordinates safety-related information between the Public Information Office and the chief of staff.
Coordinator of Liaison Officer program	Superintendent	<ul style="list-style-type: none"> • Serves as a member of the district crisis team. • Heads the School Liaison Officer program. • Works with the superintendent and the chief of staff on issues concerning student safety and criminal activity on school

		campuses or property.
Coordinator of Safe and Drug-Free Schools	Director of Student Personnel Services (effective January 2003)	<ul style="list-style-type: none"> • Is involved in the day-to-day operation of prevention and intervention programs in connection with the Safe and Drug-Free Schools grant. • Serves as a counselor to students in the CCISD disciplinary alternative education program.
Director of Student and Academic Services	Associate Superintendent for Instruction	<ul style="list-style-type: none"> • Serves as a member of the district crisis team. • Supervises school nurses and advises on health and safety issues. • Chairs a districtwide health committee that creates action plans to address health issues in CCISD schools. • Is involved in prevention and intervention activities.
Director of Counseling and Guidance	Associate Superintendent for Instruction	<ul style="list-style-type: none"> • Serves as a member of the district crisis team. • Supervises counselors and assists with crisis intervention. • Coordinates with the director of Student and Academic Services in crisis situations involving the death of a faculty member, suicide or national crisis.
Safety and Training Coordinator, Maintenance Department	Interim Director of Maintenance	<ul style="list-style-type: none"> • Conducts safety training for CCISD's Maintenance Department.

Source: CCISD, chief of staff and coordinator of Safe and Drug-Free Schools, September 2002.

The coordinator of Safe and Drug-Free Schools, middle school coordinators and Project Self-Respect teachers either coordinate or administer prevention and intervention programs. The coordinator of Safe and Drug-Free Schools spends half his time coordinating K-12 drug and violence prevention programs under the Safe and Drug-Free Schools grant and half his time as a counselor to students in the CCISD disciplinary alternative education program. Middle school coordinators spend 100 percent of their time coordinating drug and violence prevention programs in middle schools. Project Self-Respect teachers provide instruction related to this program in all secondary schools.

In October 2002, the review team determined that there was no central point of coordination for CCISD prevention and intervention programs. The absence of a central point of coordination for CCISD's prevention and intervention programs prevents the district from consistently evaluating the districtwide effectiveness of all its prevention and intervention programs nor can it effectively determine their impact on safety and security. For example, while middle school coordinators evaluate middle-school prevention and intervention programs, a separate Safe and Drug-Free Schools Advisory Council (SDFS Advisory Council) evaluates the districtwide effectiveness of CCISD Safe and Drug-Free Schools substance abuse initiatives. The SDFS Advisory Council comprises of a district representative and a parent representative from each campus and from community organizations such as the Bay Area Council on Drugs and Alcohol, the Phoenix House Council for drug- and alcohol-abuse counseling and the United Way. Other CCISD prevention and intervention programs, such as Character Education, Peer Mediation and Project Self-Respect, show no evidence that their districtwide effectiveness has been evaluated at all.

The Houston Independent School District (HISD) centrally coordinates its prevention and intervention programs through an alternative subdistrict established to monitor prevention and intervention programs. The HISD's Research and Evaluation Department conducts periodic evaluations of these programs, including assessments of their impact on safety and security.

Corpus Christi Independent School District centrally coordinates prevention and intervention programs, including dispute resolution, peer mediation and D.A.R.E. The Corpus Christi ISD Office for At-Risk Programs coordinates districtwide programs for at-risk students across all its campuses. Central coordination allows this district to effectively monitor the performance of these programs and to determine their effect on school safety and security.

Recommendation 60:

Designate the coordinator of the School Liaison Officer Program as the safety coordinator for the district and evaluate the effectiveness of programs related to student violence, at-risk youth and discipline management.

The coordinator of the Liaison Officer Program is the most logical choice to serve as safety coordinator for the district. His activities with the district crisis team, school liaison officers, school principals and the Interagency Planning Team allows him to have a broad view of district safety and security issues.

The director of Student Personnel Services should collect program performance data for all prevention and intervention programs that address drug- and alcohol-abuse prevention and student violence and behavior management, monitor these programs and continuously evaluate their effectiveness.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent designates the coordinator of the School Liaison Officer Program as the safety coordinator for the district and directs the director of Student Personnel Services to develop a plan to evaluate the effectiveness of all prevention and intervention programs.	June 2003
2.	The director of Student Personnel Services directs the coordinator of Safe and Drug-Free Schools to conduct evaluations of the effectiveness of CCISD prevention and intervention programs.	June 2003
3.	The coordinator of Safe and Drug-Free Schools develops a plan for monitoring and evaluating the effectiveness of CCISD prevention and intervention programs.	July - August 2003
4.	The director of Student Personnel Services evaluates the effectiveness of CCISD prevention and intervention programs.	September 2003 and Annually Thereafter

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CCISD does not have a vehicle replacement or procurement plan for aging security vehicles used by school liaison officers. **Exhibit 11-6** presents the inventory of vehicles used by CCISD school liaison officers.

**Exhibit 11-6
CCISD School Liaison Officers Vehicle Inventory**

Manufacturer	Model	Purchase Date	Mileage at 12/03/02	Age at 12/31/02	Unit Cost
Ford	1993 Crown Victoria	7/01/93	123,659	9.5 Years	\$21,000
Ford	1993 Crown Victoria	7/01/93	121,362	9.5 Years	\$21,000
Ford	1995 Crown Victoria	7/01/95	110,968	7.5 Years	\$21,000
Ford	1996 Crown Victoria	7/01/96	49,623	6.5 Years	\$21,000
Ford	1996 Crown Victoria	7/01/96	116,801	6.5 Years	\$21,000
Ford	1996 Crown Victoria	4/22/98	148,000	4.5 Years (A)	\$4,500
Ford	1995 Crown Victoria	4/22/98	159,800	4.5 Years (A)	\$4,500
Ford	2000 Crown Victoria	7/01/99	41,240	3.5 Years	\$20,761
Ford	1999 Crown Victoria	11/25/99	61,500	3.0 Years	\$20,761
Ford	2000 Crown Victoria	3/22/00	53,096	2.5 Years	\$20,765
Total					\$176,287

Source: CCISD, director of Finance, Security Vehicle Inventory, September 2002.

Note (A): Represents used vehicles, which means actual age is seven years for the 1996 model and eight years for the 1995 model.

Exhibit 11-6 shows that five of the 10 vehicles have been in service for seven years or more and two of the five vehicles are approaching 10 years

of service. Appendix H of the Maintenance Management Systems Handbook (<http://policy.fws.gov/a2320fw2.html>) suggests that sedans with internal combustion engines should be replaced after six years or 60,000 miles. Accordingly, seven of CCISD's security vehicles must be replaced next year, with the remaining three vehicles to be replaced over the next three years.

Recognizing that an aging vehicle inventory is subject to more breakdowns on the road and more expensive repairs, many districts institute vehicle replacement schedules to plan for capital expenditures over time and to provide more balanced expenditures for vehicle replacement.

Recommendation 61:

Implement a vehicle replacement schedule for school liaison officers' vehicles.

CCISD should coordinate the vehicle replacement schedule for school liaison officers' vehicles with the Transportation Department and charge the capital expenditures to the district's security budget. The replacement schedule should consider the age and condition of the vehicles that are currently in service and then designate the year in which those vehicles should be replaced and the total costs for each year.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Transportation, in conjunction with the coordinator of the School Liaison Officer Program, develops a five-year vehicle replacement schedule.	June 2003
2.	The superintendent presents the vehicle replacement schedule to the board for approval as part of the district's annual budgeting process.	July 2003
3.	The board approves the district's budget, including the five-year vehicle replacement plan.	August 2003
4.	The director of Purchasing begins to buy vehicles based on the vehicle replacement schedule.	September 2003

FISCAL IMPACT

The district purchased the 2000 Crown Victoria shown in **Exhibit 11-6** for \$20,765. Given the age and condition of the vehicles and CCISD's limited budget resources, the fiscal impact assumes CCISD will replace two vehicles annually. CCISD can purchase the vehicles through fleet

purchasing or state contract for \$22,000 each. At two vehicles each year CCISD faces an annual cost estimated at \$44,000.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Implement a vehicle replacement schedule for school liaison officer's vehicles.	(\$44,000)	(\$44,000)	(\$44,000)	(\$44,000)	(\$44,000)

FINDING

CCISD has not implemented all of the recommendations included in an intensive safety and security assessment of its schools conducted by the National School Safety Center (NSSC). The superintendent, with board approval, contracted with NSSC in August 2001 to conduct a school safety site assessment for the district. During the week of September 17, 2001, NSSC representatives conducted a formal site visit and reviewed 20 selected sites within the district. The representatives met with district-level administrators, principals, support staff, students and security personnel. NSSC then issued a report with recommendations for improvement in four areas: campus access and control, administrative leadership, staff training and building community partnerships. **Exhibit 11-7** summarizes the status of each recommendation by area.

**Exhibit 11-7
National School Safety Center Assessment of CCISD
Status of Implementation of Recommendations
as of December 31, 2002**

Section	Recommendation	Status
General	<ul style="list-style-type: none"> • Consider a comprehensive voice, video, data and surveillance system for the district's high school campuses. • Equip district telephone systems with Caller ID to track terroristic threats. 	<ul style="list-style-type: none"> • Not implemented because of lack of budget resources. • Not implemented.
Campus Access and Control	<ul style="list-style-type: none"> • Control campus access. • Clearly separate and segregate mixed vehicular and pedestrian functions. • Define campus perimeters with appropriate landscaping and fencing. 	<ul style="list-style-type: none"> • Not implemented. • Not implemented. • Partially implemented through environmental design.

**Exhibit 11-7 (continued)
National School Safety Center Assessment of CCISD
Status of Implementation of Recommendations
as of December 31, 2002**

Section	Recommendation	Status
Campus Access and Control, continued	<ul style="list-style-type: none"> • Control campus access. • Clearly separate and segregate mixed vehicular and pedestrian functions. • Define campus perimeters with appropriate landscaping and fencing. • Establish uniform visitor screening procedures. • Post appropriate directional signs on campuses advising students and visitors of the conditions they agree to accept upon entering the school. • Require picture identification cards for each student and staff member. • Carefully manage and appropriately monitor hall passes. • Remove posters from all window glass. • Clearly identify academy-trained officers by uniform. 	<ul style="list-style-type: none"> • Not implemented. • Not implemented. • Partially implemented through environmental design. • Not implemented. • Implemented. • Implemented, but not all students wear their ID cards. • Partially implemented. • Implemented. • Implemented.
Administrative Leadership	<ul style="list-style-type: none"> • Mandate crime reporting and tracking. • Review/revise the mission statement. • Develop a comprehensive systemwide safe schools plan. • Disseminate a summary of state and local laws pertaining to school disorder. • Develop/modify the use of physical force policy. • Revise the search-and-seizure policy. 	<ul style="list-style-type: none"> • Partially implemented. • Implemented. • Implemented. • Implemented. • Implemented. • Implemented.
Staff Training	<ul style="list-style-type: none"> • Conduct annual school safety training programs. • Continue to support and expand School Peace Officer programs. 	<ul style="list-style-type: none"> • Implemented. • Implemented.
Building Community Partnerships	<ul style="list-style-type: none"> • Identify community resources. • Establish a close law enforcement partnership. • Create a "Joint Powers Agreement" among city law enforcement, district law enforcement and schools. • Implement a program to screen school volunteers. • Cultivate a closer partnership with the presiding juvenile court judge. • Consider placing a probation officer on campus. 	<ul style="list-style-type: none"> • Implemented. • Implemented. • Implemented. • Not implemented. • Implemented. • In progress; CCISD is searching for grant funds.

Exhibit 11-7 (continued)
National School Safety Center Assessment of CCISD
Status of Implementation of Recommendations
as of December 31, 2002

Section	Recommendation	Status
Building Community Partnerships, continued	<ul style="list-style-type: none"> • Identify community resources. • Establish a close law enforcement partnership. • Create a "Joint Powers Agreement" among city law enforcement, district law enforcement and schools. • Implement a program to screen school volunteers. • Cultivate a closer partnership with the presiding juvenile court judge. • Consider placing a probation officer on campus. • Ensure that children identified as requiring special education services legitimately belong in this category. • Continue to develop relationships with other youth-serving professionals. 	<ul style="list-style-type: none"> • Implemented. • Implemented. • Implemented. • Not implemented. • Implemented. • In progress; CCISD is searching for grant funds. • Implemented. • Implemented.

Source: National School Safety Center Assessment Report and follow-up interview with coordinator of School Liaison Officer program.

Based on TSPR interviews and a review of district safety and security documents, **Exhibit 11-7** shows that CCISD has not implemented or partially implemented critical recommendations contained in the NSSC Assessment Report. Critical recommendations not implemented include controlling campus access, installing video cameras in high schools, establishing uniform visitor screening procedures and implementing a program to screen volunteers. Management reports they have not implemented some of the critical recommendations because of limited budget resources.

Although **Exhibit 11-3** shows only a 5 percent increase in criminal incidents between 1999-2000 and 2001-02, best management practices in school safety and security encourage the continuous assessment, evaluation and improvement of school safety and security to ensure a safe environment for students, teachers and administrators.

Recommendation 62:

Create a plan to implement the recommendations in the National School Safety Center Assessment Report.

CCISD should develop a plan to implement the remaining critical recommendations that were contained in the NSSC Assessment Report and allocate the resources to fund safety initiatives on a priority basis. For example, video surveillance cameras in high schools are listed as a critical recommendation and should be prioritized in CCISD's capital budget as it builds more schools. The other recommendations should be assigned to specific members of the district leadership team to ensure ownership and accountability for their implementation.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the associate superintendent for Business and Support Services to develop a prioritized plan for funding critical recommendations included in the NSSC Assessment report.	June 2003
2.	The superintendent assigns the appropriate members of the leadership team responsibility for implementing open recommendations.	June 2003
3.	The associate superintendent for Business and Support Services works with the director of Finance to develop a prioritized plan and to identify potential funding sources.	July - August 2003
4.	The director of Finance works with members of the superintendent's leadership to identify potential funding for critical recommendations that have not been implemented.	July - August 2003
5.	The associate superintendent for Business and Support Services presents the plan to the superintendent and board for approval.	September 2003
6.	The superintendent approves the plan, and the board approves the related budget resources.	September 2003
7.	The superintendent monitors implementation of the recommendations.	October 2003 and Quarterly Thereafter

FISCAL IMPACT

While an exact fiscal impact is difficult to determine until the district has done a full assessment of the changes that need to be made, we conservatively estimate that installing a comprehensive surveillance system at each of the high schools would cost \$50,000 per school, or a total of \$200,000 in one-time costs. Drafting specifications would result in an implementation in 2004-05.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Create a plan to implement recommendations in the National School Safety Center Assessment Report.	\$0	(\$200,000)	\$0	\$0	\$0

Chapter 11

SAFETY AND SECURITY

B. STUDENT DISCIPLINE MANAGEMENT

Every Texas school district must create a foundation for student discipline by adopting a student code of conduct that establishes clear standards for student behavior. The student code of conduct will often reflect the discipline policies and related procedures that a district has in place to manage student behavior in class and on school property. Discipline policies and procedures typically include due process for students who have violated the student code of conduct and for students who are placed in alternative programs outside the regular education setting.

CCISD divides responsibility for discipline management program among the school principals; the assistant superintendent for the West Cluster, who supervises CCISD's Disciplinary Alternative Education program (DAEP); and the superintendent's chief of staff. School principals represent Level I of the district student discipline process. Principals base decisions on the behaviors and consequences outlined in the CCISD Student Code of Conduct, teacher's reports and students' past records. Principals' decisions are final unless appealed through procedures outlined in the Student Code of Conduct. The assistant superintendents of the West and East Clusters are Level II of the student discipline process and have the authority to overrule principals' actions after a hearing with the parents, the principal and the student. The assistant superintendent's decisions are also final unless the parents appeal to Level III, which is the district superintendent. The superintendent's chief of staff schedules Level III appellate hearings and tracks student grievances throughout the grievance process, including Level IV hearings, which occur before the school board. Because CCISD does not have a person designated as the district's hearing officer, it uses independent hearing officers, who typically are local attorneys, to conduct Level III appellate hearings.

CCISD publishes and distributes Student Handbooks to principals, teachers, students and parents at the beginning of each school year. The Student Handbook contains the CCISD Student Code of Conduct to ensure that everyone is familiar with the disciplinary process and the consequences for misbehavior. The Student Code of Conduct also includes the general expectations for the students, general principles and guidelines, general misconduct violations and associated consequences, policies and procedures for removing students from class and policies and procedures for removing students from the regular education setting. Parents or guardians and students must sign a Student-Parent/Guardian

Acknowledgment that states that they have received a copy of the Student Handbook and that they have read and discussed its contents.

CCISD has two disciplinary alternative schools for students who have been removed from regular education settings: Falcon Pass Elementary School and Clear Path Alternative School. Falcon Pass Elementary School house the disciplinary alternative school for students in kindergarten through grade 5. The Clear Path Alternative School, located in portable buildings adjacent to the Clear Creek Ninth Grade Center, serves students in grades 6 through 12. **Exhibit 11-8** shows the enrollment for each CCISD alternative school for 1999-2000, through 2001-02.

Exhibit 11-8
CCISD Alternative School Enrollment
1999-2000 through 2001-02

Alternative School	1999-2000	2000-01	2001-02
Falcon Pass Elementary	17	25	12
Clear Path Alternative	435	388	380
Totals	452	413	392

Source: CCISD, Clear Path Alternative School.

Assignments to the DAEP vary, depending on the seriousness of the offense, the disciplinary record of the student, the age of the student, and the impact of the offense on the school environment. The normal assignment is for 60 days.

FINDING

CCISD's disciplinary alternative school works in partnership with community-based organizations to provide dropout prevention services and alcohol- and drug-abuse counseling to students who are referred to the program and to their parents, if necessary. For example, the Bay Area Council on Drugs and Alcohol (BACODA) offers alcohol- and drug-abuse counseling to students referred to the district's alternative education program and also refers the parents of these students to outside counseling. Since 1995-96, CCISD has partnered with BACODA, which is funded by the Texas Commission on Alcohol and Drug Abuse.

A service delivery agreement with Bridgeport Communities in Schools, Inc. (BCIS), initially implemented in 2001-02, provides CCISD dropout prevention programs to secondary students at the Clear Path Alternative School (formerly the BACODA Alternative Education Program), Clear

Brook High School, Clear Creek Ninth Grade Center, Clear Lake Ninth Grade Center, Clear View High School, League City Intermediate School and Webster Intermediate School. Under the terms of the agreement, BCIS provides the following services to students at Clear Path Alternative School, Clear View High School, League City Intermediate School and Webster Intermediate School:

- supportive guidance;
- academic enhancement activities;
- parental and family involvement activities;
- health education and social service referrals;
- pre-employment skills training and career awareness activities; and
- educational and cultural enrichment activities.

BCIS also provides services to grade 9 students at Clear Brook High School, Clear Creek Ninth Grade Center and Clear Lake Ninth Grade Center. These services include identifying, assessing and counseling students who are at-risk for truancy from school. CCISD pays BCIS \$141,000 annually for the services it provides under the agreement.

In 1996-97, CCISD entered into a partnership with the Devereux Texas Treatment Network (Devereux) to provide comprehensive services for students in the disciplinary alternative education program. Devereux is a private foundation that offers mental health rehabilitation and alcohol- and drug-abuse rehabilitation services in in-patient, partial-day or full-day treatment programs. The cost of the Devereux treatment program totaled \$119,526 annually, with \$63,159 funded through a grant that Devereux received from the Criminal Justice Division of the Governor's Office. CCISD paid Devereux the remaining \$56,367. When the grant ended in May 2002, CCISD would have been required to pay Devereux \$119,526 each year to continue the program. Consequently, CCISD discontinued the program because of its limited budget resources. The district currently uses \$20,000 set aside from the Safe and Drug-Free Schools grant to contract for services previously provided by Devereux to students in the disciplinary alternative education program.

COMMENDATION

CCISD's Clear Path Alternative School works in partnership with community-based organizations to provide dropout prevention services in secondary schools and alcohol- and drug-abuse counseling to students and parents of students who are referred to its disciplinary alternative education program.

FINDING

CCISD uses alternative means of discipline to remove disruptive students from the classroom as an alternative to discretionary placements of students to disciplinary alternative education programs (DAEPs). The rate of CCISD's discretionary placements of students in its disciplinary alternative education program is less than half the state average for 1999-2000 and 2000-01. However, the rate of mandatory placements of students in the DAEP is three times the state average in 1999-2000 and two-and-a-half times the state average in 2000-01. CCISD's Student Code of Conduct identifies behaviors that could result in discretionary placement in the DAEP such as throwing objects that could cause bodily harm, theft, sexual contact, possession of drug paraphernalia, gang activity, criminal mischief, possession of a knife with a blade less than two-and-a-half inches and repeated misbehavior. Mandatory placements include removal from the regular education setting for specific behaviors on or within 300 feet of school property that are identified by TEC Section 37.008 as behaviors that trigger mandatory assignment to the DAEP. TEC Section 37.008 lists felonies, assaults, terrorist threats, alcohol and drug sales or delivery, possession of weapons and graffiti.

TEC Section 37.008(m) requires the Texas Education Agency (TEA) to annually evaluate each district's DAEP. Accordingly, TEA developed a DAEP Evaluation Report for every district in the state. **Exhibit 11-9** presents a summary of discretionary and mandatory placements for all students from the DAEP Annual Evaluation Report for 1999-2000 and 2000-01.

Exhibit 11-9
CCISD's DAEP Annual Evaluation Report
Discretionary and Mandatory Placements for All Students
1999-2000 and 2000-01

Type of Placement	1999-2000		2000-01	
	State Average	CCISD	State Average	CCISD
Discretionary	77.3%	33.0%	73.8%	37.4%
Mandatory	20.0%	62.5%	23.1%	60.1%

Source: TEA, DAEP, Annual Evaluation Reports for CCISD, 1999-2000 and 2000-01.

While CCISD's mandatory placement rate significantly exceeds the state average, this is not unusual, given the district's proximity to an urban setting, and the state average includes a significant number of rural school districts. However, CCISD's discretionary placement rate indicates that teachers and school administrators carefully weigh the consequences of behaviors that violate the Student Code of Conduct and that they use discretionary placement in the DAEP as a last resort for student discipline. School administrators use alternative means of discipline to remove disruptive students from the regular education setting such as In-School

Suspension (ISS), cooling-off or timeout, parent-teacher conferences, community service with parental approval, behavioral contracts or sending students to the office or to another assigned area.

COMMENDATION

CCISD teachers and school administrators use alternative means of discipline to remove disruptive students from the regular education setting, which has resulted in a discretionary placement rate in its disciplinary alternative education program that is less than half the state average.

FINDING

CCISD's disciplinary alternative school collaborates with its surrounding districts to provide a community-based alternative education program with placement slots for those districts that have reached capacity within their own disciplinary alternative education programs. For example, CCISD entered into its first "Agreement for Community-Based Alternative Education Program (AEP)" with Friendswood ISD (FISD), through which CCISD agrees to operate and maintain a community-based AEP at its Clear Path Alternative School for a maximum of 20 students who are referred by FISD for disciplinary infractions during the period beginning August 19, 2002 and ending May 30, 2003.

FISD can assign students to the DAEP based on infractions as outlined in FISD's Code of Conduct. Students who are referred for drug or alcohol infractions attend a separate academic program (within Clear Path Alternative School) from those students who are referred for other behavior infractions such as persistent misbehavior, assault, terroristic threat, theft or a community-based felony.

Under the provisions of the agreement, FISD agrees to pay CCISD \$60,000 in 10 monthly payments of \$6,000, payable on the first day of each month beginning September 1, 2002. This \$60,000 represents incremental funding for CCISD's disciplinary alternative education program and covers the program's operating expenses for contracted services, supplies and materials for 2002-03, which total \$59,350 in the program's 2002-03 Budget Summary.

COMMENDATION

CCISD's Clear Path Alternative School provides discretionary alternative school placements within its program for its surrounding school districts through an "agreement for Community-Based

Alternative Education Program" that generates incremental revenue to support the program's operating costs.

Chapter 12

COMPUTERS AND TECHNOLOGY

This chapter reviews Clear Creek Independent School District's (CCISD) computers and technology in the following sections:

- A. Organization and Management
- B. Infrastructure, Hardware and Software
- C. Technology Planning and Funding
- D. Instructional Technology
- E. Staff Development

Responsibilities for information technology (IT) units vary among Texas public school districts. Some IT units support administrative functions only. Others—such as the one in CCISD—support administration, instruction and the technology curriculum. Generally, IT units are responsible for the district's technology infrastructure including the implementation, support and administration of the district's wide area network (WAN) and support for local area networks (LANs) in the schools and administrative offices across the district. IT departments can also be responsible for the district's telecommunications system and infrastructure. IT units that support instruction also frequently administer the district's state technology allotment funds. In addition, IT units often help develop grant applications for technology-related projects and provide technology-related staff training.

To achieve its technology-related goals, a school district must have an organizational structure that encourages using and supporting new technologies. Districts need a well-managed administrative technology organization that has a clearly defined mission and plan that guides the IT department. This plan establishes the department's goals and organization, clearly assigns responsibilities and defines procedures for developing new applications. IT departments should have a customer service orientation to anticipate and meet user needs.

Instructional technology personnel must be knowledgeable about school operations. They should be well trained in operating instructional networks, using technologies for instructional purposes and integrating new technologies into the curriculum. Effective districts include curriculum and instruction departments in the instructional technology planning process to ensure that new initiatives support the learning process.

BACKGROUND

CCISD's Department of Technology Services manages the district's technology assets-including the district's telecommunications and administrative information system-and its IT professionals. The department provides instructional technology and communications support districtwide. The department consists of four units: campus services, instructional services, infrastructure services and information management services.

The technology challenges the district faces today have developed as a result of public misconceptions about district technology resources. The director of the Department of Technology Services said individuals in the community and surrounding areas perceive that CCISD is "NASA Johnson Space Center's school district" and is therefore technology "rich" like NASA. The director added that "the reality is that prior to the bond election of 2000, the majority of the students were not primarily exposed to computing technology at school, but rather students were exposed to technology at home."

The review team learned through documentation and interviews that during 1994 and 1995 the board leadership directed the district's administration to seek donated surplus equipment from NASA as the primary source for obtaining computers and associated hardware to support instructional programs and administrative and business systems. According to the director of Technology Services, the board leadership did not realize that this donated equipment, in most cases, had reached the end of its useful life.

Chapter 12

COMPUTERS AND TECHNOLOGY

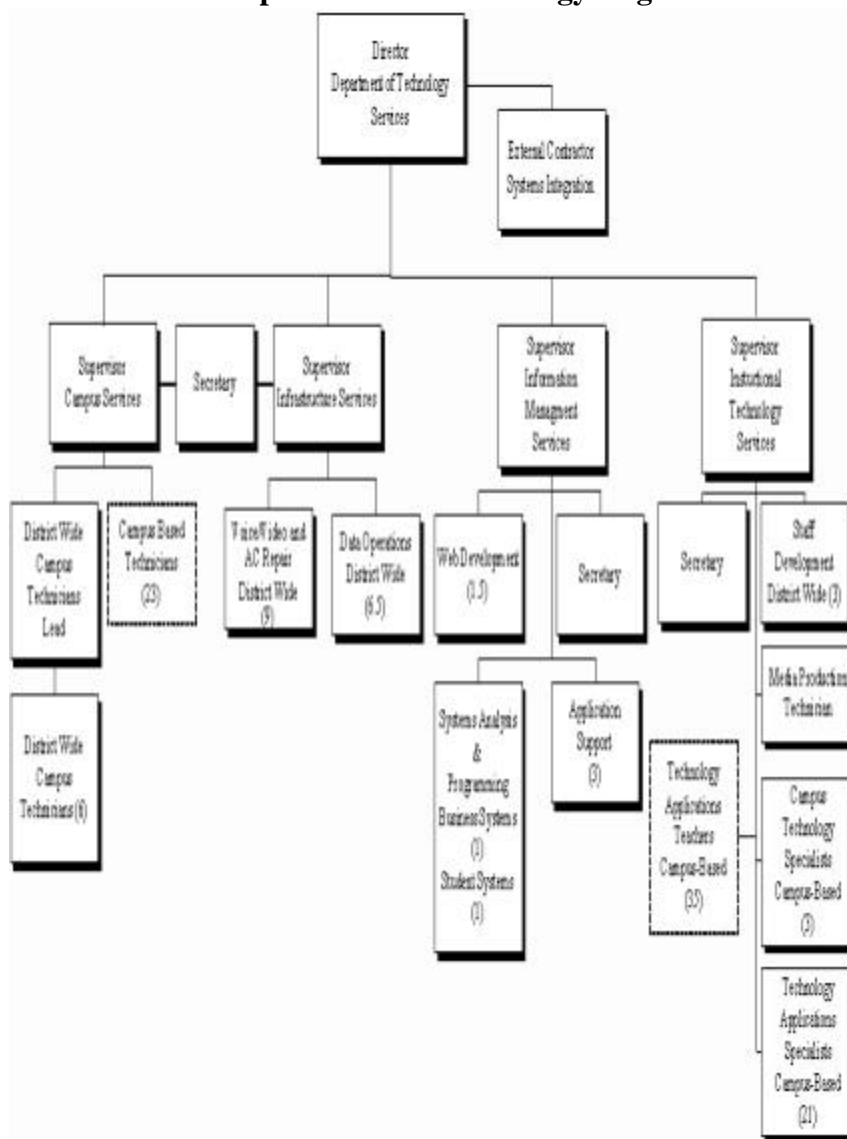
A. ORGANIZATION AND MANAGEMENT

To achieve its technology-related goals, a school district must be organized to use and support existing and new technologies. Technology departments must be familiar with school operations, the technologies and networks used for instructional purposes and technology-related training.

A clearly defined mission and plan guide a well-managed administrative technology and information services department. The IT department's plans are tightly integrated with the district improvement plan (DIP) and consistent with campus improvement plans (CIP). To meet district and campus objectives, IT departments need to have a customer-service orientation to anticipate and meet user needs for rapidly paced technological change.

The director of the Department of Technology Services, who reports to the superintendent, manages the IT Department for CCISD. IT is responsible for administrative and instructional computing and manages four primary functions including campus services, instructional services, infrastructure services and information management services. **Exhibit 12-1** represents the organizational structure of the Department of Technology Services.

**Exhibit 12-1
CCISD's Department of Technology Organization**



Source: CCISD, Department of Technology Services, October 2002.

Note 1: Numbers in parenthesis indicate the number of employees. Dotted lines show personnel that report to school principals.

Note 2: IT refers to DTS or DTS staff.

The IT organization structure accounts for 124 administrative, support and instructional staff. Most of the IT staff serve in schools as campus-based support and report to school administrators on a day-to-day basis. The central IT Department consists of 45 positions. A contractor, the system integrator, holds one position in the department, the systems integrator. **Exhibit 12-2** presents a summary of positions and related staffing within the IT Department.

Exhibit 12-2
CCISD's Department of Technology Services Staffing by Position
2002-03

Position Description	Number of Positions
Director	1
Administrative and Purchasing Services	1
Systems Integration Contractor	1
Supervisors of Functional Areas	4
Computer Technicians - Districtwide	7
Secretaries	3
Campus Technicians - Campus-Based	23
Voice/Video and AV Repair	9
Data Operations	6.5
Web Development	1.5
Systems Analysis and Programming	2
Application Support	3
Technology Applications Teachers	35
Staff Development	3
Campus-Based Technology Specialists	3
K-5 Technology Applications Specialists	21
Total	124

Source: CCISD, Department of Technology Services, Organization Chart, October 2002.

Exhibit 12-3 presents a summary of CCISD's IT budget history for the period from 1997-98 through 2001-02. The budget reflects only funding from the maintenance and operations (M&O) portion of the property tax. The budget is expressed by budget manager codes.

Exhibit 12-3
CCISD Department of Technology Services
Budget History
1997-98 through 2001-02

Budget Item	1997-98	1998-99	1999-2000	2000-01	2001-02
Information Management	\$202,846	\$201,520	\$497,383	\$553,089	\$393,868
Instructional Technology	\$0	\$0	\$0	\$0	\$0
Director of Technology	\$8,533	\$7,654	\$359,506	\$494,687	\$885,316
Infrastructure Services	N/A	\$67,270	\$469,074	\$1,366,327	\$1,172,508
AV/Electronic Services	\$439,597	\$318,508	\$638,425	\$609,856	\$573,322
Total	\$650,976	\$594,952	\$1,964,388	\$3,023,959	\$3,025,014

Source: CCISD, Department of Technology Services, 1997-98 through 2001-02.

Note: Budget Codes: Information Management - 13, Instructional Technology - 28, Director - 30, Infrastructure Services - 41, AV/Electronic Services - 98.

Exhibit 12-3 shows the district's IT budget increased 21 percent from 1997-98 to 2001-02. This increase is primarily due to the district's commitment to increase its infrastructure capacity. The district began including the Instructional Technology staff salaries in campus budgets after 2000-01, which explains the decline in the Instructional Technology budget between 2000-01 and 2001-02.

FINDING

The Department of Technology Services lacks the organizational structure and staffing it needs to realize the district's long-term technology-related goals. The department's long-term systems integration vision calls for all systems to be integrated on centralized databases and for end-users to be able to connect to the network by laptop, personal digital assistant (PDA) and by voice. The district budgeted \$15 million in funds from a voter-approved bond project passed in 2000 to upgrade and improve the district's technology infrastructure. In 2001, CCISD hired an independent contractor to analyze IT staffing requirements as one criteria needed to achieve the district's technology direction. The contractor found that CCISD's Technology Department needed senior level skills in project management, systems analysis, data modeling, instructional design and

training in Web-based development to support the bond 2000 implementation projects.

The district employs five technicians in the infrastructure services area who perform electronic repair. The electronic repair technicians respond to the following service requests: audio/visual; overhead projectors; computers and networks; two-way radio; intercoms and projectors.

Exhibit 12-4 shows that the five technicians responded to 372 service requests during a typical four-month period in 2002.

Exhibit 12-4
Help Desk Open Service Request List
Average Duration Ranking
April through July 2002

Service Category	Service Requests	Duration (days)	Average Duration (days)
Audio/Video	222*	2,134	9.61
Overhead Projectors	74*	595	8.04
New Install - Network	24	188	7.83
Office Equipment	23	172	7.48
New Install - Computer/Printer	34	202	5.94
Network Problem	172	764	4.44
Macintosh Computer	342	1,472	4.30
Two-way Radios	17*	67	3.94
Intercoms	57*	207	3.63
Projectors - Slide and Overhead	2*	7	3.50
Total	967	5,808	5.871

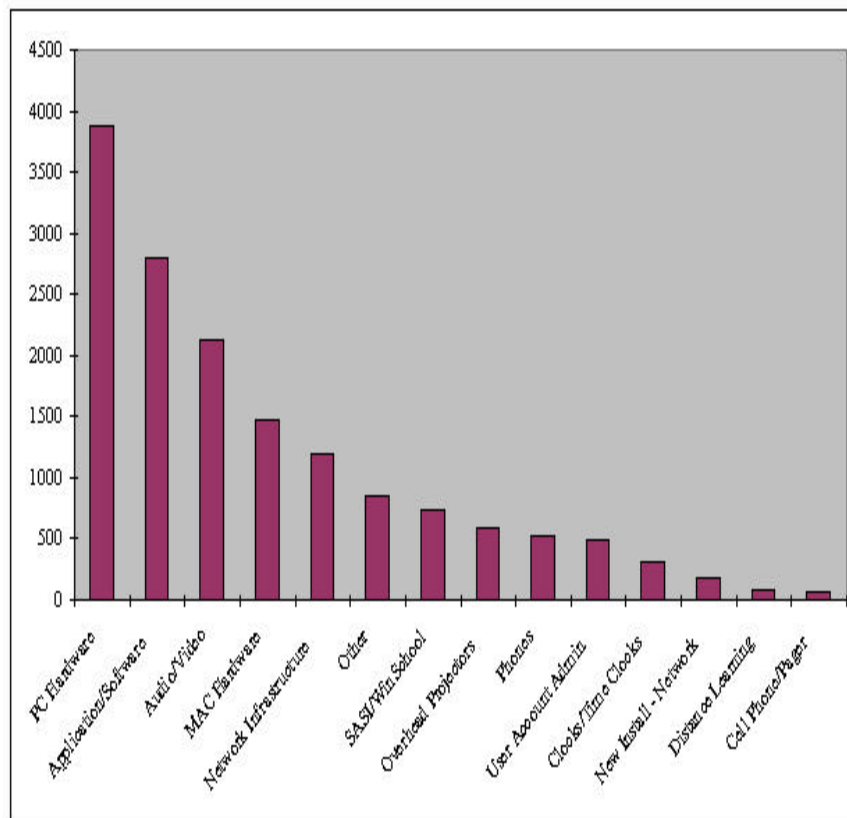
Source: CCISD, Department of Technology Services.

Note: "" denotes service request performed by the electronic repair technicians.*

The department assigned each technician 74 service requests during the period between April 2002 and July 2002. Since there were 85 workdays during this period, each technician completed less than one service request per day. The department spent an average of 5.7 days on each service request.

The Department of Technology Services' response to PC repairs provides another example of its human resource constraints. CCISD's director of Technology Services places a heavy emphasis on repairing computer equipment. The IT Department employs individuals with the necessary skills to repair computer equipment. However, PC repair service requests declined 50 percent during the second half of 2001-02. **Exhibit 12-5** and **Exhibit 12-6** represent separate snapshots of service request data for different periods of time. **Exhibit 12-5** covers the five months between August 2001 and December 2001. **Exhibit 12-6** covers four months between April 2002 and July 2002. **Exhibit 12-5** shows there were 3,877 service requests for PC hardware support during the period from August 2001 through December 2001.

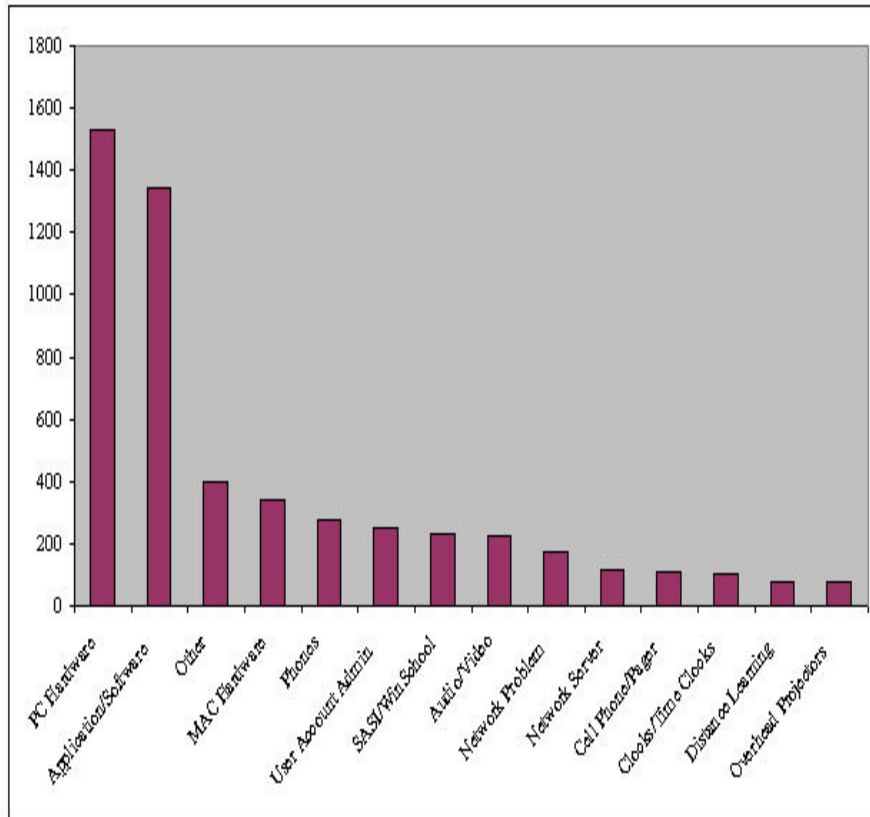
Exhibit 12-5
Service Request Statistics
August 2001 through December 2001



Source: CCISD, Department of Technology Services.

In contrast, **Exhibit 12-6** shows that the infrastructure services area only received 1,531 service requests for PC hardware between April 2002 and July 2002.

Exhibit 12-6
Service Request Statistics
April 2002 through July 2002



Source: CCISD, Department of Technology Services.

Exhibit 12-7 shows that the Infrastructure Services unit had 715 open service requests in October 2002. PC Computer service requests comprised 174 of the open service requests that month. The department receives fewer requests for repairs to technology that are not computer related, like intercoms and overhead projectors. The Infrastructure Services unit had 122 open requests for these type of repairs. **Exhibit 12-7** highlights open requests for this type of repair.

Exhibit 12-7
CCISD's Open Service Request Statistics
October 2002

Computer Related Service Category	Number of Service Requests	Non-Computer Related Service Category	Number of Service Requests

PC Computer	174	Audio Video	49
Application Software	130	Intercoms	26
Mac Computer	106	Overhead Projectors	19
SASI/WinSchool	28	Phones	12
Network Server	27	Clocks/Time Clocks	10
Other	27	Cell Phones /Pagers	4
Network Problem	26	Two-Way Radio	2
User Account Administration	18	Office Equipment	12
New Install Computer/Printer	12		
Network Printer	11		
Video/Distance Learning	6		
New Install - Network	6		
Pentamation	5		
Help Desk	4		
Network Infrastructure	1		
Subtotal	581		134
Total of Both Computer and Non-Computer Related Service Requests	715		

Source: CCISD, Department of Technology Services.

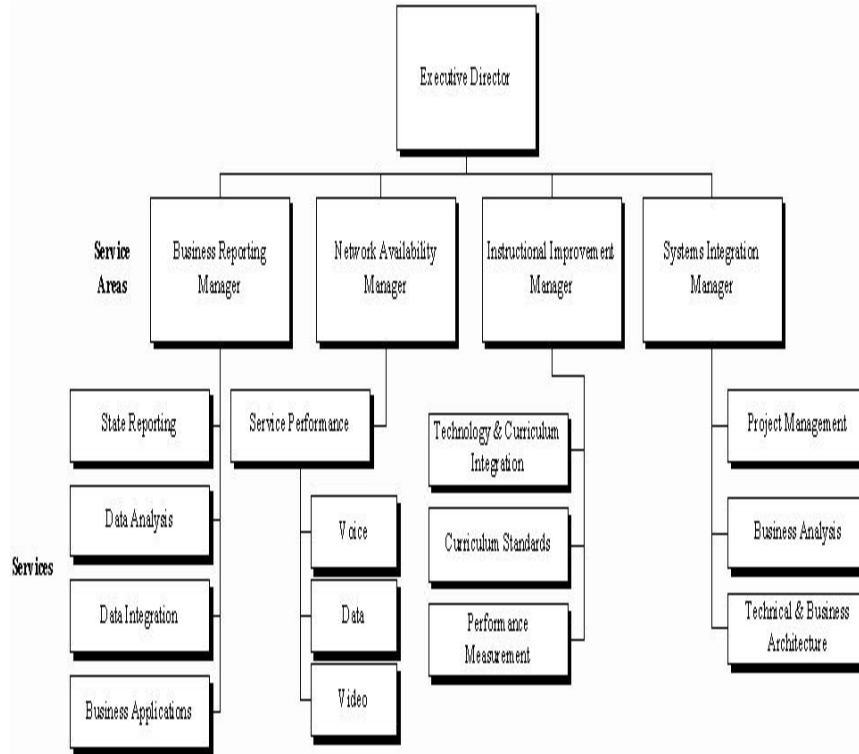
CCISD designed the organizational structure of the Department of Technology Services with a heavy emphasis on function. Some of the district's schools share their technical resources. In these instances, the technicians report directly to their school principals, while receiving technical guidance from the IT department supervisors and the director. **Exhibit 12-1** illustrated the chain of command.

The Gartner Group, a technology advisory firm, published a widely accepted model for IT department organization, which calls for IT departments to organize themselves to provide the best service with fewer resources. IT departments, according to Gartner analysts, must develop a

foundation of processes with clearly defined results or expected outcomes and results that translate into a list of criteria for organizational structure, staffing needs and areas for possible outsourcing.

In contrast to CCISD's functional organizational structure, some districts use a service-oriented organizational structure for their IT departments like the one that the Gartner Group recommends. Service-oriented organizational structures provide a level of service designed to meet the specific needs of that district's stakeholders. **Exhibit 12-8** shows an example of a service-oriented organizational structure that supports the concept of the Gartner Group research. This organizational structure helps the department produce more results with fewer resources.

Exhibit 12-8
Service Oriented Organization Model



Source: Gartner Group Research, November 20, 2000 and MJLM Analysis, November 2002.

Recommendation 63:

Restructure the Department of Technology Services to provide a service-oriented organization structure.

Restructuring the department based on a service-oriented organization model will require the district to educate staff about new roles and

approaches to providing IT services. The goal of the service-oriented organization is to create efficiencies and improve control of day-to-day activities. The department's service quality and delivery should increase substantially as the district reorganizes itself. This new structure should help ensure the smooth running of the technology infrastructure while still working on new projects. The department will need to define a structured environment and formal processes to build and maintain the technology infrastructure. These activities will require a continuous dialogue with the superintendent and the board on such things as services, cost and new requirements for the district.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Technology Services with assistance from the supervisor of Technology assesses current organizational performance.	July 2003
2.	The director and supervisors of Technology Services conduct a series of meetings with stakeholders to identify important services and key issues for inclusion in the department's service-oriented reorganization.	August 2003
3.	The director and supervisors of Technology Services establish an organizational structure around services needed.	September 2003
4.	The director and supervisors of Technology Services coordinate with the director of Human Resources to reclassify positions to reflect service areas.	October 2003
5.	The director of Technology Services gains approval from the superintendent and board to adopt the new positions, job descriptions, reorganization and salary changes.	November 2003
6.	The director of Technology Services implements the new organizational structure.	January 2004

FISCAL IMPACT

This fiscal impact is based upon the fact that the Department of Technology Services receives a low volume of service requests and averages a relatively long period of time, five days, to respond to each service request. The review team estimates that a single electronic technician level III can meet all the service request needs for the district. The district can eliminate five of the six electronics technician positions in the Infrastructure Services unit. This move will save the district \$206,472 annually (\$38,723 x 4 + \$30,120 for salaries plus \$21,450 for total benefits). The district spends \$4,290 for benefits for each employee. The cost of benefits for five employees is \$21,450 (\$4,290 x 5 employees).

Exhibit 12-9 shows Technology Services salary data for the electronics and network technicians who serve in the Infrastructure Services area. The first year savings are half of the annual savings based on an estimated mid-year implementation of this recommendation.

**Exhibit 12-9
Department of Technology Services
Position and Salary Data**

Position Title	Number of Staff	Average Salary *
Electronics Tech I	1	\$30,120
Electronics Tech III	5	\$38,723
Network Technicians	8	\$43,547
Network Engineer II Lead	1	\$60,748
Total Staff	15	\$43,285

Source: CCISD, Human Resources Salary Information, November 2002.

**Represents average salary for employee group.*

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Restructure Department of Technology Services to provide a service-oriented organization structure.	\$103,236	\$206,472	\$206,472	\$206,472	\$206,472

Chapter 12

COMPUTERS AND TECHNOLOGY

B. INFRASTRUCTURE, HARDWARE AND SOFTWARE

Technology infrastructure provides the underlying system of wiring and electronics that connect the various parts of an organization through a wide area network (WAN). Districts need to have an adequate infrastructure if they are to realize the seamless integration of technology into instruction and its accompanying cost effectiveness. According to the districts' technology plan, the Department of Technology Services will continuously explore new technologies that provide increased services to its users-staff, students, parents, guardians and the community-while concurrently seeking new solutions and processes that reduce department's impact on the maintenance and operations funding.

The centerpiece of CCISD's infrastructure is a state-of-the-art fiber optic ring network that facilitates high-speed video and data transmission across the district and with learning partners across the globe. Each classroom in the district connects to the fiber optic ring network. The fiber optic network is more flexible with constantly changing bandwidth requirements than the previous copper infrastructure allowed. The district continues to expand and build upon the fiber optic network as an integrated voice, data and video infrastructure.

The district uses its fiber optic network to provide video instruction to classrooms districtwide. CCISD received a Telecommunications Infrastructure Fund (TIF) grant, which it used to fund the installation of distance-learning equipment for 15 schools. In addition, the district received a Technology and Innovation in Education (TIE) grant it used to fund staff development and support for the implementation of distance learning. The director of the Department of Technology Services said that the district's video network would eventually include a video security component at all campuses and streaming video capabilities for classroom instruction.

CCISD's administrative software supports an array of business functions in the district. **Exhibit 12-10** presents a summary of CCISD's administrative software applications.

Exhibit 12-10
CCISD Administrative Software Inventory
2001-02 Technology Plan

Function	Software
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Instructional Department and Campus-Based Functions	<ul style="list-style-type: none"> • NCS/SASI III - Student Information System • Chancery/Winschool • Spectrum - library system • Phone Master - campus parent call out system • Parent Line - call out • Phone Master 2000 • HealthMaster - nurses system
Finance Department	<ul style="list-style-type: none"> • Pentamation - business system • FAMP - Fixed Assets Management Program
Purchasing Department	<ul style="list-style-type: none"> • Pentamation - business system
Payroll Department	<ul style="list-style-type: none"> • Pentamation - business system • Kronos - time and attendance
Human Resources/Benefits	<ul style="list-style-type: none"> • Winnocular - applicant tracking • Kardex - filing system for forms • Subfinder - records absences and calls out for subs • Pentamation - personnel data and benefits
District	<ul style="list-style-type: none"> • GroupWise - email system • Wonderdesk - technology helpdesk
Food Service	<ul style="list-style-type: none"> • Horizon - food service software • Fastlane - cafeteria software
Staff Development	<ul style="list-style-type: none"> • StaffDev registration system • Visual Arts Scholastic Event
Tax Office	<ul style="list-style-type: none"> • AD Valorem Records • Pentamation - property tax receipts, requisition and budget management
Maintenance	<ul style="list-style-type: none"> • Pentamation - requisitions and budget management • SRS Act 1000 - work order/inventory

	<ul style="list-style-type: none"> system • UES - energy management system • Andover - energy management system • SRS Act 6100 - work order/inventory system • GE - energy management system • Nobar - energy management system
Transportation	<ul style="list-style-type: none"> • SASI • Pentamation - requisitions and budget management • Fleetmax - preventive maintenance • Phoenix - fuel usage, vehicle number, driver, mileage; integrates with Fleetmax • Biodentix - routing/mapping system • Novistar Diamond Connection - parts inventory program with International Trucking of Houston • Zepco ZTR - risk management program, evaluation of driver techniques • Navistar MD Fleet Pak - vehicle bus engine on board diagnostics • Cummins Insite - vehicle bus engine on board diagnostics • Motor All Data Program - maintenance vehicle parts and labor illustrations

Source: CCISD, Department of Technology Services, Technology Plan, 2001-02.

FINDING

CCISD's offices and classrooms connect to its state-of-the-art fiber optic ring network. The network allows for high performance video conferencing, streaming media, data transmission and future voice over Internet protocol (VoIP). According to the director of the Department of Technology Services, the network is the most advanced in the state of Texas for a school district. The network will allow the district to transmit voice communications over the Internet and avoid the toll charges the district normally receives from its long distance carrier. The IT Department conducted an assessment that shows that the district could save \$500,000 annually in operating costs by converting to a centralized phone system that uses the fiber optic network. This conversion would allow the district to eliminate a separate, managed phone infrastructure and dramatically reduce the cost of its phone services. Today, the district

manages more than 20 different phone systems that require manual intervention and vast product knowledge when changes or problems arise. The fiber optic network would give the district a unified, cost-effective phone system that would be easier for the IT department to manage and repair.

A leading telecommunications company report gives additional reasons for the district to add a telephone system feature to its fiber optic network. The report shows that organizations can potentially save up to 40 percent in voice communications expenses-including infrastructure, staffing and technology costs-by converting to the fiber optic network. CCISD is in position to take advantage of this opportunity because of the foresight of CCISD's district leadership to invest in a fiber optic ring network.

COMMENDATION

CCISD has in place a reliable and cost-effective wide area network (WAN) that can support unlimited student growth and potentially reduce overall telecommunication costs by 40 percent.

FINDING

CCISD does not have a cost-effective approach for acquiring and maintaining up-to-date computer hardware. CCISD's computer inventory includes a significant number of machines purchased in 1997 and 1998 and then again in 2001-02. The district revised its technology plan in spring 2002. The new plan calls for the district to replace computers that are two generations behind available technology; the plan states that computers have a processor that is older than a Pentium II, which is 1998-99 technology. According to the director of Technology Services, the district needs to provide close to 10,000 computers to stay within the state mandate of 3:1 student to computer ratio. **Exhibit 12-11** shows that many of CCISD's peer districts will have to make similar investments in hardware.

Exhibit 12-11
Student to Computer Ratio
CCISD and Peer District
2002-03

District	Student-to-Computer Ratio
CCISD	4:1
Irving	2:1
Klein	5:1

Spring	No response
Spring Branch	2:1

Source: CCISD, Department of Technology Services and Peer District Survey Data Responses, November 2002.

The state's long-range plan for technology states that every district needs to have a computer for each student by 2010. **Exhibit 12-12** shows the district's inventory of computers, grouped by age.

Exhibit 12-12
CCISD's Computer Inventory
Groupings By Age
2002-03

Computer Inventory	1 yrs. old	2 yrs. old	3 yrs. old	4 yrs. old	5 yrs. old
Number of CCISD computers	2,086	3,469	1,386	565	1,419

Source: CCISD, Department of Technology Services, November 22, 2002.

According to the director of Technology Services and the district's technology plan, one of CCISD's principal goals is to reduce the total cost of ownership (TCO) of computer hardware for the district. Reducing TCO is the most efficient and cost-effective way to acquire, maintain, service and dispose of computing equipment during its useful lifecycle. The director expressed a need to upgrade PCs every three years instead of the five-year lifecycle stated in the technology plan. To accomplish this, the director said that a "compelling business case for leasing computers would definitely be considered."

The district's approach to acquiring PCs has been to purchase clone PCs from two local vendors who are on the state qualified information systems vendor list. **Exhibit 12-13** shows a comparison of computers the district could purchase from its vendors with computers the district could lease from an original equipment manufacturer (OEM) vendor.

Exhibit 12-13
Comparison between Clone PCs and
Original Equipment Manufacturers (OEMs)

Specifications	Vendor 1	OEM 1	Vendor 2	OEM 2
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Memory	256Mb	256Mb	256Mb	256Mb
Hard Drive	40Gb	40Gb	20Gb	40Gb
Monitor	Yes	Yes	Yes	Yes
Processor Speed	P4 2.5Ghz	P4 1.8Ghz	P4 1.6Ghz	P4 2.4Ghz
Operating System	XP Professional	XP Professional	XP Professional	XP Professional
Technical Support	5YR+onsite (next day)	3YR+onsite (next day)	5YR+onsite (next day)	3YR+onsite (next day)
Price	\$1,299.00	\$1,073.00	\$1,351.00	\$962.00
Lease Option	No	Yes (\$37/month)	No	Yes (\$30/month)

Source: CCISD, Department of Technology Services October 2002 and OEM Vendor Research, November 2002.

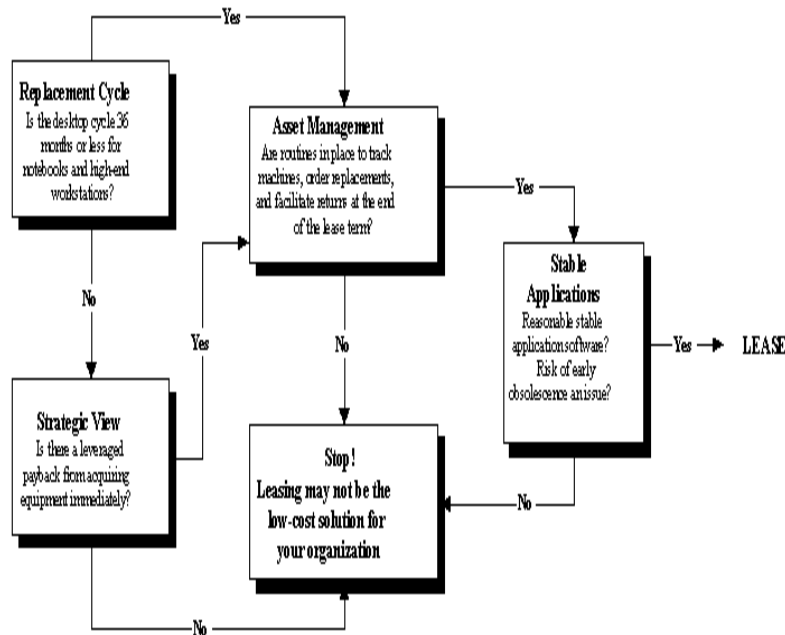
CCISD purchased 2,374 computers during 2001-02 for a total cost to the district of more than \$3 million.

The research of the Gartner Group shows that standout organizations and businesses evaluate several high-level business drivers that affect the decision to lease or purchase PCs and define the associated evaluation criteria. Before making a decision to implement a PC leasing program, best-in-class organizations ask four key questions:

- What is the organization's real computer equipment replacement life cycle?
- Does the organization have the ability to track the equipment during its life cycle?
- Does the organization plan to lease this equipment as part of a well-considered strategy with strong consensus throughout the organization?
- Are the software applications and processing requirements reasonably stable?

Exhibit 12-14 depicts the most important considerations used to evaluate a potential PC leasing program.

Exhibit 12-14 PC Leasing Decision Model



Source: Gartner, Inc. Leasing Decision Drivers for PCs, Laptops and Distributed Equipment, January 1999.

The Gartner Group stresses that the leasing process is a critical step in any leasing program. The group states that each organization needs to decide for itself if a PC leasing program is the best option. PC leasing programs are just one of many tools for resolving financial, technological and organizational demands in the context of equipment acquisition.

Fort Worth ISD uses an OEM to provide repair and replacement services for new computers in order to lower their TCO for computer hardware. Under this agreement, the OEM must repair or replace equipment within 48 hours during the first three years following purchase. Fort Worth's vendor offered this service to the district without additional cost to its pre-existing hardware bid in an effort to keep the district's business. The agreement calls for a technician to be on-site the following business day if the vendor receives a call before 5:00 p.m. If the technician cannot resolve the problem that day, the technician returns the next day. If the vendor can't fix the problem within 48 hours, the vendor installs a replacement computer in the classroom. Fort Worth ISD covers about 2,000 computers in this agreement. PC leasing companies provide a similar level of support to districts that choose to lease computers.

Exhibit 12-15 lists the five critical factors that organizations face in executing the actual PC lease, according to a July 2001 Gartner Group study.

Exhibit 12-15
Critical Success Factors for PC Leasing

Critical Success Factor	Description
1. Understand the Enterprise's Motivations for Leasing	<ul style="list-style-type: none"> • The motivations to lease are driven primarily by technology and financial management decisions, rather than by capital cost pressures. From the perspective of the IS department, leasing can help minimize the impact of technology obsolescence, while it facilitates product acquisition and embraces the life cycle management of assets.
2. Select an Appropriate Lease Term	<ul style="list-style-type: none"> • To select the right lease term, an enterprise needs to determine the amount of time the system will be needed. This is the most difficult step, but it is also the key assumption for determining whether to lease or purchase equipment. Leasing works best when you match the term of the lease to the amount of time, you expect to use the equipment.
3. Negotiate Contract Terms and Conditions	<ul style="list-style-type: none"> • Inattention to lease terms and conditions is one of the major reasons PC leasing initiatives fail. The advantages of leasing are only gained through careful negotiation, thorough contract review and meticulous documentation. Best-practice contracts use easily understood language and examples that help explain the intent of the lessor and lessee. Throughout the negotiation process, it is essential that enterprises understand the legal, financial and business aspects of a lease contract and the practical day-to-day implications these contracts pose.
4. Asset Management Is Required	<ul style="list-style-type: none"> • We recommend that enterprises require lessors to provide notification of the expiration date of each equipment schedule, along with their renewal and purchase options and pricing, 90 to 120 days before expiration. The lessee would then be required to notify the lessor of its intention 30 days after receiving such notice. Most lessors will offer some level of asset management tracking data.

<p>5. Put Someone in Charge</p>	<ul style="list-style-type: none"> Enterprises that are "best-in-class" in PC leasing generally have empowered an individual within the organization to shepherd the lease process from start to finish. Depending on the size of the lease initiative, a part-time or full-time employee reports to IT management or up through the finance organization. It is critical that management fully empowers that person to make tough decisions and provides him or her with the appropriate resources to carry out the lease initiative.
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Source: Gartner, Inc. Research Report, July 2001.

Many school districts employ a cost-effective PC acquisition program that allows them to explore creative leasing and purchasing options. By doing so, these districts obtain a greater number of machines at a lower cost and upgrade technology more frequently to prevent computer obsolescence.

Recommendation 64:

Implement a PC leasing program to reduce the total cost of ownership and maintain state-of-the-art technology for the district.

The district should follow a staggered approach to acquiring PCs by replacing the oldest technology first. After the district replaces the older PCs, it should be in a better position to estimate and budget for its annual computer hardware needs.

The district should adopt a three-year upgrade cycle with the goal of leasing 10,000 computers to meet the state guidelines for an eventual student to computer ratio of 1:1 in 2010. For the district's technology acquisition strategy to be successful, staff must follow it and the board must dedicate sufficient funds to the plan each year. By adopting the leasing strategy for PC acquisition, the school board can demonstrate its support of and dedication to providing students with the most up-to-date technology available without straining the district's financial resources.

Computer hardware represents a large capital investment for districts, but there are many benefits to leasing computers. By leasing, the district can acquire a greater number of units at a lower cost. This will leave the district with more cash on-hand. Students and teachers will not be limited by outdated computer hardware. Reduced acquisition and maintenance costs lower the total cost of ownership.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Technology Services identifies an original equipment manufacture (OEM) vendor and negotiates pricing structure, possible leasing arrangements and terms of service.	June 2003
2.	The director of Technology Services obtains pricing agreement and information from OEM vendor and presents to the superintendent and board for approval.	June 2003
3.	The superintendent and board review and approve the proposed pricing agreement.	July 2003
4.	The campus-based technicians of Technology Services coordinate deliveries directly with the vendor for placement and installation of machines.	July 2003

FISCAL IMPACT

This fiscal impact conservatively assumes that CCISD will replace one-fourth of its PC inventory of 8,925 computers each year using previously designated bond 2000 and general revenue funds for the first three years of implementation. **Exhibit 12-13** showed that CCISD could save \$337 per computer by leasing the hardware instead of purchasing it. This is a savings of 25 percent (difference between clone price of \$1,299 and OEM lease price of \$962 during a three year lease). The Gartner Group suggests a 36-month fair market value lease with a reasonable rate offers an average 14 percent savings opportunity.

As of November 2002, CCISD's computer inventory was 8,925 units. Conservatively, CCISD could replace 2,231 computers, or one fourth of its inventory each year ($8,925 \text{ units} \div 4$). The review team estimates the district will realize annual savings of \$250,615 by leasing. The review calculated the savings by determining the difference between the purchase cost and the cost to lease. ($2,231 \text{ PC units} \times \text{purchase cost of } \$1,299 = \$2,898,069$ total purchase cost; $2,231 \text{ PC units} \times \text{lease cost of } \$962 = \$2,146,222$ total lease cost. Therefore, $\$2,898,069 - \$2,146,222 = \$751,847 \div 3 \text{ year lease term equals } \$250,615$ annual savings.) Each year the district would enter into a new 3 year lease to replace one-quarter of the PCs, through 2006-07.

The district budgeted \$5 million to fund PC acquisitions in 2000-01. That same year, the district budgeted \$1.5 million for the purpose of replacing all computers six years old or older beginning with the district labs. The district should begin leasing all its PCs.

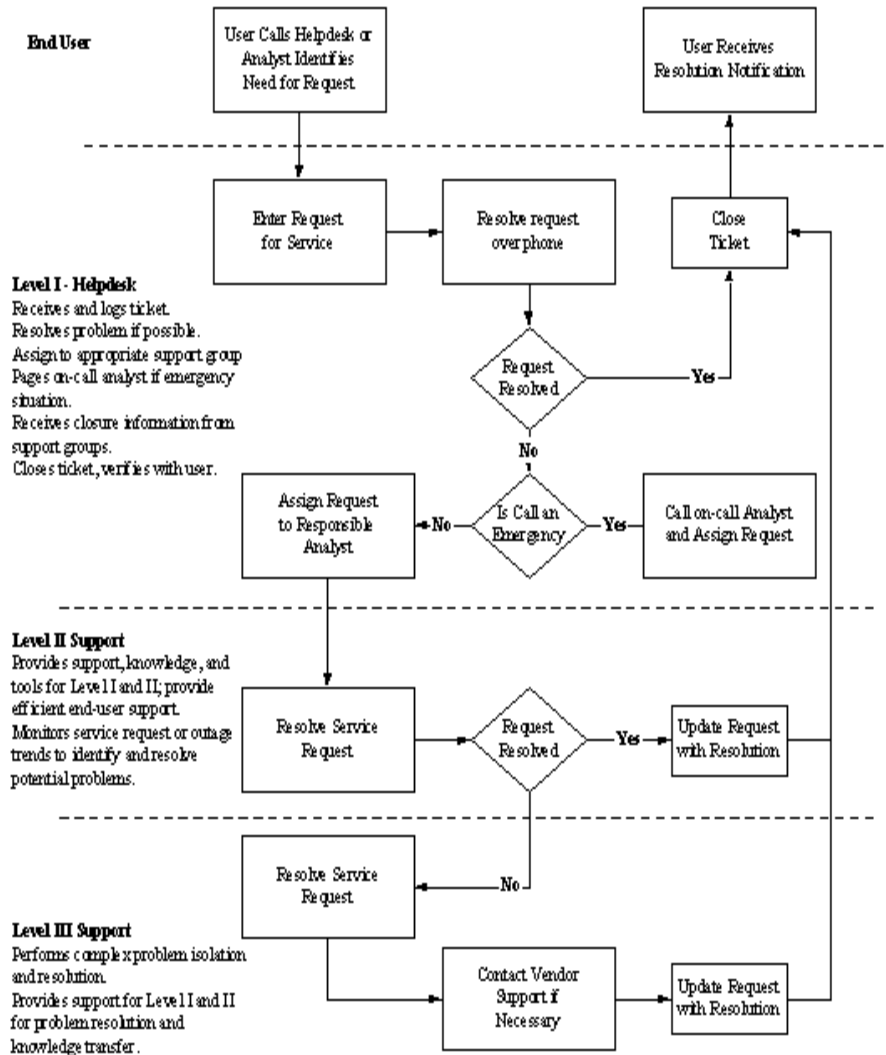
Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Implement a PC leasing	\$250,615	\$501,230	\$751,845	\$751,845	\$501,230

program to reduce the total cost of ownership and maintain state of the art technology for the district.					
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FINDING

The help desk software in use by the Department of Technology Services does not provide efficient problem resolution for end-user calls. The help desk is an important point of service for teachers and administrators when day-to-day technical problems occur. The challenge for end-users occurs when help desk technicians do not immediately resolve problems, IT staff are unable to provide callers with a time estimate or status for an unresolved problem. Help desk staff reference a three-ring binder with laminated pages to correct problems. The binder includes E-mails, screen shots and procedural information that help desk staff can use to solve user problems. According to interviews with technicians, the help desk's current phone system does not enable the help desk to transfer calls to the person who is most experienced in the problem area. **Exhibit 12-16** shows the service request process that CCISD's Department of Technology Services defined.

Exhibit 12-16 Help Desk Process



Source: CCISD, Department of Technology Services, October 2002.

The help desk divides its functions into three levels of service. Level I support technicians attempt to resolve calls by phone as they are received. When the Level I technician can't resolve a problem, the department determines which Level II technician is most suited to correcting the problem. Level II support technicians provide deeper knowledge to support the Level I technicians with difficult end-user questions and problems. Level II analysts monitor service requests or outage trends to identify and resolve potential problems. Level III analysts perform complex problem isolation and resolution as well as provide support to Level II analysts in problem resolution, information sharing and training.

CCISD's help desk software tracks open service requests, but help desk analysts cannot assign service request tickets to other technicians who may be better suited to resolve a particular user problem. According to the district's technology staff, the help desk software does not allow for keyword searches of problem resolutions.

Many IT departments use help desk software that consolidates all IT demands including work requests, change orders and requests for new projects from school administrators. These school districts maintain a global view of technology problem trends and issues, while individual schools and administrative departments are able to manage their specific requests. IT departments in these districts manage service level agreements (SLAs) with schools and district administrators based on the expectations established with the IT department.

Some school districts use help desk software with the ability to create "auto responses." This feature allows help desk technicians to send pre-defined answers to commonly asked support questions. Some of this software also has the capability to sort previously entered problems or questions. Technicians can then update the solutions for these situations from knowledge they gained through experience. Analysts can search the solution database by keyword to quickly find assistance on a particular problem.

Recommendation 65:

Upgrade help desk software to improve customer support, problem tracking, problem identification and resolution tracking.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The supervisor of Campus Services identifies requirements and conducts vendor evaluation.	September 2003
2.	The director of Technology Services and supervisor of Campus Services present available options for budget approval and, if necessary, present a cost analysis to the board.	October 2003
3.	The supervisor of Campus Services announces the selected vendor and makes contractual arrangements.	January 2004
4.	The selected vendor implements the help desk software solution and conducts training for appropriate audiences.	February 2004

FISCAL IMPACT

The price to upgrade help desk software to replace the existing help desk software ranges between \$1,000 to \$10,000. The review team asked KnowledgeStorm, an independent research service, to select the best help desk software for the district. Based on the district's requirements, KnowledgeStorm selected a program that will have a one-time cost to the district of \$10,000. Under the implementation schedule for this recommendation, the district will pay this cost in 2004-05.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Upgrade help desk software to improve customer support, problem tracking, problem identification and resolution tracking.	\$0	(\$10,000)	\$0	\$0	\$0

FINDING

The Department of Technology Services does not have documented service level agreements (SLAs) with school administrators and district leadership. The primary objective of an SLA is to provide an objective measure of accountability of the performance of services by the IT department. The goal for a well-defined SLA is to identify the requirements and document the performance expectations of business and instructional technology users to meet their needs in the classroom or administrative setting. High school-based technology applications teachers said "IT technicians make changes to lab PCs without providing advance notification to teachers; as a result, classes can be interrupted from a few hours to several days depending on what the technicians did to the computers." In addition, statistical information provided by CCISD's department of Technology Services shows that the department takes an average of 5.7 days to repair audio/video equipment; eight days for overhead projectors; and 7.8 days for network issues. These areas influence the teachers' ability to deliver classroom instruction and to integrate technology into the curriculum successfully.

The department is organized into four service groups including Campus Services, which provides hands-on field technical support in the schools; Infrastructure Services, which provides infrastructure support including telecommunications, data and network services; Information Management Services, which provides programming/application support and information reporting and Instructional Technology Services, which provides technology training and staff development in technology. None of the service groups of the Department of Technology Services have established SLAs with end-user groups in the district.

Many districts with large numbers of technology users develop a districtwide SLA for IT support. The districts supplement the primary SLA with SLA that support specific individual schools or service areas. A districtwide SLA is a document that establishes the scope and levels of service for support in broad terms. SLAs can coordinate the work of the IT technicians and the teachers to optimize the performance of both. **Exhibit 12-17** shows a sample SLA between an end-user group and an IT Department.

Exhibit 12-17
Example Service Level Agreement

Service Expectation	Performance Indicator
All help desk calls will be answered.	90 seconds
The Website will be available.	99.99%
Systems integration projects involving two or more systems will be delivered.	In 4 weeks of planned schedule
Business reports will be available.	Every Friday at 5:30 PM

Source: Gartner, Inc., 2002.

SLAs used by many of these districts and large organizations have performance indicators. These indicators usually specify the period of time the end-user can expect to wait for a response or resolution. Many SLA users also these agreements as a performance measure to ensure effectiveness and efficiency.

Recommendation 66:

Create formal service level agreements with campus administrators to promote consistent response time and reduce the time to close open service requests.

The Department of Technology Services and their respective end-users should negotiate SLAs before new services or projects start. The framework for an SLA should include the following elements:

- a precise definition of key terms;
- specific service levels for all categories (network availability, help desk responsiveness, security administration, and other areas important to stakeholders);
- frequency of service level measurement (daily, weekly, monthly);
- weighting of importance of service levels; and

- penalties or budget consequences for not meeting agreed to performance indicators.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Technology Services with support from the Technology Services Department supervisors creates a service level agreement (SLA) framework.	June 2003
2.	The supervisors of Technology Services draft service level agreements.	July 2003
3.	The four Technology Services Department supervisors meet with their key users to explain the use and benefits from SLAs.	August 2003
4.	The Technology Service Department supervisors obtain provide feedback on what expectations for service request performance and maintenance from the key users and present proposed SLA drafts to the director of Technology Services for review and approval.	August - September 2003
5.	The director of Technology Services ensures that the four Technology Services departments reach consensus with their respective users, reviews and approves the draft SLAs and ensures that they are signed.	October 2003
6.	The district publishes and reviews the SLAs on a quarterly basis with user groups across the district and the director of Technology Services uses the SLAs as a component of performance evaluation and accountability.	October 2003 and Ongoing

FISCAL IMPACT

The recommendation can be implemented with existing resources.

Chapter 12

COMPUTERS AND TECHNOLOGY

C. TECHNOLOGY PLANNING AND FUNDING

Adequate planning is critical to the success of any venture. No company would devise corporate strategies without planning how to use its resources to achieve its goals and objectives. School districts should be no different. The factors listed below illustrate how important planning for the use of new technologies is to education.

- **Equity.** Despite the best intentions, the level of technological resources available to each school in a district can vary. Poorly planned introduction of new technology can widen the gap between the "haves" and the "have-nots." Careful planning can ensure that all schools receive adequate support.
- **Rapid Change.** The pace of technological change continues to accelerate. If planning implementation of new technology does not take into consideration an adequate span of time (for example, three to five years), the district risks failing to take full advantage of rapid changes and improvements.
- **Funding.** Funding can be the greatest barrier to effectively using technology in the classroom. Planning must address how projects will be funded.
- **Credibility.** The public is eager for its tax dollars to be spent effectively. Thorough planning makes it possible to demonstrate that proposed strategies have been well thought out, acquisitions of technological resources have been carefully considered and every aspect of the implementation is cost-effective.

To apply information technology effectively in administrative offices or schools, a school district must have an extensive computer network connecting modern computers. A school district must also have comprehensive administrative and instructional software and up-to-date operating systems. The district needs to provide effective, ongoing training; adequate technical support; and an ample professional staff capable of implementing and administering a technology-rich environment. To support the district's technology plan, CCISD's Department of Technology Services continues its aggressive pursuit of alternative funding sources. **Exhibit 12-18** lists the grant funding the department received in the last five years.

Exhibit 12-18
CCISD Technology Grants and Funding
1998-99 Through 2002-02

Type of Grant Source	1998-99	1999-2000	2000-01	2001-02	2002-03
TIF Grants	\$264,000	\$287,000	\$789,926	\$1,082,365	\$1,223,000
E-Rate Funding	\$0	\$125,605	\$266,557	\$149,757	\$129,147
Other (Perkins Funds, TEA)	\$0	\$202,057	\$0	\$782,880	\$0
Grand Total of Technology Funding from Grant Sources	\$264,000	\$614,662	\$1,056,483	\$2,015,002	\$1,352,147

Source: CCISD, Department of Technology Services, October 2002.

FINDING

The Department of Technology Services does not use project management processes for planning and implementing new technologies districtwide. The department's failure to consistently use a project management approach interferes with the district's ability to deliver high-quality technology projects that are on-time and on-budget. Project management processes hold projects to a starting point and a completion point. The district's purchase and implementation of the Kronos time and attendance system illustrates its lack of strong project management skills. The district purchased the system in July 2001. The district still was not using all the features of the system as of November 2002. The district acquired the system, in part, because of Kronos' ability to integrate easily with its business administration system, Pentamation. Pentamation is the software application that operates the district's financial and administrative systems. The district has only marginally integrated the Kronos system with the Pentamation system. The ability to track and allocate time to projects is not available to CCISD business and IT managers.

According to a September 2002 status report, Pentamation is unable to calculate weighted overtime since the system compensates hourly employees on a salary basis but Kronos lacks the capability of calculating the weighted hourly rate. At the time of the status report, the district did not have a business systems analyst (BSA) that could create a program to bridge the gap between the two systems. The district did not have a qualified BSA for some time because of an employee transfer. The district paid \$308,112 for its purchase of the Kronos software. It pays \$19,833 as the annual software maintenance cost and is incurring additional vendor consulting costs. The district has since filled the role with a qualified BSA.

The district also is experiencing difficulty in implementing the bus tracking software. This project will track buses using global positioning system (GPS) technology. It will also provide routing and scheduling capabilities. The director of Transportation told the review team that several vendors gave presentations, but the director felt that the typical industry software packages were too expensive. The director chose to purchase BusTrace. According to interviews by the review team, the software had a wide range of problems when it was purchased in early 2002. CCISD staff continues to work with the BusTrace software developers to work out bugs and improve the software. The district paid about \$10,000 for the BusTrace software. The district saved money compared to the competitor software offerings but may not have chosen the best product. The project remains incomplete. The transportation department hopes to fully implement the software before May 2003. CCISD documented guiding principles that require the district to avoid unproven technologies but purchased the BusTrace software even though it is a new and unproven product developed by a company trying to enter a new market.

A best practice to managing cross functional and districtwide projects is to apply rigorous project management principles that govern technology project implementations. The Project Management Body of Knowledge (PMBOK) is a widely used project management tool that could help CCISD. The Project Management Institute-which offers extensive training programs that lead to professional certifications in project management-developed PMBOK. PMBOK represents a comprehensive body of information used by project managers and technology professionals to manage projects.

Some organizations cut back on projects or cease work altogether when they face protracted timelines for projects that are not complete and continue to cost money and require assigned staff to deliver. Organizations can objectively evaluate the management of projects and the outcomes of those efforts. Organizations can train a select group of staff during a period of project evaluation. The trained staff group can be useful to address technical and vendor issues that have not been resolved or managed adequately.

Recommendation 67:

Implement districtwide training in the Project Management Body of Knowledge and certify project leaders as Certified Associates in Project Management.

The district should create a training strategy to improve the project management skills of key personnel. Training these people will help the

district evaluate projects in progress to identify risks as well as unresolved technical and functional issues for each project. The review team recommends that the key personnel work toward certification as Certified Associates in Project Management (CAPM). This certification is intended for those practitioners who provide project management services but are relatively new to this area. The review team recommends that the district provide the people in 15 positions in the department of Technology Services and the department of Business Services with the necessary training.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Technology Services and the superintendent identify all technology projects for assessment of business value, risk and return on investment performance.	June 2003
2.	The director of Technology Services and the superintendent identify critical projects where project management is required for success.	July 2003
3.	The director of Technology Services and the superintendent identify candidates for project management training.	July 2003
4.	The director of Technology Services ensures CCISD staff begin studying and learning about project management methods and tools in preparation for the examination for certification.	August 2003
5.	The director of Technology Services assigns the newly certified project management professionals (PMPs) and certified associate in project management (CAPM) to projects.	September 2003 and Ongoing
6.	The director of Technology Services and the superintendent evaluate project performance based on deliverables, risk mitigation, time frame and budget performance.	October 2003 and Ongoing

FISCAL IMPACT

This fiscal impact assumes that CCISD will need to pay \$300 per employee to obtain CAPM status for non-members. CAPM certification is valid for five years. After five years, CAPM's must either retake the exam or pursue the project management professional (PMP) status.

The district will pay \$4,500 (\$300 x 15 CCISD technology and business staff) to certify all 15 staff members. The district should not enroll the personnel in PMI because this significantly increases the costs of

certification. The actual testing fees are determined by the college administering the test and may be free of charge in some cases.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Implement districtwide training in project management and certify project leaders.	(\$4,500)	\$0	\$0	\$0	\$0

Chapter 12

COMPUTERS AND TECHNOLOGY

D. INSTRUCTIONAL TECHNOLOGY

Instructional technology is critical to helping students develop the characteristics defined in the *Portrait of a CCISD Graduate*. This publication establishes the district's goals for its students. One of these goals is that its students are capable of participating in a technologically literate society. Regardless of career choice, all students will need the problem solving and critical thinking skills they will learn while using technology. A curriculum that incorporates technology expands content and experiences push students toward their highest potential.

Districts need to create a learning process for students that provides technology experiences that will assist in creating citizens that are able to make intelligent, informed decisions. CCISD seeks to provide exposure to and knowledge about technology as it educates students for the challenges of the future. It is the desire of the district to be the link between the education of today and the technology of tomorrow.

FINDING

CCISD uses distance-learning technologies in creative ways to provide extra learning opportunities at schools that received "acceptable" performance ratings. The review team observed that staff development continues to improve by using video conferencing technology for a program called "Thinking Across the Curriculum." By using distance-learning technology, teachers from Webster Intermediate and Clear Lake are able to participate in seminars with a renowned expert on improving students' reading performance. The videoconferences are cheaper for the district than bringing specialists to the district for campus visits. The district saves money while still providing high-quality educational opportunities for its teachers.

CCISD also uses its distance-learning technology to create more opportunities for interaction between students at different campuses. The district uses the distance-learning software to link a Spanish class and an English as a second language (ESL) class that are at different middle school campuses. The students use their experiences with language to help each other learn a new one. CCISD also used the technology to take students on virtual field trips with NASA, on learning exchanges with students in Mexico and Finland, on expeditions with aquanauts in Florida, and on a video conference call with Senator Nick Lampson.

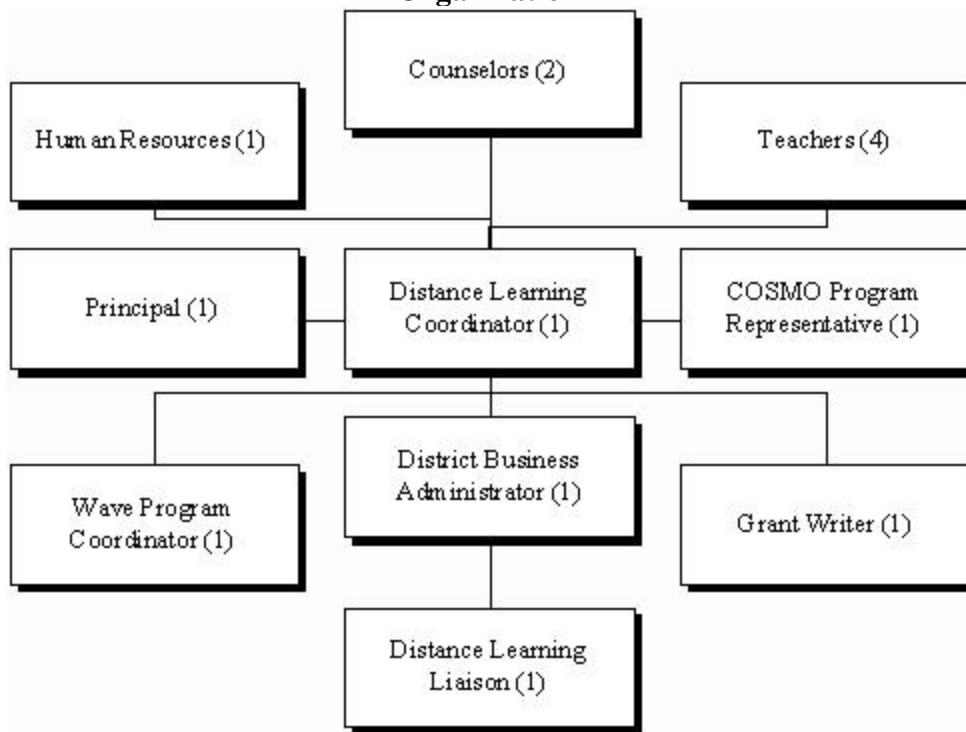
COMMENDATION

The district implemented a broad range of educational experiences for both teachers and students to capitalize on distance learning technologies.

FINDING

CCISD started a distance-learning committee that governs all activities related to using distance-learning technologies. The committee has 14 members and includes teachers, school administrators, grant writers and personnel from business administration, human resources and technology services. The district hired an experienced university expert in distance learning programs to drive the distance learning process and to provide overall guidance to the committee. **Exhibit 12-19** shows the distance learning committee organization.

Exhibit 12-19
Distance Learning Committee
Organization



Source: CCISD, District Learning Coordinator, October 7, 2002.

The distance learning coordinator provides educators with a single resource who can explain distance-learning activities and initiatives. The coordinator is examining new roles in the school district and challenging the committee to rethink its idea of a classroom. The district is considering

creating a new, full-time position, a districtwide distance-learning expert. The new position will share expertise with the entire district, not just a single campus. The coordinator is also applying distance-learning principles to reconnect with the district's former teachers who have left the teaching field and to have them return to a virtual classroom by using distance-learning technologies.

COMMENDATION

CCISD started a distance learning committee comprised of diverse skills and functional areas of expertise.

Chapter 12

COMPUTERS AND TECHNOLOGY

E. STAFF DEVELOPMENT

Districts must train their personnel well in order to use their technology resources effectively. Teachers must be comfortable with instructional technology. Teachers must know how to operate the technology and how to integrate it effectively into their teaching. Studies show that it may take three to five years for a teacher to acquire the appropriate level of expertise. Districts must consider this when planning for technology-related training.

Technology-related training must be ongoing. Teachers need continuous opportunities to expand their technological skills and to interact with other teachers so they can share new strategies and techniques. The ability to connect to electronic mail and the Internet has proven to be valuable for teachers to share ideas. Training is just as critical for technical support staff. Rapid technological change makes it easy for technology specialists to fall behind. Districts must provide sufficient time and funding for continuing training if technical support is to remain effective.

CCISD is implementing a Professional Development and Appraisal System. The system places greater emphasis on teachers acquiring and demonstrating proficiency in the use of technology. In the appraisal process, teachers must demonstrate their proficiency during the lesson. By providing adequate staff development opportunities, the district will ensure that teachers have exposure to the skills training they need in the classroom.

FINDING

CCISD technology professionals do not have adequate training to implement new technologies and provide appropriate levels of support to end-users in the district. District administrators are increasingly relying on data to drive decision-making. Administrators are requesting database design and management services from the Department of Technology Services. A majority of interviews state that another vital skill that the district needs is the ability to integrate different applications and programming languages to enable those applications to work together. The department of Technology Services does not currently have trained staff ready to meet these needs.

The Department of Technology Services provides its staff with inconsistent training and skills development opportunities. The

department's structure prevents it from providing adequate training opportunities. The department does not have a method of monitoring individual performance, which makes it difficult to provide effective coaching and development opportunities for technicians. The department's primary method of training consists of weekly computer technician meetings. During these meetings, technicians discuss troubleshooting techniques, requirements for new hardware and software and other areas as needed. The abilities to repair hardware and troubleshoot problems are the most common skills in the department.

Many technology departments are opting to develop talent within their staff instead of hiring new personnel with high salaries. Online skills management tools give IT departments the ability to identify, assess and forecast key areas of knowledge that the department will need. By using this approach, IT managers create a development plan that helps IT professionals see how they would perform in certain classes, what they need to learn for their roles and what kind of training they should pursue.

Many technology departments accelerate staff learning and development by conducting a skills assessment for technology professionals. The assessment identifies core skills of staff members, areas where they need improvement and their strong areas of performance. These departments then compare this information to the skills required by the new roles that the technology department needs to create a gap analysis report. Often technology departments use just-in-time (JIT) training programs for staff. JIT training programs provide technology staff with immediate learning opportunities using a combination of online study and classroom instruction.

Recommendation 68:

Implement skills development program to improve the required skills for Information Technology professionals in CCISD.

The Technology Department should evaluate the entire staff for skill gaps. By identifying skill gaps, supervisors can assist staff members with creating development plans that are consistent with the skills required to meet the goals of the district.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Technology Services researches online skills management tools and chooses the best one for the district.	June 2003
2.	The director of Technology Services works with the	July 2003

	department of Human Resources to establish a developmental training plan.	
3.	The director of Technology Services collaborates with supervisors to obtain feedback on the training plan.	August 2003
4.	The director of Technology Services introduces the plan to all staff in the department.	September 2003
5.	The Department of Technology Services staff conducts self-assessment of their skills to areas that need improvement.	September 2003
6.	The Department of Technology Services staff and supervisor meet to develop an action plan and discuss feedback comments.	October 2003
7.	The director of Technology Services evaluates staff performance, project outcomes and customer feedback results.	January 2004 and Ongoing

FISCAL IMPACT

Online skills assessment instruments would present a nominal cost to the district. The district would pay annual fees between \$100 and \$200 per person to access and use the online training. The review team estimated that the district will pay \$150 per person per year. The review team estimates that 63 staff members will need the online training. The district will pay \$9,450 (63 staff x \$150) for the year of training. The initial investment could decrease based on the extent of staff member usage and total headcount.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Implement skills development program to improve the required skills for Information Technology professionals in CCISD.	(\$9,450)	\$0	\$0	\$0	\$0

Appendix A

PUBLIC FORUMS AND FOCUS GROUP COMMENTS

As part of the review process, the review team held three public forums and six focus groups to obtain input. During the public forums held at Clear Brook High School, Clear Creek High School and Clear Lake High School on October 1, 2 and 3, 2002, parents, teachers, staff and community members participated by writing personal comments about the 12 major review areas, and in some cases, by talking in person to review team members.

The 6 focus groups allowed representatives of the student body, faculty, staff, community leaders, and civic leaders to speak in greater depth about issues relating to the areas of review.

The following comments convey the community's perception of the Clear Creek Independent School District and do not necessarily reflect the findings or opinion of the Comptroller's review team. These are the actual comments received for each review area.

District Organization and Management
Educational Service Delivery and Performance Measures
Personnel Management
Community Involvement
Facilities Use and Management
Assets and Risk Management
Financial Management
Purchasing and Contract Management
Food Service
Transportation
Safety and Security
Computers and Technology

Appendix A

PUBLIC FORUMS AND FOCUS GROUP COMMENTS

DISTRICT ORGANIZATION AND MANAGEMENT

- My children attend a school that has potentially been negatively affected by recent re-districting. That is my bias. Their school, or rather the composition of it, has been radically shifted away from the "neighborhood" school it once was. The student body was formerly drawn from its natural neighborhood and the school asset was effectively utilized to its capacity. I could understand if redistricting accomplished some discernable benefits, but those are not clear. We have lost a significant cache of motivated, intelligent parents who provided considerable volunteer support for the school.
- It is less expensive to educate students where you can leverage the talents of parents who can devote the time our parents do to their children's education. Why not take this into account when allocating resources? Why move people council when it is easier to move money? I am in favor in increasing funding to those schools with more transients/limited English proficiency, etc. It requires more to teach effectively and prepare those students with a good education. Return the schools to their "neighborhoods" and make use of the vast numbers of parents than can and will take an active role in their school everyday.
- There is no two-way communication between the board and the community. Community input is limited to three minutes talks to the board, with no response from the board. This is unsatisfactory to parents who come to the board with problems that they want solved.
- "Site-based decision-making" is a sham. The schools have CIIC's to check off the box that says they've done it but the committees don't make any decisions.
- I would strongly encourage the district administration to remember that the staff and teachers are the reasons for our educational hierarchy. Many times, I have felt that personnel at the district administrative level have lost sight of this. Teachers and principals need to be given a lot of opportunities to be heard on this subject. They're the ones who have to live and work within the organization that the district sets forth. I would also like to voice a strong vote for as much site-based decision-making as possible.
- The current school board has planned for budget and facilities. They've done a great job. Due to budget cuts, elementary administrators have been reduced and it's affecting the academic

programs once supported by two administrators. The site-based teams help provide guidance for the building administration.

- Site-based decision-making is very ineffective. The committee appears to have no specific or general goals. There are no short-term or long-term goals. It appears informational only. For one thing, it has over 75 members. This is too large to work together. Subcommittees need to be formed to focus on various areas to be effective.
- I think that the board and the superintendent do the best they can with what they have. I understand that everyone thinks that what affects the ir child is all that there is, but the purpose of the board is to do what is best for all children. That means they have to prioritize the things that need to be done and go until the money runs out.
- I do believe that the schools that are older in CCISD are ignored and the newer schools get all the amenities. Unfortunately, that means that some of the older schools still have leaky roofs and not up-to-date traffic signs.
- The management should give priority to the kids' education. At Armand Bayou, there's no math Triathlon or Math-Olympiad or Spelling Bee contest. The answer from the principal was there is no fund towards it. How can we challenge kids that want to be challenged? Management should really give more importance to the kids who want to accelerate.
- The schools continue to be allowed to make site-based decisions that directly affect the students who attend there. District decisions are usually made with input from the school level and often with community and parental support.
- I think we are overworking all of our management teams because of the magnitude of the job and the dwindling resources (money). I am continually amazed at what a good education we get here when our staffing is at a minimum.
- Obviously, with all the expensive homes and high tax bracket in the Clear Lake area, there should never be a deficit in our funds for spending. To be "in the red" is incredible based on the millions of dollars coming into the district. Someone or some people are most assuredly mismanaging funds. There needs to have an oversight committee to see what's being spent on what.
- Two years ago, the assistant superintendent came to Space Center Intermediate to tell the parents why they had to go to block scheduling. She said it was for two reasons: 1) for consistency throughout the district and 2) to provide every child with more opportunities. We went to block and neither of those goals had been realized. With double blocking, and block and a half, the students have gotten no more courses. And every school has a little different schedule, so there is no consistency. The teachers are

unhappy, the parents are unhappy, and the students are unhappy. This is the first (and I hope last) year of this schedule. It is a disaster.

- The CCISD school board has demonstrated both poor fiscal planning and control. The board also perpetuates its own agenda and members.
- Board approved teacher pay raise without money budgeted or specifying the source of funding. The issue is not so much the pay raise, as it is an issue of fiscal responsibility. The board then approved pay raise for district employees. While the money was budgeted, the decision should have been reconsidered in light of the tight money situation.
- Recently, the board selected a new superintendent. In the past, CCISD preferred to select someone with experience previously demonstrated as a superintendent-perhaps in a smaller school district. This time, they selected someone who has held a PHD for only three years and it was earned while working full-time for CCISD. She has no business experience at all. Overseeing a multi-million dollar business is no small feat. My main concern was the lack of community involvement in the decision process.
- Communication is poor within the district.
- I am extremely pleased with the current school board and the trustees who have served over the last few years. They seem to work together well and focus on getting things done. There is not a lot of infighting and wasted energy or bickering as there had been several years ago. Our current superintendent has done an outstanding job and we are fortunate to have his talent in place in our district. He has done a fantastic job improving our district by all measures during his tenure. He is a people developer and has put together a very cohesive team of very competent administrators. This team is in tune with the needs of a very diverse district population and continues to respond to the need for change. Student performance has steadily increased. The central office and principals work well together from what I've been able to observe and the principals seem to have an appropriate degree of autonomy.
- I think this school is very well managed and planned for all types of students.
- CCISD, through the superintendent, has dictated that all high schools and intermediate schools be on "block schedule." The superintendent did this to prove her dissertation that block schedule does not work. Any schedule that reduces class hours, overcrowds classes, and totally confuses everyone is a bad system. Overall, the kids hate block schedule, the teachers hate block schedule, and the parents hate block schedule. Only the superintendent and a few administrators accept block schedule. If

they say it is to get the kids ready for college- give me a break! Twelve year olds are not ready to go to college. All the colleges I know have Monday, Wednesday, Friday for 50 minutes each and Tuesday, Thursday 90 minutes each. Not one does A-day, B-day, keep up with what each day is, since it is different every day. I understand the district is financially in trouble and that is because of block schedule. It costs more to have eight classes per child. Go back to traditional seven classes that meet everyday, and many problems will be solved. Traditional schedule costs less and the teachers see the students everyday (necessary for Math, Language Arts and Foreign language), and the teachers have a conference period every day, not every other day. Everything we were told about block has not been true. They said less homework-wrong-more homework because they don't see the kids every other day, so they pile on the work. More choices-wrong-offering a class once a day prohibits many children from taking classes they want because they are only offered during certain periods. Classes are overcrowded because there are fewer teachers per subject. The bottom line is to get rid of block schedule. It's too costly to be so ineffective. Go back to traditional seven periods daily and many problems will be solved. We have gone backward in time. Other districts have learned that block doesn't work.

- The principal at Bay Elementary does a terrific job of keeping our children in a safe and fun place to learn. She manages a wonderful school and staff. I have had one conflict and brought it to her attention, and she made sure it was handled professionally and quickly.
- I am extremely happy with the management of Hyde Elementary. I think it is great that the individual principals have decision-making authority within their school and have the ability to manage as they see right. I think this makes for a great school at Hyde, but also realize it could go the other way depending on the principal.
- The campus CIIC committees are effective in involving all stakeholders in decision-making. The DEIC and superintendent's council are also very effective. Everyone has a voice in CCISD.
- I think that the current board and the administration is in the best condition that it has been in for a number of years. I am pleased with the cooperation and disciplined approach that is currently in place. As with many issues, I feel that the budget problems that are the product of the state-mandated financial constraints need to be rectified.
- District lacks overall leadership and innovation in education.
- Each school should be able to make the final decision for their own campus. There has to be overall control and guidelines but each campus needs to meet the needs of their own student body. Top

management needs to go back to the basics with some of the campuses.

- Overall, we are very pleased with the organization and management of CCISD.
- The district does not effectively use, non-adequately oversees the site-based decision management organization. Local school based advisory committees do not receive adequate district administrative support, and are, in multiple example, openly resistive to parental or community involvement in site decisions and policy formulation.
- This district is unable to fund both operations and maintenance necessary to deliver a quality education in a stable and on-going manner. It appears that the state method for funding public education does not allow the district to keep sufficient funds to accomplish this.
- Administrators are fairly accessible, although you must be a persistent parent to reach them. They first ask if you have followed the chain of command, which is fair.
- A failure to communicate continues to cause problems, especially distrust, in our school community. Questions concerning, old problems at Clear Creek High School would not/could not be answered in a meeting with top administration personnel and our school principal. At the time, our school principal was new to the district and I truly believe that he was as much in the dark as the parents, faculty and students. The administrators chose to say only the things that would make them look good which did lead to more distrust. On the other hand, those same administrators saw where some changes to the system would be beneficial and hopefully improvements were made (cleaning the whole A/C heating systems throughout the year, not waiting until the summer months to do all cleaning in all schools cleaning.)
- Requesting records through the open records act is sometimes like pulling teeth; it takes a while and seems as though you will get these materials only if the person(s) in charge want you to have them.
- My main concern regarding Clear Creek ISD would be the competence of some of the past and present board members regarding their ability to make good financial decisions. Is the school district "in debt" and if so, why?

Appendix A

PUBLIC FORUMS AND FOCUS GROUP COMMENTS

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES (PART 1)

- The WAVE program has been great. These kids are receiving the type of education that they need. The environment, their peers, the teachers, the advanced courses keep them from becoming bored and distracted. They could of course use additional resources (\$).
- Why is CCISD five years behind on aligning the district's science curriculum? HISD and PISD began this 5 years ago. For a district that prides itself in being affiliated with NASA, they have really neglected science curriculum.
- On the Comptroller's school district watch list, CCISD is ranked 427th in Math as of 2002 TAAS. The 2001 ranking was 362nd (out of approximately 1,040 districts.) This is a lot lower than it should be for a district with the demographics that CCISD has. Why is Math so weak?
- Why does the district seem to do well having "G/T programs" but falls very short on providing assistance for special education kids and those children who "fall in the cracks" or are evaluated as "performing to their ability."
- Why is there only one special education teacher at Landolt to service all the K-5 children? Rating now 128:1. How can she meet all their needs and IEP's? For example, one-to-one instruction, small group tutoring.
- My son as a kindergartener did not pass the test for gifted and talented. No big deal since it is not very impressive (30 minutes twice a week). But, he is very smart and the teachers know it or they wouldn't have recommended him for the G&T program. Unfortunately, he gets thrown into a "mainstream" class with all kinds of kids and is bored out of his mind. There is no "in between" class where the advanced kids noticed and challenged. They get bored while the teacher works hard to bring the "challenging" kids up to par.
- The district had generally been able to offer additional educational opportunities in areas of the Gifted and Talented program, Science and Math. Recently, staffing at the elementary school for the Gifted and Talented program was decreased from full-time to part-time. This has to impact the quality and quantity of programs implemented at a campus by the Gifted and Talented teachers. This reduction in service to the elementary school campuses impacts the students.

- Could we please have some summer enrichment programs in our school (Wedgewood) similar to others in the Clear Lake area? This side of the freeway needs to be considered once in a while.
- I saw a small demonstration of the "History Alive!" program in the elementary school across from south shore. I was most impressed and even I still remember the facts presented to me over a year ago. Could we please let the teachers at Wedgewood know about this program and take the required classes? Every teacher I have asked had no idea this program existed.
- Gifted and Talented: The district has always offered the very minimum pull-out program it could get by with. This year the G/T program at our elementary school was cut back by half. The G/T program should be expanded, not cut back further. The G/T teacher at Wedgewood is excellent and an example of doing everything she can, instead of finding excuses.
- Magnets: The only magnet schools are geographically located where it is convenient to the richest and farthest distance neighborhoods. This is unfair to students living west of IH-45, to participate, they have the longest commute. As a result, few students from those neighborhoods even apply to attend the magnets. This perpetuates as then the district claims there is no interest from our side (Wedgewood, Brookside, Clear Brook) of the district.
- Too much focus is put on TAAS. With average and struggling students who barely pass, what is drop-out rate?
- The G/T program teacher is a very talented and wonderful teacher. We are thrilled with the activities our son has been given during his G/T class. I am most concerned that our school (Wedgewood) has been deprived of her full time teaching. I would like to see more opportunities for challenge classes and less attention on minimal skills testing. I am sure that should this school cut back further on G/T activities, I will be forced to put my child in a private school. I have chosen not to do this because I really feel that he should have a variety of children around him. Please choose to help us educate our gifted child to his full potential.
- I had the opportunity to visit P.H. Greene Elementary and see their wonderful approach to learning. I would love to see some portion of this approach initiated at Wedgewood. The Fine Arts at Wedgewood, particularly music, seems to be a last priority. Using P.H. Greene's approach fosters an attitude of open mindedness and creative thought which is necessary in Math as well as in Music. This approach gives children freedom of expression instead of a laborious approach. I would like to see more funding and attention to the Fine Arts in my son's school.
- I would like to see elementary school children at the kindergarten. First grade level have a placement test done at the beginning of the

school year to see where each child is at as far as development and what they need to communicate to the parents at the start of the school year as how to help the child or what the child needs to work on and not wait until half the year over to realize the correct placement for the child or the help that child needs.

- I think the district keeps cutting vital resources at the elementary school making it increasingly difficult for students having trouble to get the attention they need. The only way to get help is if the child has severe problems. I do not find that satisfactory to those who are only 3 levels behind instead of 5 or 6.
- You are putting too much emphasis on these TAAS-type tests and everything is rush, rush, rush so you can pass these tests. A lot of pressure is being put on the teachers who pressure the students. It's hard to learn under pressure.
- My children have and are benefiting from the G/T program. This program is not available to all children that qualify for it due to a lottery system. This system is used, as the "Wave" school is not growing, as there is a demand. Continued funding and an expanded funding for the G/T program allows appropriate level of education for the students not only in the G/T program but in the other non G/T education levels.
- More attention is needed to bring Math scores up in the student body in general.
- I am very pleased with the school district. My daughter has had a very wonderful experience and continues to do so. I was asked to give my comments regarding volleyball or all sports. Our experiences have been very positive as in any organization, there is room for improvement especially with girls' athletics. I feel that it should be equal to the boys. Overall, we are very happy and hope that the school continues to grow and get even better.
- With two children attending Wedgewood Elementary, I have witnessed TAAS dictating curriculum. Activities (especially in 3rd grade) revolve around "bubbling the correct answer." From October 1 - April, TAAS is given as homework every night, even before skills have been taught. My children's education has been watered down to the minimal level of the current test (TAS, TAAS, TEKS). What a shame that they have missed so many important aspects of education because of a test.
- G/T program needs to be at all intermediate schools. Pull out programs like in the elementary level in intermediate schools would be great. Standardized test (9-week test) should not affect grade point average.
- The Music, Art and PE curriculum is stretched so thin at the elementary level. It's ridiculous. The kids aren't even on a weekly rotation (6-day rotation instead.) At our elementary school

(Wedgewood), the classes are always combined so the class size is huge.

- I am pleased that the requirements for the G/T program are now more difficult.
- I am ignorant as to where and why TAAS started, but I think we waste too much time, worry and money on TAAS. Get back to the basics of teaching. Who are we trying to impress? If "Austin" is the cause of this, then we need to change this.
- The WAVE program has filled a big need in the district that has gone unfilled in the elementary and high schools. The education that WAVE has allowed is beyond all expectations. Elementary G/T meets only a small need because so little time is allowed for the G/T students.
- Having G/T students in one environment has had a positive effect on my son's education. He is no longer bored and negative. He joins in discussions allowed by teachers at WAVE that are meaningful and not just book education.
- The WAVE liaison has been the most positive and successful advocate for the program. She has brought in services to WAVE that others can only talk about. She is a true G/T coordinator and serves numerous rolls in the school. Without her, WAVE would not be what it is today.
- Special needs children seem to pull the classrooms in a negative direction. It takes so long to have identified and it only harms the other 22 children in the class by denying them time that could be used for teaching.
- There is too much emphasis on TAAS in our district. Especially at the secondary level, where the kids are in advanced classes, having them take multiple practice tests and benchmark tests when it should be obvious based on their past TAAS and achievement test scores that they are probably going to score well, they are just wasting instructional time.
- I do not understand the resource policy at Clear Brook. There are some resource classes with a teacher and an aid-one-on-one with two students the entire day everyday. Perhaps I do not understand the procedure but this seems to be extreme. Can no more students be in these classes?
- Wedgewood Elementary is to be commended for their special education services. In particular, the G/T program at Wedgewood is excellent. The teacher does a wonderful job. I believe if she were full-time, she could be of more benefit to all of the student body. However, I am grateful to have her at all.
- My experience with the curriculum has been very positive. I have been pleased with the studies and the A/P classes. The only problem is the amount of homework on some days. If each teacher

sends home one hour of homework, you will have four hours in one evening.

- My son has been in the G/T program at Wedgewood for three years. His teacher is excellent. However, the district offers very little, especially when compared to neighboring districts. We have friends with sons the same age in both the Pearland and the Friendswood school districts. Their G/T programs are eons ahead of CCISD. If we had known when we moved here what we know now, we would definitely have bought a house in one of these school districts instead.
- I see an increasing emphasis on TAAS performance with the highest priority being placed on getting exemplary rating for the district. I feel that this focuses all emphasis on those students who are "on the edge" of passing or failing TAAS. They are instituting mandatory "benchmark" tests this year. Last year, they were optional. This year, all students will take four benchmark tests throughout the years in each subject that TAAS (soon to be TAKS) is testing. A chemistry student will take one test each quarter for a grade. But advanced Chemistry and regular Chemistry will now take the same quarterly exams. In order to make the test easy enough for regular Chemistry students to pass, it will be necessary for the advanced students to take a much easier test than in the past. I feel that it will be difficult to maintain high levels of expectations for learning if you have lowered expectations for exams. Even if a second quarterly exam is given that is more difficult, it is a big waste of time to invest four class days on this benchmark test. Remember, we are on a "block" schedule, so each day of class is really 2 class days of traditional so the 4 days of testing waste 8 class days. Another problem, an 8th grader taking Algebra or Geometry is given benchmark tests for 8th grade Math, not for the subjects he's studying. The teacher said it's to make sure he can pass the 8th grade test. There is too much emphasis on TAAS (TAKS). The new administrators are losing sight of educational excellence.
- CCISD has too many programs for special needs students. If they (students) have special needs, then the parent can pay for a specialist. The only exception I would have is of the students parents are indigent. By the way, I am dyslexic. I did not have any special help. Hard work and diligent made me able to get my B.S. in Engineering at Texas A&M.
- Both of my children were identified as gifted and talented students. They are allowed to expand their horizons. My daughter who is a junior now did not take as much advantage as my son who is in the 8th grade now. She did not want to go to the WAVE program because she wanted to stay with her friends and has done very well. My son on the other hand is in his 3rd year of WAVE and has

also taken 2 college classes at SMU and will take 2 more this year and another 2 next year. He is also being approached by several colleges around the country based on the fact that he has been in the WAVE program. He has finished Algebra I and is now in Geometry. We are very pleased with the WAVE program as well as the G/T program and the identifying of G/T students.

- First of all, we have lived here 7 years and I have had 2 kids graduate from Clear Brook HS and I have been extremely happy with the district. We have been in schools in other states and even government schools and CCISD is great. We have also had kids in the gifted education in many schools including here. My concern is that my three G/T 4th graders get as good an education as my other two. Please don't cut the G/T budget. G/T kids are special and at times difficult, but if their talents are not nourished, they may go astray. It is a shame when a G/T child drops out due to boredom. Please don't let that happen.
- Focus is entirely on college prep. There is very little attention or services related to trade school, non-college, or at-risk students. Not everyone is college material. In fact, the focus on college prep (i.e. recommended requirements vs. minimum requirements) discourages kids who are struggling just to graduate.
- Why is the district trying to do away with Reading Recovery? I understand the cost of the program, but if it such a good program for struggling readers, wouldn't it be wise to cut a program for kids who are doing fine.
- When my child was in 3rd grade, the district received State money for TAAS tutoring. Because my child made a low score on a release test, I was told that he could not attend. I was told it was only for the "bubble kids" because they had a better chance for passing. After giving them a piece of my mind, he was allowed to attend and he did pass both parts of the TAAS test. Is this district here to service only the gifted?
- I am very pleased with the Wave Program. In fact, the education opportunities for gifted children are what are keeping our family in this area. I think you need to increase "Wave" type programs. Elimination of any of these programs would be a huge mistake and missed opportunity for our children.
- To my knowledge, no foreign languages are offered to elementary students. Yet, we pay non-English speaking students to learn English. It is as important for English-speaking students to learn Spanish, as vice-versa.
- In my son's elementary school classroom is a set of small posters. These posters each depict a fact about our State. One fact is that the confederate flag flew over Texas from 1861-1870. Who purchased this? How could anyone purchasing for or teaching in our school district not know that the confederacy fell in 1865?

What a waste of our money! What a shame to expose our students to incorrect information about our State and Nation's history!

- My kids get textbooks and consumable workbooks each year that just sit on a shelf at home. For instance, spelling books were adopted when my son was in the 5th grade. Two years later, the teachers had gone back to making their own.
- If schools are "rated" on the students' performance on the TAAS test, then more funds need to be allocated to train the teachers for this test. Students should not have to stress over taking this test. TAAS should be an assessment test for information only.
- The staff at Bay Elementary is wonderful. They keep me informed of my children's progress and make me a part of my children's education. My only issue is the amount of homework my 3rd grader is bringing home. We spend over three hours in one night. That is way too much for an 8 year old.
- I feel that the teachers spend the whole year teaching to the test. They should have the opportunity to be creative. The new benchmarks that are in place put stress on the teacher as well as the child. It is a shame that in kindergarten, a child already knows about the TAAS. There are many good teachers that are boxed in by these benchmarks. On the other hand, you don't want our children to be left behind.
- There are not enough technical skills for the special education student.
- The student should be taught life skills in addition to academics. My son is in 8th grade and cannot make change, read a calendar or tell me the seasons of the year. The ARD team dismisses these fundamental holes in his learning.
- The educational performance at Hyde Elementary is exceptional.
- It is my understanding that if the teachers teach the objectives (TEKS), the students will be ready to take TAAS or TAKS. Why do we bombard the students with TAAS practice tests over and over until they are so sick of it that when the real test comes around, they could care less?
- The 5th graders will be taking a science TAKS test that will cover objectives from 2nd - 5th grade. Teaching science through hands-on experiments requires time and talent that the teachers might not have. In order to adequately prepare our students, shouldn't we give them the benefit of a science teacher at the elementary school level?
- I think Clear Creek High School has some of the best teachers in the district. I have great teachers, but the only problem is there are not enough of them. Most of our classes are over filled. All we need is more teachers but they would have to be good.

- I am extremely happy with the teachers at Hyde Elementary. I have found nothing but teachers that care about the students and the learning process.
- I am pleased that the curriculum is changing due to the TAKS testing, but I am concerned with the possibility of our 3rd graders being strained because of our teachers being unprepared.
- My daughter has received excellent and timely evaluations and superb support services. CCISD has surpassed our expectations in every area.
- I have been very pleased with the curriculum at the schools. My children are involved in the G/T program. I have been very happy with the extra-curriculum they have been exposed to and challenged with. I feel this program is vital to children who need the extra benefits a gifted specialist can give them.
- I want to commend CCISD for doing an exceptional job of educating the young people of our community. Despite the challenges of constant growth (1,000+ new students every year), tight budget constraints, and high expectations of parents and taxpayers, our CCISD teachers and leadership staff consistently provide a high quality educational experience. We're blessed with outstanding teachers and leaders.
- I think that the State-dictated conditions that exist today are very detrimental to the district's ability to provide the best education possible. We need advanced classes rather than trying to mix students at greatly varying abilities. Special education has been destroyed by the fact that teachers who are specially trained in certain disciplines are forced to accept students with greatly differing problems.
- I am very pleased with CCISD's G/T program. My only complaint is that with the revision of the entrance standards, some qualified children will be left out. If our district has been cited for having too many G/T students that should be a positive reflection on the quality of students the district has. The overall curriculum is good although I do not agree with the student performance being so heavily weighted by a standardized test (TAAS or TAKS). Although my children are past the 3rd grade, I know of many children who are already becoming test paranoid. Has the district thought of possibly monitoring these children from the 3rd grade up to see that, if any, psychological impact there is on their test taking ability since there is so much misplaced pressure on performance on these tests?
- I am so pleased with the education my 10th grade daughter receives at Clear View Alternative High School. This academic at-risk high school has smaller classes and very concerned and caring teachers. My daughter is now experiencing success and her self-

esteem is greatly improved. I am so glad that CCISD offers such a program. Please do not cut the funding of Clear View.

- They took out the TAAS, which didn't matter anyway because I'm a junior and took the exit level last year. Then they introduced the TAKS and it's great because it's harder than the TAAS so it actually finds out brain capacity and learning capabilities but they make us do benchmarks for the TAKS every nine weeks that count against us. TAKS is only for passing high school and graduation not for year-to-year grade checks. It's not fair to make the juniors take the TAKS since it doesn't count for anything anyway. This is an experimental year and they're testing sophomores and juniors to see if enough students pass so it's safe to make it required next year. Juniors shouldn't have to stay four hours in a room with 30 other kids taking this test that doesn't determine anything. Our teachers are great. They make us learn the information and explain everything well. There are some teachers who don't know how to work with children though and can't teach the information themselves.
- CCISD has a very impressive curriculum. The students are well prepared for college.
- Clear Lake High School needs to spend more time in guiding it's students when it comes to careers, college and course selections.
- I support the WAVE program. The thinking strategies that are taught and exercised through the program should be expanded to all classrooms in CCISD. The material is presented in a variety of ways keeping it interesting and providing alternate methods to approach a problem. All teachers should be G/T trained because the techniques apply to all children.
- The Wave program is incredible. It needs to be continued on into the high school.
- The Special Education teachers are doing a great job. My daughter went from a failing student to an A, B student.
- The Gifted and Talented program is excellent. This is an area that should always remain in the district as to inspire this future generation with creative challenges.
- Clear Lake Intermediate has done an excellent job. The coordinators are dedicated, caring, committed and concerned. The level of commitment and the prompt response to any minor problems is excellent.
- The TAAS program is a waste of effort. The teachers now simply teach the test rather than the subject matter. Science and History are now secondary in the elementary schools since they are not part of the TAAS test.
- The Wave program in CCISD is one of the best if not the best program for G/T children. It takes children with special needs. The

program should be continued and expanded to handle all the children possible.

- The Wave program is an exceptional opportunity for the G/T children. These children strive to learn, push each other to learn, and excel at learning. They are not "dumbed down" a regular classroom situation. The teachers realize the potential of the students and do everything they can to help them reach that potential. Students are encouraged to learn at their own pace and learn in their own way. This results in them really learning. The only problem is that it ends after the 8th grade and these children are left to be "mainstreamed" back into a regular classroom setting when they are capable of so much more.
- I am pleased with the current curriculum at schools my children have attended. In general, teachers have been competent and the learning atmosphere has been suitable for my children to grow and develop.
- The gifted and talented program is too short and limited. Many districts have demonstrated that effective G/T instruction involves full-time and pull out classes. Some CCISD campuses do not even have a full-time G/T teacher. CCISD needs to spend less money on unnecessary activities and more on its future leaders.
- I am strongly in favor of the Chinese language program at Clear Lake High School. Do not allow the incompetence of one teacher to ruin an entire program. Find another teacher and keep the program in place. There is a large population of Chinese people in the Clear Lake area and most, if not all, desire the continuation of the program. When looking at declining enrollment, keep in mind it is mostly due to dislike/lack of respect for the current teacher, not the program itself.
- The G/T program at North Pointe Elementary is outstanding. The dedication of the teachers at Clear Lake Intermediate has allowed a G/T block for the first time this year.

Appendix A

PUBLIC FORUMS AND FOCUS GROUP COMMENTS

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES (PART 2)

- Clear Creek has an excellent academic program especially for high achieving students. The greatest need for improvement is for students with unidentified special needs or struggling students. The district needs funding support for such programs.
- I can't say enough about how well the Wave program meets the needs of such a large group of children.
- I believe literacy is the tool to access the world and literature is access to the human heart. For the past five years, I have witnessed and participated in the CCISD Wave program for gifted students. The authors and publishers who have visited the school have been overwhelmed by the creative productivity of the students. To avoid creating educated criminals we now have in our business sector, we must nurture these young brilliant minds and guarantee that they also have educated hearts.
- Good educational programs are never a waste of taxpayer's money. Keep the magnet programs. Don't let the bitterness of a few spoil the strength of this community.
- Block scheduling has taken away instructional time from each subject, while giving more time to extracurricular activities by double blocking them. In a school district that claims it is a fiscal crisis, they still persist on keeping block scheduling, which is more expensive to administer. Since one-fourth of the teachers are on break at any one time on block, it takes more teachers to keep the class sizes the same as they were before block. This district hasn't provided more teachers, so the kids are taking the hit with larger class sizes.
- The district has an aversion to using hard data in making decisions affecting student performance. For example; despite the data indicating that every high school and intermediate school in the district that went from a traditional schedule to block schedule suffered on baseline test performance, the district proceeded with the transition to block at Clear Lake High School and Space Center Intermediate. As the data predicted, CLHS Algebra students performed worse than ever, necessitating immediate corrective action after the first semester.
- The district will not, under any circumstance, engage the parents in a dialog and review of student performance data if it exposes poor

decision-making on the part of the administration. This lack of dialog was brought to the attention of the trustees to no avail.

- Parent-participation forums such as the CIICs are of little value as they limit input to the mundane.
- The CCISD Gifted and Talented program is a bad joke. The gifted elementary child gets a one hour pull out program. Meanwhile, the "challenged" children get special programs, instructors, and opportunities to integrate with the mainstream. Where is the balance here? Should we tolerate such poor opportunity for the gifted to maximize the opportunity for the challenged?
- Curriculum will be improved if CCISD will stop the block schedule and go back to a traditional schedule of seven classes everyday. Block scheduling costs too much, has less class time per semester, classes are overcrowded because of less selection, and it is a great waste of time. We seem to be behind the times. Other districts have been on block to realize it does not work.
- This district used to be of such good quality that they didn't feel the need to "teach to the TAAS." In the last two years, the district has become obsessed with TAAS. Every child, this year, has to take benchmark testing every nine weeks in every subject. When the district went to block scheduling, time was already taken away from each class. Now with benchmark testing, even more time is being taken away. And how it is being implemented is ineffective.
- Although not all parents at our elementary school have shared the same positive experience, I have found the system of identifying and assisting dyslexic students to be outstanding. Special dyslexic instruction has been invaluable for our students' success. However, both the students and the district might be better served if before school and after school options could be made available. With increased emphasis on testing, missing class time for special services is a serious problem.
- The P.E. program at Whitcomb Elementary has done a lot to develop healthy, well-rounded students. The teachers in the past have done a great job of encouraging students to develop skills, knowledge and habits to stay fit for life.
- It is very important to keep the Wave and Science Magnet schools running. I think it is very important that the Gifted/Talented students be allowed to keep their more challenging course work and min-courses. These extras allow the students more chances for new experiences in education. I don't feel they would get these benefits in G/T classes at regular campuses. I am also pleased with the Alpha courses in the elementary schools. This program offers higher learning students the chance to stretch their learning and not become bored with standard classroom instruction. The Alpha II course that allow the students to take courses at the University of

Houston Clear Lake or Space Center Houston have been favorites of my children.

- Too much emphasis is placed on the TAAS. If the students perform well on class work and classroom tests, the TAAS should not be the "Be All and End All" for the schools. Some teachers teach specifically to the TAAS and omit other methods and areas not covered on TAAS.
- School principals are not supportive. They should support and help parents when they are in need of help to motivate their kids, to know the ways to challenge their kids, and to know how CCISD is spending the fund towards improvement of challenging kids.
- I would like to commend the district for the manner in which it runs its Gifted/Talented education program. The elementary program Alpha I adequately serve the needs of the children it services. The upper elementary program, Alpha II, truly allows the children to find an area of passion and explore it in depth. The shining glory of the G/T program is the junior high programs. The programs were assigned and piloted at the Wave school. They meet the needs of the G/T child at many different levels. Their social, emotional, and academic needs and growth are all addressed, stressed and met in this program. Children are challenged, focused, encouraged and given opportunities to explore any disciplines of study. It is a model program and truly focuses on all the needs of the gifted children.
- Can CCISD start to introduce some steps towards magnet program in elementary like Robotics, Lego League or Math Triathlon?
- Teachers should be consulted regarding curriculum changes. They have to teach it and they are eyewitnesses as to what the children respond to and what they don't.
- Overall, I am very pleased with the curriculum at Brookwood Elementary School. Reading and Math groups are structured according to level of ability that allows students to work at their own pace and specifically the advanced Math opportunities afforded the elementary school students. Similarly, along those lines, the Gifted and Talented and junior high Wave programs are wonderful ways to allow the students to excel where they might be bored or unchallenged in regular-level classes. Also, the teachers for these programs generally know how to deal with the idiosyncrasies of these children. Our taxes are very high and would be well spent on programs such as these.
- Science lab should be used starting in kindergarten and should be treated as a block subject taught by a Science teacher. PE should not be taught daily. Replace PE with science as far as block goes. Children can exercise at home. They need to strengthen their science education at school.

- There should be more group teaching and adapting to Vygotsky's philosophy of education in lower grades (K through 2nd.) Allow children to work in groups and exchange ideas rather than working individually and quietly at desk.
- There should be more and more writing in the early grades. Writing and reading go hand in hand and very cheap and easy to implement.
- Reserve computer training for the higher grades. Children don't need computer training in kindergarten. They need foreign language, math and science at a young age.
- The golf program is excellent.
- More field trips to take advantage of real-life learning are good. Make the parents pay for the trips if cost is an issue. Real-life learning has to accompany and complement textbooks and classroom learning. Children need to make this connection at a very early age.
- There should be more mentor programs and peer tutoring. Take advantage of free programs that make an impact on child's education.
- Principals should visit other campuses in Texas and other parts of the country to bring innovative ideas back to Clear Creek ISD. If principals are too busy or schools do not have enough money, then fund can be raised to designate to an ongoing district/campus improvement program.
- I was very disappointed to find out the criteria for determining if a child should enter the G/T program had become stricter just because we were cited for having too many students in the G/T program. Isn't it possible we are just lucky to have such special children, more than the average at other schools or districts? Why change the criteria to exclude some children who two years ago their scores would have met the standard?
- Proper placement of students has a profound effect on students' success. Seabrook Intermediate has counselors very willing to work together with parents. League City Intermediate offered distant cooperation and was less effective. Clear Creek High School disallowed schedule changes at the beginning of the year unless they involved sports. This was an excruciating introduction to high school.
- Math should emphasize logic development over memorization.
- I find it very disturbing that our elementary schools in CCISD no longer have a dedicated block teacher for computer classes. We need the block time reassigned so a dedicated block teacher can research and remain current with the computer demands of our society. The classroom teacher is already overworked and does not have the time to focus on the needs for teaching a computer class. She should be current as possible but not responsible for teaching

such an important subject. It is truly amazing how a kindergarten student can be so knowledgeable in computer. Not only do they learn about computers, they also learn how to type. The other bonus of having it as a block class is availability of time. The classroom is already overcome by assignments and computer time will suffer the most.

- We are happy that our school (Brookwood Elementary) has the G/T program, which starts identifying children in kindergarten. Very often, G/T children aren't challenged enough in their regular classrooms and benefit immensely from this program. With the success of this program, there will be less behavioral issues such as boredom (lack of intellectual stimulation/new learning) can often lead to misbehavior. We feel very strongly that the G/T budget should be untouched and if anything, increased. One matter that concerns us is the phasing out of having a Computer Specialist at our school to provide computer instruction. I know what the initiatives/goals of CCISD, but don't agree that all teachers can be trained to integrate the specialized skills.
- It is surprising to hear that a reduction in funding for the Gifted and Talented program at Brookwood Elementary School was being considered. With that phrases such as "the children are our future" being used frequently, I cannot understand why those children that have the potential to be leaders would be slighted and denied their opportunities for growth and success, not only for themselves, but for the community, state and nation.
- CCISD is severely lacking in computer education. I am not certain whether this is due to insufficient classrooms, skilled teachers or computers. My daughter is in the eleventh grade and has not had a computer class since seventh grade, and prior to that, it was in elementary school.
- The fine arts program is greatly hindered at Clear Creek High School. This program is fed by a superb intermediate school choir program.
- Special Education students are mainstreamed in this district, causing problems in the classroom and disrupting classroom procedures by inappropriate behaviors. This was very apparent in my daughter's ninth grade biology class in 2000.
- There seems to be little or no career/college counseling.
- The Clear Lake Area Economic Development Foundation has found the district educators to be innovative and enthusiastic about providing opportunities for students beyond the required curriculum. One example is the Webster Academy Visions in Education (WAVE) program for district intermediate school gifted and talented students. The program continues to be an inspiration for intermediate school-aged students. Our area has high expectations for our educational system, and we have not been

disappointed. However, we do have a concern regarding the budget constraints the school district is working within because of reduction of state funding.

- This district does an outstanding job of meeting the needs of the students through academics and environment. Presently, two of the strongest programs for the district are the Title programs and especially the Reading Recovery program. Many special needs are being met. Students come first.
- Parents should be informed if their child(ren)'s grades are slipping regardless on whether their child(ren) are in regular or in gifted classes.
- The Alpha(G/T) program at North Pointe Elementary School should not be cut because of a budget problem. CCISD should allocate more funds to this very worthwhile program if at all possible. Many G/T children are at risk for not challenging themselves if and when they become bored with grade-level curriculum. Alpha offers them an opportunity to take pride in creative "out-of-the-box" thinking, and challenge themselves to go beyond the minimum expectations. If offered a larger budget, this program can only improve in providing children higher-level thinking games and hands on equipment.
- CCISD has a very weak math curriculum. There is no hands-on science at elementary school level even though there is a science lab at every campus.
- There is no science teacher at the elementary school level.
- Principals seem to be very hands-off. They do not participate in any activities at school. Our principal is not involved in ARP (Accelerated Reading Program) or PTA meetings.
- CCISD is still one, if not one of the best school districts in the area. The State of Texas should continue to financially support schools like CCISD who are doing the job of properly educating our children.
- It seems that next year "official" computer classes will not be taught by a campus technology teacher at the elementary level but instead that load will be shifted to the grade level teacher. I would encourage the board to consider why our district is so high performing. At an early age, skills should be taught by a professional to prepare the students for advanced computer classes later.
- Our principal is always out doing things within the school. She does not sit in an office behind a desk and delegate to others. She helps with the Safety Patrol before and after school, she walks the halls and sees that parent's sign-in at the office. She also knows all of the children's names and asks them if they have had a good day. It is nice to know that if you need to talk to her, she is easily accessible.

- Many times, we as parents only complain and never pay compliments where needed. I would like to praise Stewart Elementary School within CCISD. The faculty and staff are excellent. This school has kept its small town, small size feel despite ever growing enrollment. I feel fortunate to have my three children educated at this particular school, which doesn't always have the biggest and the best. The hearts of these educators are the biggest around and they teach students that the biggest and the best isn't always what you need. I applaud all involved at the oldest, little school in CCISD.
- CCISD is child-centered, provides wonderful resources for all of its staff, and is on the cutting edge of new and valuable research.
- The gifted/talented program at CCISD is very limited in budget and the program is very important for the development of those kids that are gifted and need to be challenged continually. We would appreciate it if CCISD could increase the budget for gifted/talented program, or at least keep the current budget level.
- The WAVE program is the best thing going in our district for G/T students. Affective needs of G/T students are addressed and it provides an environment for them to adjust and flourish instead of struggle and "shut down." I would like to see the program continue for those kids in the district that can be benefit.
- I believe that we have an outstanding group of child-centered teachers who really want to prepare students for high school and college success, as well as success in life in general. It is tough sometimes to adjust to so many personalities, but our administrator is the best child advocate I have ever met and I honor and respect her ability to facilitate work with so many children, parents and teachers and maintain such a positive, helpful attitude. She puts the safety and well-being of the students and faculty first and truly leads me with a caring example.
- WAVE is an outstanding vision of G/T education and at the top of the list of the very best in CCISD. WAVE teachers understand G/T children in behavior and also in intellectual and emotional needs. Classes are creative and far-reaching into fields of engineering, the arts, the environment, aviation, and others. This program should be a model for other school districts expanded to include a magnet G/T high school curriculum. It is out of education like this that future great scientists will emerge and will benefit the society as a whole.
- The Preschool Program for Children with Disabilities (PPCD) far exceeds our expectations. The testing facility, which determined my daughter's eligibility for the program was well organized. The staffs are very caring and helpful. We have especially high praise for the teachers and others associated with the Bauerschlag program. They are following our IEP to the letter and we have seen

tremendous progress with our daughter. The Bauerschlag campus itself is extraordinary. The availability and ease of access to student-friendly labs, library, arts and music rooms are very encouraging. The teachers in charge of these areas seem to have created a wonderful and age-appropriate learning environments to further stimulate learning.

- The WAVE program in CCISD provides a positive and challenging influence in our children's lives at such a critical time. Please do not recommend this program be cut or scaled back to save the district money. The special education kids, life skills students, and many others get what they need from public education. Let's not deprive those who potentially will have the most to contribute to society of an appropriate education.
- I believe that Clear Brook High School is a wonderful, caring environment for all children to learn. The faculty and staff are supportive, intelligent and dedicated.
- CCISD has finally taken over the curriculum at the school level so our children are working up to state standards. But the school started the new expectations this year after having lower standards for many years. The school has set their own curriculum in the past, and Landolt had lower expectations than other schools in our area. Our children are behind and now are trying not only to keep up but also come from behind.
- I have had at least one child on the tennis team at Clear Brook since the 1996-1997 school year. My oldest daughter who graduated in 2000 had three different coaches her first two years in the program. In 1998, when they hired Todd Burrows as the Varsity tennis coach, it brought stability to the program because we feel we don't have to worry who will be the tennis coach next year. My third daughter in the program is currently a sophomore. Coach Burrows has done a good job with the kids and keeps the parents informed about what is going on. I have been actively involved with the Clear Brook Tennis Booster Club the last six years, and currently I am the president of the Booster Club. Coach has always been helpful and supportive of all our fundraising activities by showing up to help out in any way that he can. I also have a nine-year old daughter and hopefully Coach will still be there when she goes to high school.
- The CCISD school district, on the whole, has been encouraging students to use area libraries. Several new initiatives have been started for readers having difficulty with understanding what they read. I have been invited to several elementary schools, which are presenting these programs and have asked parents to come to the library; and the teacher/librarian has bussed area parents whose children need the extra effort to succeed to our library to learn about its services. When the school librarians and teachers

cooperate, these programs seem to help the children greatly. The ARP programs are doing well in the elementary schools, but I have a "gut feeling" that we are losing readers in the intermediate schools. Their ARP lists are "old," and they include out-of-print titles, and the lists do not include enough titles for reluctant readers or ESL readers. Evidently, the intermediate schools do not have funds set aside to buy updated tests and accompanying books. Intermediate students do not have much time set aside to use the school library; and when they come to the public library, the lists we have received from the schools re: ARP are outdated without enough ESL-level books for testing students. A few schools have ARP lists available online for parents, but most do not provide this information on their websites. Online access would be "the best way" to promote the ARP readers. Public libraries house these books in various places, while school libraries, because of their special student clientele, can place all titles in one place. This is a little confusing for parents, but they understand why public libraries house titles separately. The ARP program is an excellent tool to use in attracting reluctant readers because they usually like the associated incentives. The Bluebonnet titles are read by all students. The Lone Star and Tayshas Lists are well read by high school students. The Texshare program has been a wonderful addition to the public libraries. Reference use has increased, and answers are found in a shorter period of time. The Clear Lake and Clear Creek district students use our Library as a resource center for class assignments. A few of the teachers let us know ahead of time about their homework assignments.

- My main concern is about how the budget is used in some schools. Some schools have 2 PE coaches and 2 music teachers while general Ed teachers were let go at the beginning of the year due to low numbers. In my opinion, general Ed teachers or title teachers are much more valuable than an extra PE and Music teacher on a campus. If a school already struggles with low test scores why would we not choose to give that school an extra teacher to tutor or pull small groups who need extra support? I know the importance of PE and Music, but I also know that our district is looking for ways to change the budget. I simply do not see the justification for having two PE coaches, who each have an aid, and two music teachers on a campus with about 650 students.
- The English Department at Clear Brook has excellent teachers, as well as other departments.
- Please do not reduce the budget for the Gifted and Talented program.
- Our school is lead by an outstanding principal. She is driven to give all students an exceptional education, along with the tools they need to be successful, confident people. She is dedicated and

very supportive of her staff. She listens to us and does everything she can to make our job easier. We know what a challenging job being a teacher is, and it's nice to have a principal who hasn't forgotten.

- I think library programs should not be cut due to the fact that most of our collections are below state library standards. We have been fortunate the last five years to have a stronger book budget than in the past in order to try and raise our collection standards.
- The tennis program is a beneficial asset to high school curriculums; it builds character, strengthens confidence and teaches teens the importance of team work. I particularly like Clear Brooks tennis, the Coach is caring and involved and it is a diverse collection of students. It has brought many good things to my daughter and to my family. We enjoy the competitions, the sportsmanship and the character building assets of tennis. It is also an enjoyable form of exercise, for a teenage girl who would normally look upon it as work. It is a bright spot in her day. Thank you for listening to my comments.
- Overall, I believe our academic programs are strong. We have some highly committed and caring teachers in our district. A real strength I see for our youth, however, is the quality of our fine arts programs. Our students have and take the opportunity to make outstanding music, drama and art. I hope that as programs are analyzed and scrutinized you will be mindful of the need to maintain these areas of passion for our kids.
- Without notice, the school board voted to have "early dismissal" days to provide for teacher in-service time. Students are released at 12:15 at the elementary school level. There were 2 such days in September 2002 alone - in the middle of the week (Tues and Thurs). Working parents have few options during these days except to take the day off to care for their child or pay the additional day care fee, which can be substantial. Sick time does not cover the time off from work and vacation time is limited. The result, parents are losing additional money, either through lost time, lost vacation, or overtime necessary to cover a mid-week day off. This impact was made with NO notice to families and NO input from the community.
- The WAVE program at Webster Intermediate for the G/T students is a well-run and excellent program. The teachers are all G/T certified and are keyed in to the needs of the gifted child. They maintain the highest standards of education for themselves and the students. My experience with WAVE is that it does an excellent job of educating the students and providing support and confidence for these students. It has had a very successful history and it is my hope that this program will continue and possibly expand in the years to come.

Appendix A

PUBLIC FORUMS AND FOCUS GROUP COMMENTS

PERSONNEL MANAGEMENT

- I would love to see the teachers paid more. Salaries have improved, but with even higher salaries, our district can recruit "the best" of teachers. We can keep the ones we have with competitive salaries, too.
- For the amount of paperwork required now the stress it brings, teachers cannot do what they are hired for-to teach. The salaries are not compensatory to the work that is now required of them. Get rid of these jobs that have been "made" - administrative jobs such as directors, etc. of different programs. Put them back in the classroom or raise the teacher's salaries to meet all the paper requirements from these other positions.
- Hiring G/T certified for the WAVE program has been excellent. These teachers are actually challenging the gifted. Unfortunately, the WAVE program is limited in size and need money for expansion.
- Some areas seem to be overstaffed. North Pointe has four P.E. coaches-(2) are helpers. Two music teachers and a computer teacher that does not teach students are in one room. Understaffed areas-teachers are so stretched with their duties, why could we not allow them an aide per grade at the elementary level.
- CCISD has hired excellent teachers and support staff that are dedicated to the educational needs of all students. My wife and I have been most impressed with the quality of the teaching our children have received in the elementary school.
- The district appears to have a difficult time attracting and maintaining a qualified teaching staff. This has resulted in the inability to terminate poor performing teaching staff, and the overuse of long-term substitute teachers. This is not desirable.
- I believe that our children are our most important resource and need a good education. Teachers and support staff should be paid accordingly. I think that would keep the better teachers here.
- Sometimes we seem overstaffed. I would hope that the department that is considering a cut considers the program. Small programs sometimes suffer because of size.
- The hiring process seems to be good and the district manages to attract good teachers.
- Not sure why North Pointe has a vice-principal and a counselor (save some dollars). North Pointe counselor does not do a lot.

- Teachers should set the standard for dress, i.e. they should follow or better the rules we set for the kids. Some schools need to enforce much better.
- There is a definite need for more counselors here at CBHS. Very seldom do I get a call back when I leave word. My son is also having difficulty getting information or an appointment with the counselors. Ninety-nine percent of what we have learned about the college application process or questions regarding college applications have come from our own research on the web. I feel the counselors are very competent, just very overworked. This area is very important to every senior and even some at the junior level.
- I think it's a shame we have to go out of the district to find quality personnel. I think our district has the qualified personnel, but they aren't given the chance to prove themselves. Salaries are always in question and never enough. No one knows the time teachers and professionals must put in for their jobs to go smoothly. Paraprofessionals are definitely underpaid compared to other fields. The school district must be able to compete with other fields for qualified personnel.
- Teachers are paid mega salaries but they can hardly make their house payment. To keep quality staff, the State should make sure there is adequate finances to do the high quality jobs required.
- Hiring practices are still very biased and based on who knows whom. It is sometimes frustrating and you see it happen all the time.
- I would like to see some of the coaching positions filled with people that are trained in specific sports and not just filled with people looking for extra income.
- To get good education, you need good teachers and lots of them. Pay more so it's not such a struggle (either in salary, benefits, reimbursement). That's why good people can afford to teach. Increase the number of teachers and reduce class sizes. Increase the quality when you offer more money, more people apply and you can be picky about who you choose.
- Would like to see the current trend of hiring a diverse (cultural) teaching staff continue.
- Our daughter attends CLIS. The personnel there have always been wonderful. I'm not sure I fully understand why there is so much shifting of positions with the district.
- I am not an employee of the district, only a parent with 10 years experience with CLCE. The teachers, staff, and principals over these past ten years have been first-rate and highly professional. I could not be happier with the teachers my children have had over the years at CLCE. The entire faculty and staff at CLCE have been very open and warm to parental concerns and involvement. This

district has some top-notch people based on my experience with CLCE.

- Overall, I am very happy with the quality (knowledge, teaching skills) of the teaching staff. I would like to see the teachers use technology more.
- I think our current administration does a good job developing people. Personnel changes have been made to address problems. I would like to see our teachers paid more but this is a problem that needs attention at the state level. Our district needs more money.
- I have a neighbor that is a Spanish teacher and she has nothing but good to say about the staff at Clear Lake Intermediate.
- I am most impressed with the district's commitment to Reading Recovery program. My children excel due to the personnel devoted to this program.
- The district tries to recruit new teachers with good starting salaries. Sometimes, the older more experienced teachers and staff don't feel appreciated. This appreciation could be more than verbal-it should be shown with monetary bonuses. Staff development is adequate.
- The Human Resources Department recruits nationwide, as well as Canada. The district is providing competitive salaries with mentoring support and quality staff development opportunities. The teachers are highly-educated and certified in all of my children's classrooms.
- The teachers and staff at North Pointe Elementary and Webster Intermediate have been great. I feel the teachers do a wonderful job educating their students.
- Staffing at Space Center Intermediate has been acceptable. The 7th grade Math department needs help. Half of the teachers that I know do not teach. They hand out worksheets, don't allow questions, and let the kids do the worksheets in class. Can you imagine having a math class where you cannot ask questions? I am afraid we will lose good teachers from Space Center Intermediate if the block schedule system is not remedied. A wonderful 8th grade Math teacher left to go to Clear Lake Intermediate. We needed the assistant principal to stay as principal at Space Center. Things would have gone a lot smoother if he would still be here. We are on a downhill slide. Please remedy by getting rid of block, so we can keep our good teachers at the school and happy.
- The concept of Professional Development School at McWhirter emphasizes the CCISD commitment to developing quality teachers for the students of the 21st century.
- I cannot express enough appreciation for a core of teachers we have been involved with, mostly at CLCE, but at others as well. These people love to teach and love their students.

- The principal at Clear Lake City Elementary is cold and uninvolved. The children do not feel a connection to her. She lacks the "people skills" necessary to interact with the student body, parents and community. The teachers do not respect her leadership. She should be moved.
- With so many parents of CCISD students being eligible to teach, why is it so hard for them to gain employment in their own taxing authority district? We hear how there is a teacher's shortage, yet dozens have applied at new CCISD schools and have not been offered employment. Doesn't it make sense they would have a vested interest in our community.
- I have been very pleased with the staff that we have been involved with at Armand Bayou Elementary. My son went there from K-5 and my daughter from K-4. The teachers and principals for the most part have been very caring, professional and very good at they're jobs. Teachers should definitely make more money.
- The Clear Lake area is becoming well diverse with its population but the district fails to hire diversity staff and teachers.
- CCISD salaries are very low and very discouraging. Concerns are given to new teachers to recruit. If a teacher started working this year, she should be making more (in theory) than a 3rd year teacher. How fair is that? This is common practice but not very fair to recently hired teachers. That is why so many leave before five years.
- I am disappointed with the slow handling of the situation with the Clear Lake High School Chinese class. The program's enrollment is way down and the program. This is unacceptable. Clear Lake has a large Chinese population and the Chinese language is obvious as one of the languages that should be offered. The current teacher is the problem, not the program.
- I feel that the State needs to help relieve the funding limitations. We need to pay teachers more and we need to offer better support for them with aides and clerical support. The hiring and staffing system is very good with the site-based management system.
- Teachers should make a lot of money because they help us form our kids, which is the hardest job ever.
- League City Elementary has a great faculty and staff. We have over 500 parent volunteers who host and assist our students.
- CCISD has excellent teachers and staff. However, as a parent, I am concerned that we are now paying our teachers and administrators less than neighboring district. Due to recent financial constraints, we have not been able to compete with other districts in offering stipends for shortage area teachers. I am afraid that CCISD will not be able to continue to attract and retain the best and that is what I want for my children.

- My experience with the teachers on both secondary and elementary levels has been excellent. I feel the district has overall excellent and dedicated teaching staff. I have heard though that CISD's pay package is no longer competitive with some other districts. It is my hope, for my children's sake, that this be remedied to prevent a "brain drain" of excellent teachers.
- I feel that the program at school for children that are tardy is wrong. When a child or children are tardy, they go to a tardy room and do nothing. This is not good because what does a person learn there.
- CCISD is a good place to work in but they make mistakes at your cost. I was hired on with the wrong pay grade in 1999 and now they come back and want to correct it with a lower pay grade reducing my paycheck by \$1,400 per year, which I don't think is fair due to their mistake.
- In service training has gone from one extreme to another. Is there ever a middle point? Last year, teachers were taken from the classrooms continually for in service or conferences. We heard a lot of crying from the substitute office that they could not keep subs in the classrooms. This year, most all inservice training is done outside the regular classroom instruction time, which has eliminated the need for many substitutes. This is good; it saves money and the teachers need to be in the classroom preparing their students for the future. On the other hand, this puts more pressure on the teacher to complete all that is required during the instructional day then take inservice training on their free time. With the low pay that our teachers are receiving, the administration must watch that they are not requiring too much inservice on free time causing the teachers to not feel the need to attend the valuable inservice training that is needed. They must also watch that the training, which is required, will really be worth the time and effort helping everyone to strive to be better in their jobs.
- I like the idea that a professional grant writer was hired for the district.
- CCISD is not the best paying district in the area, but it does attract the best teachers because they provide a good environment for learning, challenge the teachers to reach for exemplary status on state tests, and provide excellent training to keep teacher skills up-to-date.
- Teacher turnover seems very high in this district. During a conversation with an elementary teacher from the school my daughter attended, I was informed that there are probably no teachers at Hyde Elementary that were there five years ago. While at League City Intermediate School, my daughter was subjected to a teacher who had no experience or certificate, attempting to teach history. It was a disaster as he was poorly prepared and had no

control over the classroom. Another instance of poorly trained teachers along with frequent substitute teachers occurred when my daughter was a freshman. The substitute remained in her office reading a novel while the class was allowed to do as they cared. The girls behaved like elementary school children, but the results were devastating. In meetings, the principal insisted that his substitute has done no wrong and was supervising the class, as she should have been. The appeal process in the district is nearly impossible to navigate and the time limits for contacting each higher level in administration makes it even more difficult.

- Due to the economic problems within the district, we continue to lose experienced teachers. Districts surrounding CCISD pay better and teachers leave for those districts. Why should they stay for overcrowded schools for less money? This year, there was a push to only hire teachers with 1-5 years experience. With the more experienced teachers leaving and replacing with less experienced teacher, it is no wonder the quality of the education is failing.
- There is a critical need for personnel at the high school level due to the fact that my library aides are occasionally asked to substitute in classrooms and uncomfortable situations like the tardy room.

Appendix A

PUBLIC FORUMS AND FOCUS GROUP COMMENTS

COMMUNITY INVOLVEMENT

- Boundaries done by committee are a farce. To put extreme low level with their total opposites only denies the teacher to use their skills to teach.
- It is difficult for community members to provide meaningful, timely input to school board members. The district administrators get to have lots of input to the board but the community input is limited to speaking 1 or 3 minutes at board meetings when the board members can't reply and often vote later that meeting without really understanding the input from a community member.
- More opportunities for tutoring students struggling should be provided.
- I've been president of the PTA (Wedgewood), Choir Booster Club president (Brookside) and on CIIC on both of those campuses. I feel that the parental involvement and community relations on both of those campuses have been a very positive experience.
- The students at Clear Brook High School who are dyslexic don't get enough support from some of their regular teachers. I believe that the staff at Brook needs more training on this subject to be able to understand and work better with the dyslexic students. They need more support and more help in the subjects that they are taking.
- You should have every comment categorized by the school that person attends. I believe the positive comments (at the elementary level) will all come from the schools with 600 or less students. The alienated, angry, and criticizing parents are going to be at the "monster" size schools like Wedgewood. My son has been there four years and I have volunteered with every teacher and numerous other activities. There is no doubt in my mind that nothing I do or say there makes a difference to any child's education. The school might as well be a prison the way it treats the kids and the parents are only welcome at fundraiser events. I can't even begin to submit enough comments to express how disillusioned CCISD (especially Wedgewood) has made me with Texas public education. The district doesn't care about treating its student population fairly, much less educating them. The focus is on doing the absolute minimum that state law allows, in every single area.
- Wedgewood Elementary School is where my son, 8, attends school. When he was a kindergarten, I stopped in to see the school before enrolling him. I was met with cold disdain at the thought

that I wanted to know more about the school. I was told that an appointment had to be made and then I might be able to see the school. I left my name and two weeks later I was called, but by then I had enrolled him in private school. By first grade, I did enroll him and found the office still cold, the principal unconcerned and shut out. I volunteer my time on a weekly basis. I attend most meetings and I hear many of the other parents complaining about how badly parents are treated. I would love to see the school available for Cub Scouts, for Odyssey of the Mind and other normally embraced activities for our children. Many parents have stopped volunteering even trying to discuss issues with the principal. Any attempt to make improvement is met with the answer of "we are too busy and have no funding." I have yet this year been spoken to by the principal and I am there at least once a week for at least two hours. This school is about control and containment, not about enriching my son's education through an open forum with the ones who know him best-his parents.

- I find it very sad that many parents are not involved in their children's education. The Friendswood ISD mandates that teachers use "schoolnotes.com." I have found that only 2 out of 8 of my son's upper level instructors use schoolnotes. I believe with the Internet, the communication should be used, as it is available. Many instructors are quick to answer E-mail but for some reason do not use schoolnotes. This is a loss to the students. We pay for the instructors to have computers. They should use schoolnotes.
- The district tries to save money by building mega-elementary school (900+ students). This destroys parental involvement, as the campus cannot logistically handle huge numbers of students plus the extra persons of parents. For example, as of October 1, my son has brought some three notices from his elementary school telling parents not to come inside the building when picking up their child from school (or dropping him off). The attitude of the faculty and staff is clearly "we have too many kids to have time for you-don't park here, don't drop by, don't bother us." Then the district has the gall to say these policies are for "the student's safety"- who are they kidding? The drop off and dismissal policies for parents are strictly for the administration's convenience. You can't push 900 students out the door at 3:15 if a parent is there actually trying to chat to another parent or teacher, right?
- I believe that at Clear Brook High School, the students don't have time to eat their lunch and they don't give them plenty of time. Often, after they eat, they get upset stomach or ended up in the bathroom. I do a lot of volunteer work here and see this problem a lot. Please, try to solve this problem.

- Both Wedgewood and Brookside have huge parental involvement. I am very pleased to be involved and a member of such an active community.
- As an officer in the CBHS Baseball Booster Club, I've written to offer continued support for Booster Club participation for student athletes. Without Booster Clubs, however, student-athletes would not have many of the necessities to compete. The school district does not provide adequate financial resources nor manpower support to maintain facilities, upgrade facilities, and operate athletic programs. Hence, it's Booster Club money and manpower that is required to make the difference. Secondly, UIL and district rules tend to handcuff the BCs regarding fundraising and channeling raised funds to the athletic programs. Lastly, the District provides minimal support to BCs regarding money account management, tax reports, charters, etc.
- When redistricting, they need to have more and better community involvement.
- We are very fortunate at our son's school to have excellent parent involvement. Hall Elementary encourages us to participate in many ways like teacher help, mentoring and fundraising. We have a voice that is heard.
- In the name of safety, my rights as a parent have been restricted. I am not allowed to accompany my child to class. If I need to deliver something during the day, it must be left in the office. I am not even allowed in the building at pick up time. It is now October and I have not had an opportunity to develop a sight recognition relationship with 2 of the 4 teachers my 5th grader has. Parents are being pushed out of the picture to the detriment of Wedgewood Elementary.
- There are a lot of opportunities for parental involvement. I have been very involved, while some parents have never been here. I have never had any problems with contacting any of my child's teachers or the office administrators.
- My son in intermediate school has a career day, where they spend a day with a professional. I think this may be even more advantageous to high school students.
- Parental involvement at Brook is pretty good due to school official encouragement. Recommend increase in Business-school partnerships as this prepares kids for work environment. Offer incentives to businesses.
- Communications are generally good with the school office (principals, counselors). Teachers do not have time to communicate well with parents.
- Why can't CCISD offer summer school courses (elementary level) at a location convenient to our geographic location? We're at Wedgewood and the summer enrichment program site has always

been skewed to the opposite edge of the district. As in the magnet school locations, this is another example of CCISD's clear favoritism towards the east side of IH-45. The parents over here are just as interested in these special programs-but a 45-minute commute each way makes it unfeasible for most of the kids over here to participate.

- Community businesses are not involved. We are sitting in the middle of cities that have their own school districts that they support. There is no monetary support from local businesses.
- The district needs to come up with a way to get more parents involved.
- At Wedgewood Elementary, they brag about all of the volunteers they have. As a volunteer, I sure get a lot of rude looks and rude remarks when I'm up there helping. Embrace the parents that come up, tell them thank you! The teachers welcome the help, but the office staff, librarians, etc. have rude comments galore!
- The volleyball program at Clear Brook High School is very beneficial to the development of well-rounded girl athletes. The structure, organization, teamwork and grades that are required to participate take effort on the girl's part but will give them a step up in the world they attempt to conquer. The volleyball program helps my daughter be structured, in time management and as parents, we support for her endeavors.
- This district has been a positive experience for my child.
- Clear Brook High School is in an area between Friendswood and Clear Lake. There is no business involvement or financial support from either direction (e.g. ads for programs). Businesses are reluctant to support Clear Brook.
- I am very pleased with the way our school (CLCE) welcomes and encourages parental involvement. I truly believe that any concerns or comments that I make to the faculty and staff are given careful consideration. I also appreciate some of the surveys put out by our school soliciting parents' opinions and concerns on different issues. I am also very pleased with business-school partnership in our school and feel that they work to the advantage of all involved. (Raytheon employees have sponsored our school's chess club for the past several years.) I would love to see more business-school partnerships. I have been very pleased with communication between school and home and feel that I am notified of things that I need to be aware of.
- Parent and community involvement has been wonderful at Clear Lake City Elementary.
- Our site-based decision-making committees are a sham. They give appearance of letting campuses and stakeholders make decisions, but the administrators make mandates that the principals have to implement. Maybe the turnover rate of administrators on our

campuses wouldn't be so high if the principals actually were given some more power to make campus-level decisions.

- I recently attended two of the Class ACTS tours provided by the community outreach staff of CCISD. They were great, very informative, well organized, and well thought-out. The presentation on Getting Ready for College (It's Never Too Early!) was full of information-it could be expanded to a day-long workshop.
- The schools we have attended have had wonderful parent involvement. Businesses have also been willing to donate and participate.
- Communication from the elementary level schools is excellent. The phone tree system in place at the high schools that automatically notifies parents is very helpful. We are fortunate to live in a community that has a wealth of knowledge and information available from its residents. The district does a nice job of incorporating these resources and encouraging participation of community resources and people.
- The elementary schools (Brookwood) make it very difficult for parents to participate in functions and/or school activities. They do not give us enough time to alter or change our schedules. Sometimes, we are given less than one week to prepare for something.
- The school/community partnerships we have developed have enhanced our school with business.
- CCISD is currently developing community support for yet another bond issue. I wonder if the superintendents and board of trustees are aware of how homeowners at schools with active PTA's will receive the request for approval of a new bond. CCISD has imposed prohibitive red tape for PTA's who raise money and wish to make donations to the school of their choice. Obviously, CCISD must have a voice in this process to ensure that the donated item or improvement complies with fire, safety and ADA requirements. Furthermore, they must ensure that the maintenance and/or disposal of the item will not be a financial burden for them and that the campus administration desires the donation. Those in charge of purchasing at CCISD seem to make it their prerogative to institute "Robin Hood Law" philosophy in working with PTA's. As of our last communication from them, any gift valued over \$10,000 must not only go through their bidding process using vendors they choose but may also not be used for the purpose given. We are required to turn cash over to them and hope that they use it as we wish. They will sign nothing. They won't even talk to us beforehand to get a rough order of magnitude estimate on what we wish to donate. We simply have to guess. In fact, they won't even discuss donations with a local PTA unit. If I were a CCISD

decision-maker, I would take advantage of this untapped source of funding. I would go as far as to embrace fundraising local units and work with them on what improvements both organizations desire for that particular school-before I went asking the same people for money.

- Communication and parental involvement at our school (CLCF) is very good. Our school has really good communication with parents and most of our parents are happy. Sometimes, there are communication breakdowns but they are handled swiftly and well. The teachers are always open and pleased to see the parents and eager to accept help. If there is a problem, it seems to be communicated and resolved quickly.
- The policies for establishing attendance zones in CCISD are a sham. At best, recent changes may help mold Clear Lake, Webster, League City, Friendswood, and Pasadena into one large Southeast Houston powerblock, destroying the smaller community relationships in the process. Convenient for politicians, it weakens the social network of neighbors, families, and friends and could increase challenges to attending or completing school. At worst, redistricting is being used to segregate socio-economic populations. I fear the latter is the true motive of changes.
- The Community Partnership Program is very successful in CCISD. The Clear Creek Foundation makes grants available for teachers to promote programs for student success. Without the community and business volunteer efforts and financial support, the district would not have all of the resources it has benefited from.
- The District Office of Public Information is not promptly responsive to requests for information. At the Budget Meeting prior to board approving current budget and tax rate, the board president asked that I direct my requests to the Office of Public Information. I sent an email, and had no response after two weeks. I then filed a formal request under the Open Records Act through the district website. After two more weeks, I got a response that the information I requested was not routinely generated, and they were putting together an estimate for how much it will cost me for them to generate it. Now two weeks later (6 weeks into request), I have had no further contact from the district.
- The district encourages parental involvement and tries to promote business-school partnerships. However, with all of the legal consideration, it takes a long time to get people (volunteers) and programs approved. At the high school level, parents are informed of meetings through PTA newsletters and notices posted on the school property.
- Clear Lake Intermediate keeps the parents informed on everything that goes on with my children.

- While I am generally pleased with the district, I don't understand why there are continuous fundraisers and constant nickel and dimes being asked from parents daily. Let's reanalyze where the money are going.
- I believe the schools do a good job at distributing communications home to the parents, although I do feel that the major issues such as boundaries, class size and bussing should be discussed at much greater detail and include more community involvement.
- Our district does many great things to get involvement and participation by all segments of the community. The Community Partnerships office in our district does an outstanding job. At my work location, we have volunteers who go out work time to a local school to provide one-on-one tutoring to elementary level students. So, the community involvement is not just about money, but it is also about people giving of their time and their kindness to help children. The Community Partnership office also sponsors Career Days for students to go out and spend a day at local businesses and at industry locations. This is fabulous not only for the kids but also for the employees to be involved. The district has also in recent years conducted Facility Review Committees consisting of approximately 50 citizens to get input on facilities, maintenance and growth plans for the district. I've seen how this works and have had the privilege of taking part in it and must say that it is a fantastic process for citizen participation in setting the direction for our district.
- I think more money should be spent on communication from CCISD administration to the taxpayers. CCISD administration has a plan/goal that matches the community, but the community can't see it. Before the last bond was proposed, the tax rate was decreased with the intent of showing the taxpayers that CCISD was aware that taxpayers don't like to pass bonds because it costs money, and that lowering the tax rate would encourage people to support the bond since their tax burden had been somewhat relieved. That message didn't get to the taxpayers. Instead, taxpayers were furious-how mismanaged are our money handlers that they lower taxes one year, but don't have enough money to make ends meet, so they have a bond the next year to cover expenses from last revenue from the tax decrease?
- CCISD is great at encouraging and supporting community involvement.
- Communications to parents and the community has improved, but needs to expand. Communication is exceptional when it is time to pass a bond issuance but not near the same level at other times.
- Overall, I feel that CCISD does an excellent job of encouraging parental involvement. It is my firm belief that a school can only be better with parents involved. The amount of work that the PTA and

other parent volunteers out into making the schools better is a big plus for this district. I am pleased at how the schools through the campus improvement committees have both parent and community representation.

- As a parent, I have found that CCISD really does value parent input. The district strives to include community and parent participation in all decision-making through CIIC, DEIC, boundary committees, etc. I feel that my voice is heard more here than in any other district I've been involved with. There is continuous emphasis on school community partnerships.
- It seems that there could be more encouragement and support of business-school partnership in the district, especially with the number of industries there are in the area. It seems that individuals support the schools (perhaps as reps from their companies), but you do not hear as much about actual business-school arrangements that would work to enhance the education of students.
- I think it is wonderful to be in a school where parental involvement is so strongly encouraged and appreciated, as it is at Hyde Elementary. You feel a part of the "family" from the very first year your child attends. I have never felt anything other than welcome as I enter the doors at Hyde.
- I am pleased to be a part of Hyde parent involvement, a part of the PTA and part of Hyde family. We have a great school filled with great teachers, staff and a great principal.
- I wish we could have continuous education as parents regarding our kids' education. I would participate in conferences, seminars, and whatever helps me raise my kids.
- I think that the district has done an outstanding job of involving the community.
- Community involvement is an outstanding service, above and beyond working with organizations and the public as a whole, willing to go to whatever means to get involved and assist in any manner they are able. Hyde is a great family. There is nowhere else I would like my children educated.
- CCISD has done very well in the area of community involvement. They rent the schools to churches and allow local and council PTA's to function and work with them. This helps the parents want to be more involved and in turn the children take pride in the schools. I have felt welcomed at Hyde and Clear Creek High School. Both schools have staff that is willing to help parents and answer questions.
- Hyde elementary school has such a wonderful open door policy for parental involvement. As a parent, I feel very welcomed to share my interests and talents with the teachers and they are very receptive to receive help from me. It's a positive atmosphere and

shows the children how important school is to their parents. The children benefit so much from it.

- I have been impressed with the community outreach programs which have invited community leaders to come to the schools on a school day to learn more about areas of academic accomplishments and creative pursuits to make the learning experience more well known across the community.
- There is less parental involvement that I would like to see. This is the parents' responsibility. The district actively encourages parental participation but all too often it seems that the parents are too busy with other things. I think that there is too much emphasis on sports outside of school rather than in school. The school does an excellent job of trying to communicate, but we are all too busy to listen and pay attention.
- Ferguson encourages parental involvement. I always feel welcome when on campus. The principal is open to our opinions and concerns. She has always been gracious with money received from our business volunteer program.
- School district encourages community involvement. The administration seems to have a good relationship with Space Center Rotary and Clear Lake Area Economic Development Foundation. I would like to see better communication between company/business leaders when they transfer large numbers of families in to the Clear Creek schools. Large numbers of children are added at the beginning of school and the district never seems to prepare/calculate these numbers, which results in last minute transfers of teachers = low teacher morale, angry/distrustful parents. I would like to see more opportunities for two-way communication between the administration, board and parents. I feel the administration sees the parents as the weak link, because the superintendent's speaker's bureau targets business and community organizations, but not the parents. In August, the school district did set parent involvement as a goal. I want to see some specific ways they plan to implement this goal. I'm not sure if all school staff/teachers are adequately trained to work with parents and volunteers.
- During a recent CCISD election, I was very dismayed as to the way things were handled. A lot of money was paid to poll workers during the times of early voting. Voters were given quite a length of time to vote early and there were not that many who took advantage of it. On Election Day, there were many more poll workers that had to be hired to do the job as needed/required by law. A district committee did study the election process and did answer the questions put before it but the questions/concerns that many poll workers had were not addressed. There should be way to save money in this area. Working more closely with each city and

county could cut school district costs during elections. If the state is going to require that certain rules be followed according to law then the state should see that the district be given the funds to carry out these requirements. Again, we can't afford it. These funds should go into the education of our children.

- E-mail and early open houses are wonderful for establishing teamwork between parents and teachers. It is also heartwarming to see teamwork between teachers throughout the school. Seabrook Intermediate fosters faculty teamwork by having Faculty vs. Student basketball games. All ages and sizes participate as best they can.
- Block scheduling works well for athletics and many electives, but not for most academics. Significant time is lost toward the end of math classes when the students act brain dead toward the subject. One "block" class is not equivalent to two "traditional" classes. However, block is somewhat less tiring on teachers since they have half as many classes per day. Teachers generally don't get two lessons worth of attention per day from the students, so often a lesson is given and the rest of the time is spent on homework. Much instructional time is lost.
- The only contact between school and parents is a phone call to inform the parent that their child has missed one or more periods that day, unless there is a problem.
- CCISD has an excellent tour programs called ACT to inform parents of various programs offered to students.
- Schools should try to recruit parents/volunteers to build a nature center, a garden, orchard, playground, or outside reading center.
- PTA is poorly run. There are no educational programs, just fund raising programs. Money is spent on aesthetic rather than educational improvement.
- Parents are not encouraged to be on campus. If they are, they are never there. Campus is always a ghost town.
- Business and parents community relations are poor. There is no warmth or sense of community closeness like some of the other districts I have been to.
- The school staff does a superior job communicating with parents and addressing needs and concerns in a timely fashion. The school is welcoming to parents and volunteers. This really helps me to feel like an important part of my child's education.

Appendix A

PUBLIC FORUMS AND FOCUS GROUP COMMENTS

FACILITIES USE AND MANAGEMENT

- District tries to save money by building fewer, but larger schools. The larger environment is not a positive one for most students. It results in less participation; fewer kids are able to play ball, cheerlead, or be on a chess team. Then kids do not feel on "affiliation" with the school and more prone to "at-risk" behavior such as dropping out.
- I have been pleased with the way the school is maintained, but the restrooms should be cleaned during the day.
- I have great concerns about the severe overcrowding facing our intermediate and high school students within this year and continuing to worsen over the next several years.(i.e., Brookside Intermediate will be at 156 percent over capacity next year rising to over 200 percent in three years.
- Utilize facility for more after school programs. Give kids a good, safe place for socializing.
- With a community that is growing, why does CCISD wait until a school is at 150 percent before land is sought to build another school. New subdivisions are popping up but not new schools. Why can't we anticipate future growth instead of always playing catch up?
- Our students often voice concerns over the unclean restrooms in the high school. Could they be checked more often during the day?
- There is overcrowding in the hall and general school setting.
- I believe the district needs to distribute the students equally among the school. Brookside is very overcrowded compared to the other junior high schools. The district needs to come up with a plan to solve this. I am very concerned because my child will be going there soon.
- Schools are overcrowded. Clear Lake side of freeway is planned for before Friendswood side. Friendswood side is busting before anything is done.
- Wedgewood needs to buy another copier.
- Why is the copier always broke at Landolt? It's absurd to have only one copier on a campus. Even if that campus is housing 1.5 schools.
- Where is building maintenance? My wife still has ceiling tiles missing from where the roof leaked two years ago that haven't been replaced. Light bulbs are not changed for weeks. Also, why is there a fire ant colony in my wife's classroom? After requesting

that someone come out to Landolt to take care of the problem, a maintenance official came to her classroom and told her that there was nothing that could be done. But he did say, he would have the janitor vacuum them up. Like that's going to help. The school has a severe termite problem also.

- Aren't portables also called "temporary buildings?" If we aren't using them because we are over capacity, why not send them back? At Wedgewood Elementary, we brought in two portables last year. We had many kids leave because of the new school. Now, the dyslexia and ESL teachers are out there. I pass empty school rooms each day. These teachers could move inside. These portables are an eye sore that I must see each day, especially since I live near the school.
- CCISD Board of Trustees and superintendents build schools they don't need. I think they accept every recommendation that the consultant gives them. I also think that they build too many schools because they enjoy seeing their name on a plaque at the entrance of the school.
- Each year, the district goes through re-districting policies. Each year after the re-districting, we still have schools filled to limits and some campuses half empty. Something is wrong with this picture.
- The district needs to properly check all facilities and buildings for air quality using more than one testing company. Records showing high absenteeism of students and staff due to health issues need to be studied and data graphed, then the results publicized. Remediation by professional companies and EPA recommendations must be taken more seriously on all campuses and buildings.
- The district does not provide the public (or trustees as far as I know) with a balance sheet showing the status of bond money. We need a report showing the beginning amount and the projected versus actual costs for projects promised in the bond elections. This report should also show the interest received from bonds sold. I don't know how the district can even make decisions without this information. Also, the district does not have a systematic method for prioritizing priority maintenance.
- As a third year parent at Wedgewood Elementary, I am most disturbed at the attitude of the administration concerning the building use. We are treated like lower class trespassers who have no interests in the school. My son is a precious asset, and his education is a high priority. Why can't we feel like we can use this building, which we pay for, for community and enrichment activities such as odyssey of the mind, boy scouts, or whatever clubs or activities to help our children grow? This school has

consistently been rude, exclusive and insulting. I had hoped for a better experience.

- Other school districts allow school clubs to meet in the building after-hours. For example, Friendswood ISD has Odyssey of the Mind and a running club for grades K-5. At Wedgewood Elementary, the school is not available for such uses. According to the principal, the district policy requires her to charge \$15 an hour for student groups to use the school. This is unfeasible for groups like Cub Scouts, Odyssey of the Mind, etc. How can the school be part of the community if it bars the doors to the building?
- I have two children that attend Clear Creek schools. We have had a positive experience in Clear Creek Schools. I have been generally pleased in most all aspects of the school system.
- Elementary schools need more soap in each pod.
- Don't know if we have employed all the wrong people for the last 5 years, but this are a needs major help.
- Inside CLHS and ABE, the custodial is very good. On a district level, our planning and maintenance is a nightmare. Major maintenance and repairs are needed everywhere.
- I feel lucky to have new schools and an excellent plan for maintenance.
- It does not seem as though the planning for new schools works out very well. It seems as though a new school is open and then it is immediately over-crowded, portable classrooms are needed, and students continue to be shifted around thereby disrupting their education. Managing the process for planning, building and populating new schools seems need to be improved.
- Custodial services and maintenance has been a top priority at Hyde. I have had numerous events or meetings at Hyde and have had nothing but great things to say. It is wonderful.
- Before we issue more bonds for more schools, we need to take a look at the upkeep of some of the campuses. We are in need of a new high school. Clear Creek is run down and needs to have several repairs. I would like to know why the Clear Creek School District does not build more two-story schools?
- The staff of Bay Elementary has done the very best job of keeping their school. It is very clean and looks like fun place to learn.
- Why do we continuously give building projects to Architects who promise deadlines they can't make?
- The facilities planning are excellent. We need to pass bond issues to enable us to catch up with the burgeoning demand. The quality of our building overall is good and I feel that we are catching up on a lot of deferred maintenance that was a result of a very destructive element in a taxpayer group and a school board that tried to ignore reality and therefore set the district back many years.

- My main concerns for this district are the management of the plans that are accepted and have not been completely thought through. I think there has been a lot of waste in money spent going back to a project to add or correct a mistake that should not have occurred in the first place.
- CCHS is a strong educational district that is experiencing tremendous growth that was not planned. They had very poor planning in maintenance of existing facilities, therefore, have "double the trouble" in expenses to key up with the necessary changes that need to be met. I am very uncertain how they are going to maintain State standards, especially when you have 37 students in a classroom. The ratio they claim of 16 to 1 doesn't exist at the intermediate or high school level.
- Some schools are crowded and some are under occupied. The facilities department does an excellent job maintaining the facilities.
- Our elementary school is so crowded. There is a gush of children getting out of the building at dismissal time. Our school (a new one) opened with higher than anticipated attendance, while our former elementary school has much lower attendance. It would be helpful to have an enrollment deadline for certain schools (once they approach their expected attendance for the upcoming school year) to avoid the problem of last minute registrations that contribute to overcrowded schools.
- This year, at the elementary level, our area underwent a major shuffle of children to equalize the areas and schools. Now, most of the elementary schools are over capacity and one is clearly and significantly under capacity. Now, the newest school already has portable buildings.
- Terrible conditions have existed in the boy's locker rooms at Clear Lake High School.
- The maintenance issues are directly proportional to the State funding. As the buildings age, repairs are needed but the funds are not available. Some children are in schools with leaky roofs, mold concerns and outdated flooring and walls.
- If the school cannot adequately and cost-effectively be repaired, then start over. The building is in terrible disrepair and the parking is unacceptable. If CCISD needs another high school, then built it.
- If more money were spent ahead, we'd save money later. Buy quality A/C units instead of what the budget allows. They are more energy efficient and last longer. Put sloped roofs in buildings. It is incredible how many buildings leak. Buy land ahead.
- Facility personnel need to plan for future use of buildings and ongoing maintenance needs to be in place.
- I'm very happy to see the new facilities and the improvements on the existing facilities. I would like to see better planning on facility

sizing. We seem to outgrow the new facilities as soon as the buildings are completed. Parking space should also be an important consideration when building the new facilities.

- Facility planning has been poor for CCISD. New school that has portables is unacceptable.
- The district has faced many challenges regarding facilities not the least of which has been the rapid growth of population. Several new schools have had to be built to keep pace with this growth. In 1994, an important bond election was defeated and since then the district has had to play "catch up" with funding this growth. Some of our existing facilities could use some renovation, but when so much of our financial resources have to be put into new school construction, it becomes very difficult to balance that with funding maintenance of existing facilities. In spite of this, the school board and administration has done a good job attending to the needs of existing facilities. We need help at the State level to provide additional funding.
- The flooding in band room and water in instruments is ridiculous. The smell when you walk in the building is unbelievable.
- Whenever there is a school function, the parking space is very difficult to come by. The lot is very small and then street parking makes driving difficult in some areas. Accidents are more likely to happen when there is not enough space. Because of the high parent involvement, there should be enough parking available.
- North Pointe Elementary School needs more parking spaces so that parents or visitors to the school do not have to park in fire lanes or on the streets throughout the subdivisions. Also, the recent boundary changes to North Pointe did not have its desired effects. By removing Bay Oaks from North Pointe, we were supposed to drop enrollment by about 100 students. This has not happened. Our enrollment is only down by about 25 students from last year. All we have accomplished is increasing the number of low-income, low-learning students to the campus, which decreases the possibility of higher, more detailed learning from higher-learning students. This is very evident in the classrooms when the teachers have to spend more time correcting or trying to get the low-learning children to participate.
- Clear Lake Intermediate is one of the cleanest schools I have seen.
- CCISD redraws school boundaries way too frequently. Children living in apartments are used as "chips" to provide "economic" balance among the schools. The net effect is to destroy the community school principal and to create havoc for the apartment children each school year. Schools like Brookwood become very overcrowded as these moves are made.

- Our elementary school is very well maintained even though it is one of the oldest. Maintenance is excellent and the school has always seemed very clean and "kid-friendly."
- Our school has always been well taken care of except that we still have a leaky roof and need updated traffic signs. Day-to-day maintenance is handled well.
- CCISD has done a very poor job in planning of facilities. The neighborhoods exist for a while even though some new construction is being done. Falcon Pass Elementary was built when an elementary was not needed. The district has said that was due to not having enough land sites to choose from. However, if proper planning had been done when the neighborhoods were being built, this would not have been a problem. Now, we are moving away from having neighborhood schools, which hurts volunteerism, school loyalty and increased costs such as busing.
- Building capacity is always downplayed. Portables in a new school are just unacceptable.
- Our school district is very large and because of this we have many children. Many of these children are sitting in classes with more than 35 students in each classroom. Many 5th grade classes on our elementary campuses have 30 or more students in each classroom. These classroom sizes are not only much too large for the students to learn and be attentive, but in many cases the teachers have a hard time just controlling a classroom with that many students. This results in unfair learning conditions for both the teacher and the students. I realize the state has regulations regarding the number of students per classroom, but we are being unfair to our children and teachers when it takes more time to discipline and control the students. The students end up with very little time spent on learning the curriculum this way.
- CCISD is very proactive in providing lower teacher/pupil ratios. They do this by building new schools to alleviate overcrowding. One example of this is the new Go forth Elementary School in League City. This school has reduced class sizes at Hyde Elementary, Ferguson Elementary and League City Elementary.
- CCISD did not plan well for the future, however, as we do not have enough intermediate schools, high schools and elementary schools on the east side of 45. All of the above schools are overcrowded. Space Center Intermediate was already overcrowded by the time it was completed. Brookwood Elementary is overcrowded even though supposedly we went through redistricting to relieve the situation at some elementary schools.
- Landolt Elementary and Brookside Intermediate schools do not have adequate parking for parents to participate in school activities. Landolt is a neighborhood school and under normal circumstances parents could allow their children to walk to school.

Regrettably, Landolt children have to cross a busy intersection to get to school. Parents are not comfortable allowing their children to cross this intersection without supervision.

- I have concerns that CCISD has made decisions for far too many years not to adequately fund maintenance with its M & O budget. There is reliance on bond issues being passed to routinely paint schools and perform other routine maintenance. This means our schools are always in disrepair. You only need to look at Clear Creek High School or Clear Lake High School to see the need for maintenance.
- We pass bonds but there is no room in the M & O budget to supply the staff needed to spend bond funds in a timely manner. There are repairs that have been waiting for 5 years or more because we are limited in how much we can spend every summer due to staff and time constraints.
- Explosive growth in the area resulted in a significantly overcrowded elementary school. A new school was built to relieve overcrowding. However, when it came time to re-zoning, the school board chose to listen to the wishes of a special interest group of homeowners and elected a plan that resulted in the older school remaining at over capacity. Those of us that live within walking distance of the school had no voice in the hearing, since our children were not being re-zoned. The school remains overcrowded and traffic problems continue to plague the area. As a result, on rainy days, children who live within 2 blocks of the school have to wait for up to 1/2 an hour to get picked up.
- The following relates to mold exposure:
 - During school year 2002, my son in room #4 immediately started exhibiting symptoms of mold exposure. I knew the symptoms because my own home had been remediated. Teacher confirmed my suspicions. She informs me that she had been begging them to do something about it. The solution that came back to her was to change classrooms.
 - School year 2002-2003 teacher in room #4 exchanges rooms with teacher from room #6 because she does not want to be exposed to the mold in room #4. My concern is the unsuspecting 22 children currently in room #4 being exposed to unhealthful air-quality.
 - Teacher who previously occupied room #4 was constantly sick while teaching at Ed White. Has been spoken with, no longer sick since she no longer works at Ed White.
 - Determined that work needed to be done on air conditioning system in room #4. Workers came in while children were out of the room for one hour. Then did the same the following day, but did not bother to clean up their mess each day, instead did all up at end of the job one week

later. Thereby, spreading mold spores through out the classroom, and exposing the children to health risks.

- School year 2002 my daughter exhibits symptoms of mold exposure in room #2.
- School year 1999-2000 mold on the back wall of room #35. Wall just painted over (twice) to cover up mold.
- Summer of 2001 hall wall across from room # 10 and #12 had black mold. Mario just washed it down.
- December 2002 mold visibly growing on wall in room #8. Wall just washed down and painted over.
- Teacher in room # 37 congested all school year and clears up during summer months. April of 2002 had lung collapse due to severe bronchitis, missed 1 month of school. Fall of 2002 sick again.
- After my insistence of having the school tested for mold, room #34 found to have unacceptable levels of mold in classroom. All other rooms tested feel just below the acceptable range. Only 5 classrooms were tested. And the ones that were tested were not necessarily the ones most at risk.
- Numerous parents have commented on the bronchial illness of their children (too numerous to go over)
- Summer of 2002 so much moisture in the school that the doors are swollen and stick in room #12 and in bathroom across hall.
- When teachers from room #34 and #32 return to their classrooms after the summer break, the carpet is wet due to extreme moisture. The pages of books are sticking together, and posters and displays are ruined due to moisture.
- Rooms # 12 and #35 must move their bookcases away from the wall each Friday, or the books start molding over the weekend.
- Sept 2002 5 roof leaks in room #12, leaks in kiln area of art lab room #39 on (opposite side of school) and room #37.
- School year 2001-2002 construction work done on the back of the stage area. As my husband walked by, he noticed moldy sheet rock being removed. He asked the contractors about this and they said they had seen quite a bit of this. Especially at bathroom where they had removed door. My husband then went to dumpster where there was even more evidence of mold.
- Ceiling tiles are constantly being changed due to water leaks, either from the A/C system or chronic roof leaks.
- Olson family actively involved in mold related problems dating back to 1988. (Yes 14 years ago)

- Family in the neighborhood pulled their now 16 year old son at second grade out of Ed White due to mold (9 years ago).
 - Room #13 ceiling caved in due to roof leak. Ceiling tiles changed weekly.
- Most other local elementaries are over crowded. CCISD's solution is to re-zone some of those students to Ed White. The HUD Projects on Repsdorff will add to an additional 200 to 300 students to Ed White. Our school is already over crowded. For example P.E. for many of the classes must be conducted in the cafeteria. Tables must be picked up after breakfast, and then put out again for lunch. After lunch, they are then picked up again for afternoon classes. This wastes a lot of manpower at the school
- Years of chronic roof and air conditioning leaks up at the school, we believe have caused the building to become unhealthy. In the last few years, roof leaks have become so bad, that in many areas CCISD has chosen to patch patches. Leaks in many rooms caused damage and disrupted classes. Last year part of the ceiling fell in on room #13. Stained ceiling tiles (from water) are replaced weekly. Mold has been witnessed in numerous areas by teachers and parents. Again the district has chosen to patch the leaks and clean the walls and floors. Two years ago one teacher was hospitalized for Asthma Attacks (caused by the unhealthy condition of her room). CCISD's solution was to change the room she is in and subject a new teacher and unsuspecting students to the old unsafe room. Even very basic and unsophisticated air testing revealed unacceptable conditions in numerous rooms. After more than a year of trying to work with CCISD on these health issues, the Health Department was called. CCISD's response was to quickly replace all stained ceiling tiles, paint, and clean up any other unhealthy looking areas. CCISD refused to let parents be involved during the Health Departments inspection.
- For health reasons, in public buildings A/C systems should be turned up at night and lowered during the day. This is not being done due to lack of electrical technology available in our building. Also of concern, if we want our children to have the most up to date information, they must have access to the latest technology; this is not available to our students.
- Daily, there are near misses between children and cars. All but one of El Lago's City Council considers this not a problem. Their solution is for parents to let their children ride their bike or walk. Not only is this not going to help on rainy or cold days, but again this is not addressing the real problem as we expose our children to many risks (accidents or abductions on the way to or from school.)

Appendix A

PUBLIC FORUMS AND FOCUS GROUP COMMENTS

ASSETS AND RISK MANAGEMENT

- The health insurance cost is constantly rising with little or no help of additional financial assistance from the State. The quality of care is getting more and more "hi and bye." The doctors don't care to spend any time with you as the patient. The State can do a lot more to help the Districts financially and just better quality care.
- The Health Insurance Plan A is a fair plan. Hopefully, when the new policy starts in January, the plan will still be affordable. The district has done a good job with this plan over the years.
- I hear CCISD is taking away all options on an HMO-why? I think that we should at least have two to choose from.
- CCISD runs a tight asset and risk management department. Stringent guidelines are required for purchasing equipment.
- Auditing at the local district level is huge waste of taxpayer money and in my opinion is not focused on where the real problem exists.
- In the past, CCISD has tried to issue bonds to cover operating expenses. This is a poor policy as bonds should only be issued for capital improvements.
- CCISD tries extremely hard to provide the best health insurance possible, but due to the rise in costs, all insurance will be going up drastically. Isn't there something that could be done through the State that could give teachers affordable insurance coverage?
- Teachers should be the people who make the most money in this economy. They are the ones who are forming our children while they are at school.
- Management should try investing more in teachers' salaries and benefits.
- I think that the asset and risk management has been well handled for the most part. The health insurance dilemma is very unfortunate and I know is difficult to handle. I do feel that this is an area that needs to look at quality and reasonable care as being important.
- The tax rate is too high, but the rewards are good schools where students are prepared for the future.
- First of all, the tax rate is way too high. With house appraisal values going up every year, they still think they need more money. They need to cut out a lot of spending starting with reducing administrative personnel and reducing the salary paid their superintendent.

- Secondly, they like many other schools have been asked to do more than what "school" was set up to do. They should not be asked to provide services and functions that parents, social service groups, or other agencies provide. Schools should teach kids willing to learn. They should not be the source of food, special medical treatment, or other "special" needs people want them to provide. Every taxpayer should not have to pay for kids who have medical or physical problems. The cost of providing special discipline schools that house kids not willing to behave and learn should be paid by the parents of those kids attending. Other kids willing to learn and taught by their parents how to behave should not be penalized.
- Thirdly, the entire state of Texas concept on financing schools has to change. Taxpayers in school districts should not be made to finance other districts. Consolidation of small schools should be forced and schools should be forced to utilize "user" fees so that only those kids involved in an activity should pay for it. Way too much money is spent on uniforms, transportation, supplies, etc. for things such as band, choir, sports, and other extra curricular activities. Parents of kids participating in these activities should pay a "user fee" if they want their kids to participate versus all taxpayers footing the bill for a select group.

Appendix A

PUBLIC FORUMS AND FOCUS GROUP COMMENTS

FINANCIAL MANAGEMENT

- The district is incredibly inequitable in what it provides schools west of IH-45 (the "poor" side) versus the areas east of IH-45. Even the school boundary committee gives short shift to the growing, expanding outlying areas. The school board responds to the most vocal complainers. There is no attempt to allocate limited resources in an equitable manner.
- It's hard for Clear Brook to get support from surrounding businesses, as our location is not really in a city. The district should help more.
- I don't understand where the district spends the money. It seems we pay much more taxes than PISD but can't afford much. Is the money being mismanaged?
- We need more accountability when spending. Internal controls should be tightened. Budgets should be scrutinized by all financial management.
- School taxes are constantly rising. If the money from the state government was delivered like it should, then the expenses the school taxes are often used for can be better utilized.
- Where is the money going? There seems to be a problem, guess it is good you are investigating.
- School taxes are capped. Homestead is being taken away. Where is the money? School taxes are higher than surrounding school districts.
- Why do we pay so much in taxes and are always told our district is broke? Is this hearsay or a reality? If it is broke, why? CCISD homeowners pay their taxes. Why do we keep hearing about how broke CCISD is? Is the Robinhood plan failing us?
- School taxes are very high in CCISD. I understand the need for funds. It's a shame that few schools have outside support from local industries. Some areas are overlooked when funds are distributed. This area is foreign to most of us.
- Investigate where school taxes are going. I am not for raising taxes, however, I would not like to see extracurricular activities cut from schools because our children would be out on the streets looking for things to occupy their time and that could mean trouble. These activities keep our children whole responsible and out of trouble. My daughter is in drill team and pals and her friends are in Latin Band. They are wholesome kids because of these programs. Do not cut programs.

- Block scheduling is a very expensive schedule to implement because it requires more teachers. Teacher salaries are the largest category in the entire school budget so even small changes have a big impact. In the 2000/2001 school years, over \$40 million were spent on teacher salaries for grades 6 through 12. At this time, all CCISD schools have adopted AB block schedule. This means that teachers teach six courses and students take eight courses (4 on A day and 4 on B day). For a traditional 1-7 schedule, the teachers teach 6 courses and the students take 7 courses. If you compare the number of teachers needed for the AB block schedule with the number needed for the traditional 1-7 schedule, you will see that 14 percent more teacher are needed. We could keep class sizes the same and actually cut staff by on average 14 percent. Even saving 10 percent of \$30 million is \$3 million. The other costly part of block occurs when athletic coaches and students are "double blocked" which means that the students attend that athletic period daily, for two class periods. This means a coach doesn't get to teach very many academic classes. For example, a coach may spend 1st and 5th period with varsity athletes, then the JV coach and the varsity coach are with the JV students, then two planning periods. This results in a coach only teaching 2 or 3 academic courses with block. This would be 4 with traditional.
- The school district cannot account for all the money it spends. The State of Texas needs to have a CPA adult doing their books to make sure that it meets standard accounting method and that the public can have access to them. It would be nice to have them on the Internet. Also, the State of Texas needs to publicly reprimand the former superintendent and school board if mismanagement has been found. The voter needs to be aware of mismanagement.
- My taxes are too high. I think the CCISD area is on the edge of a real estate crash. If interest rate increase to about 10 percent or higher, CCISD area will have a real estate meltdown.
- Every institution should be accountable for its operations. If we are paying thousands of dollars in taxes to the schools, we sure need to know how those monies are managed.
- We have voted and passed bonds for new schools to be built in the area. The taxes we pay are one of the highest. Our area continues to grow, but our schools are having the budgets cut. Art, Music, and the principals overall budget are cut. For one of the richest districts, I cannot understand how a school (Art teacher) is to operate with a budget of \$600.00 for the year with an enrollment of 635 students. This forces the P.E. and Art department, along with the Library to hold yearly fundraisers. In turn, another tax on the parents. Fundraiser for clubs is a different area.
- It seems as though I need my checkbook out every week to write another check for a fundraiser that is needed because money is not

going to the individual schools. Teachers are shelling out enormous amount of their own money to purchase classroom supplies.

- I feel our district is doing a fine job with what monies we have, considering our largest land area is NASA, which is not taxable. Over 12 years ago, our school board was made up of "good old boys," they did nothing about purchasing land for the future growth of this district. Now, in 2002, we are caught with rapid growth, no land to put schools on (that is reasonably priced) and no money to build the schools. Also, during the "good old boy" period, maintenance was not an issue. We now have dilapidating facilities and no money to fix or maintain.
- Being very involved with reviewing our need for money, this district is in very bad shape. They do not have money budgeted to fix major health issues.
- I am satisfied with the way CCISD manages its funds. The district is quite frugal when compared with other like districts. We have lived in several school districts and CCISD is the most fiscally responsible in my experience. Budgets seem to be very "child centered," and that is the right priority.
- Now is the time for the State of Texas to face up to the problem created by the "Robin Hood" school financing arrangement. It's not working and everyone knows it. The State Legislature, as well as the Governor and his executive team need to make school financing reform a top priority. I hear a lot of dissatisfaction with the way it's working now.
- Given the history of funding levels, it seems imperative that the State reviews its formula for participation in our schools. Over the past several years, our district has been in a growth phase and it appears that the current funding rules do not allow adequate additional funds to support these growth costs. Though bonds are issued for local support, none is coming from the State level to help out. I would like to encourage the Comptroller's Office to review current funding mechanisms to allow for State support to schools in a growth phase. Our future is our children and if we do not show them the State care enough to participate in their funding issues, then that is a very poor example to set. Fiscal/financial responsibilities must be addressed.
- I think that the district has done an exceptional job of managing the finances of the district. It is quite unfortunate in my opinion that the financial constraint that Clear Creek, as well as districts throughout the State are suffering have resulted in a greatly increased burden on the teachers that want to serve their students to the best of their abilities. This has resulted in teachers having to purchase many of their own supplies and books, which I feel is unjust and makes it hard to compete for top quality teachers.

- Notice of school taxes on the rise and budget cuts on area campuses seem to be of concern.
- Overall, I think the school district does pretty good with the resources that it has to work with. But I think the district could improve on its long-term planning.
- A new State funding system needs to be developed or else our district and many others will be facing a financial catastrophe in coming years. By my observation, our district is doing an admirable job with financial management and does excellent work in forecasting and proactively planning for the future with community development.
- Administration staff at the district level is a little top-heavy. If several positions were dissolved, more money could go to teachers.
- In 2001 tax year, taxes increased 13 percent on the average Clear Lake home. In the 2002 tax year, the average Clear Lake taxes increased 11.7 percent. Taxes increased 25 percent in two years and CCISD still has a declining budget reserve. They are driving the district into a financial hole though per student income is up from \$5,164 to \$6,251, 21.4 percent in one year.
- CCISD has long-term budget problem. In the last two years, the average house in Clear Lake has seen its taxes go from \$1,561 to \$1,988. Still, the reserve continues to fall toward total obliteration.
- CCISD approves 3.5 percent pay increases despite a 1.7 percent inflation rate, a declining reserve, a need to levy even greater tax increases, and true financial hardship placed in Clear Lake families.
- Budget constraints make it difficult for our school to meet the needs of our very diverse population.
- Internal audit should be done. Find out how expensive block schedule is. Not to mention, less classroom hours. If a teacher is absent, most substitutes do not teach, so two days are lost. First week of classes are a joke-too many schedule changes because of poor programs. Why are we on block? We did not approve this, it was directed to the schools.
- CCISD operates under a credit card mentality. Prior to the spring elections, the CCISD board approved a 3.5 percent raise for all employees. The tax increase to pay for this did not happen until August. This misleads the voting public.
- Budget constraints and rules and regulations make it a lengthy process for schools to purchase needed supplies. The elementary schools receive the least amount per child. We spend the majority of funds on older children.
- The process by which CCISD increases pay in March before the elections for its employees and then levies the taxes in August fails the "funny looks test."

- CCISD does not disclose the full budget and make it available to taxpayers prior to budget approval.
- Our elementary school spends less per student than the district average per child.
- There is an obvious problem with financial management in CCISD. I'm not sure where the money is going but it is not always going where it directly benefits the children. Several schools were cut back this year to only have part-time assistant principals. This directly impacts our children. Whenever we have had a part-time assistant principal in the past, most parents and children did not even know the person.
- In an area of Texas where the standard of living is so high and people actually care about the quality of their children's education, it is beyond belief that CCISD would ever be in a deficit. Clear out the old board and select an overseeing committee and spend our money wisely.
- Budget process allows for little or no community input. The board holds poorly advertised budget workshops. Community members can attend but they cannot speak during the meeting. I guess you can write to board members after the fact and give comments but then there is no 2-way communication. Also, the board members have access to lots of information in a packet. The visitors can't follow the conversation without this information. Other school districts from committees that include a requirement for community members who are full-pledged committee members. I think this would allow the budget process to benefit from a broader range of backgrounds and perspectives.
- Our teachers work so hard and compared to administration make so little. Yet there have been meetings letting teachers know how tight the budget is and how many items must be cut. I feel this is a rich district that pays high property taxes. Yet, the more taxes we have for the schools, the further the state budget is cut. Therefore, conscientious teachers buy what they need out of their own pocket, which really reduces their salary. Somehow, it doesn't seem fair.
- If money is so tight, why are all the secondary schools on block scheduling? The district has to staff for eight courses for each student at the high school. That gives the students 32 credits in four years, plus what they may have completed in middle school. They only need 24 to graduate under the recommended plan. Also, the teachers teach 3 of 4 blocks each day, leaving most of the classrooms unused 25 percent of each day. This is expensive.
- The district is managing their funds but the State's support for education is too low. School districts need more State financial support.
- Academic class sizes are too large. We need to find a way to either hire more teachers or reduce the number of courses students take.

- As a taxpayer, I am outraged by the unfair "Robin Hood Laws" now in effect. It is obvious that the homeowners/businesses in a certain district should pay taxes to the district that serves them and no other. I wonder if the lawmakers who support this know or even care about the devastating burden this puts on a fast growing district like CCISD. Since State laws already favor developers, a swarm of developers have descended upon our district selling homes as fast as they can build them. They not only have no obligation to provide land for the necessary schools but also no obligation to reserve/sell any to the district. Then, all these new homeowners begin paying taxes to CCISD, and the State of Texas promptly takes most of it away. This leaves CCISD's existing tax basis to come up with more money to buy rare parcels at a premium price from developers to build schools for as many students as the developers can send them. Furthermore, they must do it before the students and any additional tax basis arrives so that the schools are in place to accommodate the flood (not that we'd get to keep any of the additional tax basis anyways.) The State of Texas has created an impossible scenario for "rich" districts like CCISD, which, as a result, is going broke.
- We are very concerned about the school financing system currently used in the State of Texas. It seems clear that the state is not stepping up to its responsibilities or shouldering its share of paying for our educational system. We understand the need for equity across the state, but the current system is not working by any stretch of the imagination.
- One way to reduce expenses in Clear Creek ISD is to better regulate the air conditioning. Many of our students wear sweaters and jackets to school because their classrooms are kept so cold during the fall and spring months.
- CCISD should not eliminate or reduce the budget for the gifted and talented program.
- Our travel money and author money has already been cut forcing us to raise money to bring guest speakers to our children and pay out of pocket for state association trips. I now only attend when TLA is hosted in Houston.
- I think CCISD spends way too much money on things that could be reduced or made into "user fee" activities. This school district has become way too overloaded with non-teaching personnel. Their planning has proven to be terrible, as brand new schools already need temporary building to house students when they are opened. This school district has paid their superintendent an outrageous salary, thank goodness he has retired, that shows they are more concerned about lining the pockets of their administrators than they are about rewarding good teachers and cutting costs as needed.

Appendix A

PUBLIC FORUMS AND FOCUS GROUP COMMENTS

PURCHASING AND CONTRACT MANAGEMENT

- I love that my child is able to keep some of his textbooks at home and that they have "classroom copies." Backpacks get too heavy and this helps alleviate sore backs and forgotten books to do homework.
- Why aren't reading workbooks being provided at Landolt elementary like they were last year? Teachers were told that the district would provide them as long as the textbook was being used. This caused teachers to allow students to use the workbooks issued last year. This year, the teachers have been told that they aren't getting anymore. Well, all the books from last year aren't in usable condition. Again, someone is doing a very poor job using my tax money.
- Why aren't teachers at Landolt Elementary being allowed only a certain number of copies? Why are they being told that they will have to pay for copies over that amount from their own pockets? I will not allow my spouse to spend one cent on copy paper that CCISD can't or won't budget for properly. I've been paying over \$2,000 a year in taxes to CCISD. I think someone is doing a very poor job. I've been a purchasing agent for over 15 years and I can buy paper cheaper than CCISD seems to be able to.
- Today, a teacher told me she had looked over her order form and catalogs and found an item she wanted to buy. Her comment was that she could have bought the item \$15.00 cheaper at Office Max, but could only use three selected vendors. What happened to saving our tax dollars? If the teacher knows that, why couldn't she request the lower priced vendor?
- The purchasing department is easy to work with. Always clear on bid specification and works within legal compliance. Works well with vendors and always states clearly what is expected.
- We are currently on contract with the Clear Creek District. We were awarded the bid a couple of years ago. There were tough requirements like financial and otherwise but very fair and open. We have found this district very fair, open, honest, and works hard at good partnerships with vendors. The Purchasing Department has set high expectations for both the school needs and the budget needs, but due to the honest practices and partnership relationship, it encourages going that extra mile. We know we have to keep working hard to maintain this.

- The district budget is not adequate for purchasing new resources like textbooks. Unfortunately, once something is bought it lives with us forever. The current materials we have are outdated and useless but that's what we get so we supplement using our own resources.
- It has been a godsend to have a set of books at home and a set of books at school.
- The district's purchasing effort had been well managed. The cooperative system seems to be quite effective when it comes to utilities, etc.
- The competitive bid process has been well managed and has resulted in substantial savings to the district.
- In purchasing large equipment, the process should be less of an inconvenience.
- My children receive several consumable workbooks that go along with texts each year. The literature books and workbooks don't get used. The math workbook for middle school didn't get used at all. This seems like a waste. The teachers do a good job of choosing novels without a literature book.
- Because of purchasing constraints and policies, schools can't always purchase what they need at the lowest or best price. I realize that it is an accountability problem, but I feel a lot of unnecessary expense is incurred because of this. The teachers need to be heard on this matter.
- Don't get new adoption textbooks when they are not needed. This could save money for items needed by individual schools for more teachers to reduce size, for aids to help teachers, etc.
- There are too many chiefs and not enough Indians in the budget department.
- The schools are bound by restrictions from which they can purchase. We need access to more vendors to meet students' needs.
- There is only one copier per school. At Wedgewood, the copier frequently breaks down and it's very stressful.
- My daughter is taking Algebra II this year and was informed that there will be no book. This is not the first year/class this has happened, but the school district found the money to install an elevator in the press box at the baseball field.

Appendix A

PUBLIC FORUMS AND FOCUS GROUP COMMENTS

FOOD SERVICE

- Cut out the free meal program. This is a waste of money-mine that could be used to purchase necessary supplies. Parents need to take responsibility for supplying their child with nutritional needs-quit allowing them to slough on the responsibilities. I feel my child before school everyday with oatmeal and milk-very inexpensive.
- Change machines should be put in the Wedgewood Elementary cafeteria. One day, I only had a dollar bill with me and my son wanted a coke from the machine. I happened to be eating with him this day. He warned me that the light was on. The machine would only take exact change and it was 50 cents. I wasn't allowed to get change. A change machine would keep the busy cashiers from having to work harder.
- There is absolutely no excuse for my son having to eat in the dark. The cafeteria monitors at Wedgewood Elementary turn the lights out and leave them out for five minutes (or more) at a time. Is it the kids' fault that 250 or more students are shoved in the huge room (high ceilings and no carpet)? Anytime you have this, it will be loud. Flicker the lights, have a different system such as a stop light (when it turns red, we want quiet), but by no means should the kids have the lights turned off 4 or 5 times for a 30 minute lunch period.
- At Wedgewood Elementary, to save money, the cashiers were cut to one this year. The school is so huge that when the lunch line gets bogged down, the upper grades lose recess as their lunchtime is delayed.
- The district fails to give the large schools the extra staff/support/equipment that they need just because a campus has more classrooms doesn't mean it can educate all the kids zoned there.
- Whoever is in charge of food services should be required to eat this stuff daily without exception and to feed it to their children. Would their parents eat this stuff?
- I would like to comment on the quality of food our district provides. From what our family has experienced, we have been very satisfied. Thanks to all those who contribute to this effort.
- Based on the time period that the student has been enrolled, the quality of the food is satisfactory. Attention should be placed on ensuring hot meals when appropriately served.
- The food and service is better than years ago, but it still have a long way to go. My children don't buy the food because the quality

is not the best (i.e. undercook food and the quality of products used to cook the food is often in question). The appearance is also not very enticing at times.

- Being the mother of an only child, I innocently thought the food in a cafeteria of a school would be home cooked and nutritious meals. I was appalled to find almost totally frozen foods heated up (sometimes cold to the touch) rather than a hearty meal. More so, to serve doughnuts and cinnamon rolls as an excuse for breakfast seemed a joke (no wonder so many children are medicated to keep them still in class.) I attended a small country school, which probably had a pitiful budget comparatively, and we ate hot meals with real food that we liked everyday. I don't know the technical issues involved here, but I know that it is possible to serve good meals to our kids.
- I would like to see better quality food in the cafeteria-healthier and tastier and not so greasy.
- Considering what cafeteria is given to feed our children, they do the best they can. It is a shame that staffs are being cut so short. The ladies are working on overload. This could be a safety issue when employees are being left alone to complete their jobs.
- School cafeteria lines are too long and it takes most of lunch period to get the students food.
- My kids go to elementary school and I do feel that their choices for food are not the best. Hamburgers and pizza everyday should not be in the menu.
- I frequently share lunch at school with my children. I usually buy lunch and enjoy most everything I sample. My daughter has learned from tasting my lunches that she likes more things than she thought. The food is good, but I'm disappointed that they do not serve baked potatoes as an entrée anymore. I would like to see a better way of communicating to the parents the balance on my child's account. My son had carryover from last year and I'm not sure what is. Who do I contact? I also did not receive information on how to send in a payment, how to stop my child from using the account for snacks and just general information on how the system works.
- I do like the fact that at Ferguson, there is the option of a fruit plate. Are salad bars an option?
- I am concerned about the quality of food served in the CCISD school systems. I have children in three different schools here. Before we moved to Texas two years ago my children always ate in the cafeteria at their schools. Since we moved to League City, one now refuses to eat in the cafeteria and the other two reluctantly eat in the cafeteria due to the high fat foods offered and the choices left by the time their late lunch period is served. The few times I have eaten in the school cafeteria, I could barely stomach what I

was served. Grilled cheese sandwiches were warmed so much that the bread was hard and crunchy and the cheese was like rubber.

The pizza's cheese was rubbery also on another occasion.

Vegetables have little to no seasonings and are bland. At League City Intermediate, someone dictates when each table is allowed to get in line to be served and my child complains quite often of having only a few minutes to eat by the time she finally gets her food due to his procedures and the long lines.

- The food at our school really tastes bad but we have good coke and snack machines to back it up. I think we should be able to go off campus to eat lunch, or have restaurants (like in the mall) in the cafeteria. But as far as prices they could be lower, but it's ok. We have great systems on the computers for buying the food, with our pin numbers and pictures. I think the food is not that nutritional because it's so greasy and it doesn't have flavor.
- School lunches are way too short! We don't have enough workers or they just don't work fast enough because the lines get backed up and our 30 minute lunches are wasted. To get 15 pieces of chicken cost \$2.75 and you have two minutes to eat it. You end up having only three pieces of food before you have to throw the rest away and get to class and if you're tardy three times from lunch, you get a D-hall.
- I think the food quality could be improved and I am concerned with the new food service providing a variety of snacks in our lunchrooms.
- I wish that our lunches were at least an hour long because we have really long lines to get food and you're in the line half of your lunch period. By the time you sit down you either have 10 minutes or less to eat or you're not hungry anymore. We should also have more register ladies because there aren't enough and they take forever.
- One of my children eats lunch at 10:30 a.m. and the other at 12:30 p.m. My youngest eats very early in the morning and is starving at the end of the day. My other child complains that her stomach hurts because she is so hungry waiting to go to lunch at 12:30 p.m. I think that snacks should be allowed and mandatory. That is really hard for a child to focus on schoolwork when they are hungry.
- The quality of the food has been greatly improved since last year. It is actually hot when the children receive the food. Not real thrilled with the pin number at first. But this year seems to be a better understanding from the "parents" and children of how the system is suppose to work. It is nice that children don't have to carry money and run the risk of loosing it and parents are able to limit the snacks their children eat.
- Overall, the quality of food and the cafeteria facilities is good. My only objection is the presence of so many non-healthy snacks (e.g.,

Little Debbie cakes) on the elementary level. I realize that it is impossible to avoid such things but perhaps a reduction of availability could be looked into.

- My son ate at school last year, but this year, he says the food isn't as good.
- I feel that the food service needs improvement. As a product of outsourcing, I am most concerned that everything is disposable. I think that this is a terrible example to set for our students. Reuse of dishes and utensils should be mandatory. We need to quit polluting our environment and I feel that washing dishes is not too much to ask. This is an area that I think was better served by the district's internal operation.
- How are school menus planned? Who makes the decisions on what should be served? Why can't parents help plan the menu calendar along with the staff?
- Cafeteria service is well run and professional, the food is prepared well and priced reasonably.
- Cafeteria service is well run and professional. The food is prepared well and priced reasonably.
- These ladies do a great job with all of the government regulations they are forced to adhere to.
- Cafeteria facilities and equipment are adequate. The food at the elementary level is horrible and expensive at intermediate. LC Elementary could use more trays. When the last of the children come through the lines, they are being served food on wet trays.
- We have great food. It's always the right temperature and tastes great. Our vending machines seriously need work.
- At McWhirter Elementary, the food service department has worked conjunctly with the school to be able to provide every student a free breakfast that is nutritionally balanced everyday.
- Contract food quality at Brookwood Elementary is very poor. The food tends toward high fat entrees with cheap quality food items.
- Food should not be served as leftovers, especially salads. It is many times rotten.
- I would like to see an improvement on the type of food being served. The food items seem to have a high fat content. I would like my child to have hot, well-balanced, nutritional lunch.
- I like the varieties they have to choose from but I don't like the new pin number system. My kids tell me that the liens are too long now and half the time, they don't have time to eat their lunch so they would rather make their lunches.
- Most of the time, my children bring their lunches because of the cost of school lunches. However, they usually buy once a week. They enjoy the varieties and choices given and have "favorites." I especially appreciate the days when fruit salads, chef salads, and baked potatoes are included.

- The cafeteria quality of food is mediocre at least in the intermediate level. There is too much fried food and there are not decent vegetables. The amount given to a teacher is the same they give to a child but teacher pays more. The prices for all are outrageous.
- Is there any way to have a larger group of volunteers in the lunchroom at Brookwood Elementary? The school provides all the proper choices apparently, but has no control over how much, or which, items are actually eaten and mostly thrown away. I realize there is not too much that can be forcefully done, but how about suggestions and someone watching so they (the kids) think it can be enforced.
- Food service is not able to serve food in a timely manner. They expect small children to enter pin numbers, make their selections, and hurry through the line. The food appears tasty, but looks are deceiving.
- The quality of the food at Ed White needs improvement. The children can hardly stand it, my child dislikes it so much that she gets herself up early to pack a lunch. I've even heard her say there were chucks in her milk, in other words, it was spoiled. It would be nice to see some improvement in the quality of food.
- I am not pleased with the computerized entering of lunch purchases.
- Can CCISD enforce more of vegetables, less oil fried food, little different varieties instead of nuggets, pizza, or burgers all the time.
- I think food service works well at our school. The only complaint I have is that breadsticks should not be a meal.
- School lunches are too expensive. The average family cannot afford to buy lunches everyday or for that matter, even once or twice per week.
- Concerning food service, the company decided to take away the second cash register. Every day, the lunch line is behind schedule because of the vendor.
- At lunchroom, monitors turn the lights off on kids when it is too loud. Isn't that dangerous? Who are these monitors? The schools said that by law, teachers were not allowed in the lunchroom. Yet, teachers get a 50 minute free period at another time of the day. Why are they not covering lunch duty? What do lunch monitors cost?
- The children in CCISD receive 30 minutes for lunch. The children at Brookside Intermediate and Clear Brook High School have to wait in line to receive their food for the 30 minutes and then do not have time to eat. Both lunchrooms are not preparing enough food for the children. My son waited in line to receive the last of the food to realize another kid behind him would go without, so he divided his food with the other child.

Appendix A

PUBLIC FORUMS AND FOCUS GROUP COMMENTS

TRANSPORTATION

- Transportation to Wedgewood and Brookside is getting better this year. In past years, I have been very pleased with the bus services. This year got off a shaky start. They seem to have worked out most of their kinks, though and we are satisfied.
- Parking for parents visiting, picking up, dropping off is horrible. There are about 20 parking spaces for parents. Open houses, PTA meetings, first and last days of school, parties, field trips are just a few examples of when the excess parking would be nice.
- There are no buses with A/C. We cannot afford them. If a parent does not want their little darling baby to have to sweat, then they can drive them to school.
- Communication with the bus barn/buses in the past has worked well. However, there is no communication with the school after the students are dismissed.
- My fourth grader catches a bus at 7:35 a.m. to get to school by 8:15 a.m. The school is 3.7 miles from our house. We consider ourselves lucky, which goes to show how low our expectations are. The Transportation Department is voicemail only and never returns calls.
- I would like to praise CCISD Transportation Department. As a parent who works outside the home, I have to rely on the bus service our district provides. My children have not had a bad experience yet. Keep up the good work.
- I have encountered lack of communication with the transportation department. There is no code of ethics or regulations available to the parents. When there has been a problem, there is no guideline available to parents.
- We would like to commend the bus services that are provided. Also, the effort and planning to adjust (add more buses) when needed. Planning was excellent based on new subdivision/new homes.
- Bus drivers need an effective way to communicate to parents.
- Buses for the magnet schools are vital for their success. With working parents and the Wave and Seabrook distances, it is almost impossible to deliver these kids at a reasonable time.
- The Webster WAVE program finally received another bus. This has greatly improved safety for the kids this year.

- Bus safety is a must. There's no end to what we can do for the safety of our children. There seems to be good maintenance program for the buses. Bus routing has definitely improved.
- School buses in my subdivision take over an hour for the students to arrive home.
- Two years in a row, there has been an unruly child on my son's bus. Both years, I have had to argue with transportation to have the child disciplined.
- I am impressed overall with the busing system. I have one child who goes to the WAVE program at Webster Intermediate. Although we are not in the regular zone of attendance, the district's effort to bus these types of students is laudable.
- Why are school children riding three to a seat on the school buses? Why are school buses not equipped with seat belts? What is the seating capacity on school buses?
- I would like to have more information about people in charge of governing schools and I would like to be given the chance to participate more in this aspect of education.
- I think that the transportation system is well run and that the equipment is well maintained. With the growth of the district, we need to expose our capabilities both with added busses and increase facilities to handle the maintenance and upkeep.
- I have no complaints about transportation. Even more, I think we are very well served and assisted at all times.
- I think with the number of kids we have, the buses are doing a great job.
- If there is an area that we can save money in, let's look hard at the cost and benefit of operating buses.
- Buses running on time. Not real convenient when early, but understand it happens. Bus safety on my daughter's bus has greatly improved this year.
- Buses should not drop children so far from the house. Children have to walk from busy intersections to their homes (for instance, Lofty Mountain and Clear Lake City).
- The buses are too crowded with junior high students sitting three to a seat.
- Bus drivers are doing a good job of getting us there in one piece but it's all at sporadic times and we end up having to wait in the mornings or we end up missing the bus.
- Spanish speaking drivers are needed on bilingual routes.
- Transportation does the best they can with limited funding.
- I am very happy that the district is providing transportation to and from the Webster campus from the students' home intermediate school.
- Is it true that re-routing is a choice the board members make depending on where they want their child to attend?

- CCISD should consider safety/seatbelts for all buses. Riding at speeds in excess of 35+ mph is extremely dangerous.
- I would like to see school buses pick up and drop off on major streets, like Space Center Boulevard.
- I have no problem with routing or maintenance, but as far as safety, well my child's bus was involved in an accident last year and we were not contacted. I do not think it is right. We put our children's lives in the hands of these people everyday and we have no way of knowing when something is wrong. Sometimes, the bus can be up to 30 minutes late and never an explanation.
- A little but more organization is required in sending kids for different kind of bus lines, like daycare buses and school buses.
- I would strongly encourage the administration to be on top of all traffic violations of school bus drivers (both on and off the job.) On one field trip, the bus in front of us was stopped and ticketed for speeding through a school zone. This is unacceptable.
- I think the bus system at the Intermediate level works well. However, it appears that the bus policies (handed out at the beginning of the year) are not being followed by the bus drivers. I'm sure they are busy driving and cannot enforce the no profanity, no horse play rules. If they are basically not being enforced, for example, the children are being allowed to continue riding the bus, why print the rules?
- I think to much money is being spent on busing. Bay Forest subdivision has buses even though the reason that neighborhood was moved out of Armand Bayou and into the new school (Falcon Pass Elementary) was due to proximity. Also, there are students that pass several elementary schools on the way to the school they are zoned to.
- There is still a lot of improvement that could occur in the WAVE bus system. We've suffered through years of inconvenient schedules and locations.
- The bus situation is very unsafe. Students are required to stand because there are not enough seats on the bus. There are no seat belts, no fog lights and in a state where a parent can be cited for leaving a child in a heated car, our buses have no air conditioning.

Appendix A

PUBLIC FORUMS AND FOCUS GROUP COMMENTS

SAFETY AND SECURITY

- Something needs to be done about "students with discipline problems" being allowed to stay in the regular classroom. Students who are ready "to learn" must be put on "hold", while the teacher does her best to control the discipline problems. This is not fair to the "good" students. Safety is always an issue on each campus. Everything must be done to protect each child from harm.
- Many times, I have witnessed classrooms being watched by parents while the teacher is off in another part of the building. I feel this is irresponsible behavior and having the teacher in the next room watch the class while the other teacher stands in line at a copier is not adequate.
- Wedgewood Elementary has very dedicated teachers who are on duty to see that children are safe at dismissal. There are many aides who have "car duty" each day, therefore familiar with the students and who picks them up. I feel that safety is very much a priority with our schools. My children seem to be safe at school. There are many programs in the schools that foster safety.
- I have no issues with standardized dress codes. I believe that it adds a degree of respect to all students (a more equal view of one another.)
- Our elementary schools do not let parents into the building to pick up or drop off kids. There is no check of who is picking up a kid-how is that safe? It's faster for the schools to just push the kids out the door, but why pretend this is for the students' safety?
- The "special needs" kids are being allowed free run of the classroom. The whole class has to slow down to their level which leave a room full of bored children, which causes more disruption, thus little is learned at the end of the day.
- This year has been very difficult regarding the safety of our children. We would like to see the district implement tighter security measures in all schools. Perhaps there could be officers rotating schools for added security.
- I would like to see the security tighten just a bit more. This year is tighter than last year, but I would like to see it taken up another notch or two.
- The school administration has abdicated responsibility (for discipline) to the liaison officers, resulting in consequences far greater than the behavior. There is inconsistent enforcement throughout the district because the CCISD Code of Conduct is not

being followed. Serious consequences-AEP placement and expulsions should be handled centrally. Unfair treatment can result in students unnecessarily losing high school credits, not able to participate in extracurricular, etc. The district in extracurricular, etc. The district pays \$700,000+ (cars and police-with more to come)-where is the accountability?

- While relations with local law enforcement school representatives may be good, what happened to principals and parents disciplining the students. Get the legal system out of the schools. Make alternative education more of an alternative-expand Clear View or similar services.
- Wedgewood Elementary has a policy that parents cannot be in the halls after 8:15 a.m. or before 3:15 p.m. The reason often quoted is that an unauthorized parent picked up a child from class last year. The solution is to lock out mothers with small children in the heat. The children still come outside at 3:15 p.m. unattended and could be picked up by anyone. What have we accomplished? A lot of angry parents and no more safety at all. Wedgewood needs to learn that their second most important assets are the parents.
- Wedgewood staff makes safety a priority. I feel my children are safe and secure. I appreciate all that the staff does to make my children safe so that they can get the education that they are there for.
- Overall, we are pleased. The system is as good as the students who adhere or break the rules. As parents, we have been pleased with our students' progress and safety at school.
- Threats of violence and actual violence are occurring on school buses at the elementary level with next to no discipline to the offenders.
- Shortly after the schools dismiss the students, the office is closed to calls from parents. If a student does not arrive home from the bus, there is only the bus barn to call. This has been a common practice in several schools. A student could become missing (not even get on the bus) and a parent may not know it for 1.5 hours. By this time, the school cannot be contacted. This situation has happened to me several times. So, I know it must be a problem that does happen.
- Students' discipline policies are very inadequate and in most part ineffective. Most students-in fact all students know that they can do just about anything and get away with it. The laws in place are not promising for good quality education.
- I feel the teachers are ineffective with the discipline procedures they are allowed, especially with special needs children.
- Student discipline needs to be stronger. My daughter has had a great experience at Brookside.

- I am so pleased that CCISD has an agreement with Galveston County Sheriff's Department. I feel better knowing that liaison officers are available at a moment's notice.
- Every school has a comprehensive crisis management plan. Teachers and students are trained in the plan and have drills. I feel that my child is quite safe at school.
- The most unsafe practice I've witnessed since moving to Texas is the car line. Moving cars move up to a spot to pick up their children, while children are walking next to and between cars. One little trip from a child would result in a terrible accident. I don't understand why another method cannot be thought up or why can't children walk to parked car.
- There is a need to have a paid crossing guard at all schools. At North Pointe, they have the P.E. teachers. When I have substituted there and worked at crossing the children, I had almost been hit by cars several times during this time. It is a dangerous place for children and parents to stand during morning rush hour.
- I believe discipline policies must be stricter. Students need to know from early age about authority. At the same time, parents must participate through continuous programs offered in schools.
- I have been in CCISD for 3 years now and have been pleased with the security at our schools. During 9/11 last year, I was not concerned with leaving my children at school.
- My concern is at Hyde. There are no fences around the playground and there are several cul-de-sacs that are too close. Anybody could snatch one of the kids.
- I feel my children are safe on their campus. I love that the League City Police Department is in the school with the DARE program.
- Hyde has gone above and beyond. Always willing to address parent concerns and willing to listen and react.
- My comment has to do with the cell phone issue. It is great that cell phones are allowed on school campus for emergency use only. One problem-how can students receive emergency messages if the phones have to be turned off? Right now is one of those times that emergency calls will be made. I find it to be a very important issue. And I, and my mother think that it is best that cell phones are left on during school for emergencies but left on vibrate.
- Clear Creek High School needs more security and lighting, particularly at night. Kids sometimes ride skateboards and bikes through here at night. Three sets of keys are missing. Some things have started to be missing from the classrooms.
- I would like to see more security at all levels of CCISD. I have walked right into my children's school during school and no one stopped me or asked who I was. It is scary to think anyone could walk in a school and no one asks you any questions.

- Hyde Elementary School addressed the issue of intruders to the school. I was impressed to hear of the procedure the principal implemented called a lock-down. If there were to be an intruder, he would make an announcement. The teachers immediately lock their doors, gather the students in a corner not visible to the door and turn off the lights. The teacher slides a green card under the door to say the room is safe. She has a flashlight and stays with the students to reassure them and quietly read to them until an all clear is given. I am happy that the staff is prepared if such a situation were to happen.
- Why is there not security at all levels in the CCISD? On campuses that are staffed with security, why are most offices not located near the main entrance?
- As there is no such thing as 100 percent safety and security, I feel the elementary school my child attends does as good a job as possible. Having the office right at the entrance is a positive thing. Relations with local law enforcement seem to be on good footing as far as I can see. Fortunately, I have never had to deal with discipline policies but what is in my place seems reasonable and fair.
- I think that the district does very well with the situation. Unfortunately, the lack of discipline and commitment on the part of the parents is of the greatest concern. With the lack of respect for authority and the prosperity to file a lawsuit for the slightest provocation, I don't know what more the district can do.
- I am more worried with the junior high school campuses. The bullying between students is a real concern. Not to mention the threats. Teachers often turn the other way. In one case, the teacher was doing the bullying. We need adults around the children that will model the behavior that they expect from the children. If not, then students and teachers need to be held accountable for their actions.
- Clearview High School is our alternative high school and they produce wonderful young adults. We own our own business and employ many of these students over the years.
- We have excellent guards at our school and I always feel safe but sometimes, we're sheltered. We can't eat outside anymore and we can't go to our lockers unless we have a pass from a teacher saying we need our books for the day.
- I don't have any major safety concerns about my child during school hours.
- The security at our elementary school has significantly improved over the past several years. Every year, I have seen new security measures and procedures implemented which give me confidence in leaving my children there. The principal, staff, and teachers also seem to be able to provide a good balance between security and openness to parents.

- I think our children are very safe in our school especially with the installation of the second set of doors that make people enter the office first. Also, our principal and staff work hard to see that our children are protected. The only safety concern I have is the need for crossing guards.
- I feel that discipline is way too hard for first time offenders.
- There doesn't seem to be the same rules and regulations for all children. Serious disciplinary actions are being given for what seem to be very minor offenses.
- Many disruptive children are often left in my children's classroom at the expense of all of the other children. An alternative program for children with behavioral concerns but not special education should be offered for long-term success for the students.
- Local law enforcement and liaison officers have really helped to make CCISD schools a safe place for students and staff.
- My child has had trouble in the middle school bathroom with older kids. He has been pushed against the wall and threatened.
- Safety and security of students is still relatively low. Virtually anyone can sign in, get a visitor pass and proceed unescorted to do as they please.
- The district has a crisis plan in place for our children. There are no surveillance cameras in the schools. When there is situation or bad weather, there are not adequate phone lines in the elementary school.
- The district has taken every precaution to keep non-school personnel of campus or at least very visible. Visitors are required to sign in and wear badges and access to the doors is limited after school hours have started.
- I am concerned about the pick-up and drop-off of students who attend Falcon Pass Elementary-many parents park on Moon Rock and Fairwind in the Bay Forest Subdivision so that their children can walk across the footbridge to the school. Many parents park on these streets and use private driveways for turning around. There is a lot of pedestrian traffic in this area, and it is not designated as a car-rider pick-up/drop-off point. Drivers have been instructed to pick-up and drop-off at the driveway on Falcon Pass, but many still continue to use the neighborhood streets. (Please note that this area has not been designated a school zone yet.) This issue has been brought to the attention of the principal, but so far nothing has improved.
- There should be better security in the locker rooms of both boys and girls to prevent theft and bullying.
- Undercover and preventive resources should be employed if they are not already to be proactive rather than reactive.
- Clear Lake High School has reached the point where it is under Martial Law. The disciplinary procedures are extreme.

- There seems to be a problem at Clear Creek High School that has been apparent for at least ten years. Outside "E" building, students gather and will not allow other students to pass in order to get to their next classes. I am told that the police liaison officers are present, but make no attempt to dissuade the situation.
- Discipline is not fair or equitable at Clear Creek High School. If the reputation of a teacher is questioned, the students is dismissed from this teachers area of teaching altogether, and the student suffers, but not all students involved are treated equally.

Appendix A

PUBLIC FORUMS AND FOCUS GROUP COMMENTS

COMPUTERS AND TECHNOLOGY

- More technology needs are at the intermediate and high schools. Require more technology classes for the teachers. Give them time to take classes (use subs) so that they don't feel stretched beyond their bonds.
- Technology at the elementary schools (North Pointe) is nonexistent. Computer was taken out of the block schedule, but we still retain a computer teacher. Why not use that salary for teaching or use those funds to better educate the teachers so that they may better instruct the children.
- Elementary have enormous computer labs and computers in every room. These computers are not being utilized, especially in the lower grades. Put them in the grades that can use them.
- There are three iMacs in a classroom at Landolt. Why are all three broken and unusable? The teacher has had a work order request in for three months since mid-summer to get them fixed but to no avail. The computer technology instructor on campus won't even discuss the subject, she says she's a "facilitator" not an "instructor."
- Teachers need to use schoolnotes.com. Friendswood mandates that teachers keep their schoolnotes updated. This can be used as a tool by the students and parents. Insist that all teachers' use and keep their schoolnotes site updated!
- Computers and technology must be supported by all. Our society is becoming totally dependent on these fields. At the elementary level, computer teachers are being taken out of the computer classrooms-this is a step backwards-regular classroom teachers are not equipped to teach the students the skills they will need. As many computers that can be distributed to each campus is a "must." Also, campuses need printers that are working. Most printers are on overload so maybe more need to be out on the campuses.
- Please put a second copier at Wedgewood so that volunteers don't spend their entire day waiting to do their work. It doesn't have to be an extra fancy one-just an alternative.
- I would like to see adequate computers and printers in each classroom. I understand that this is not possible at all schools due to the age and capability of the schools. The district should spend the money to bring all schools up to the standards necessary.
- Schoolnotes.com is a good resource. The district needs to keep encouraging its use.

- In the elementary school (North Pointe), the teachers are mostly "technologically challenged." The kids are not being allowed any productive computer time.
- The iMacs are garbage.
- Previous technology teachers have generally been useless. Hiring standards for this position should be set.
- The district has done some really good things, like website info, on-line grades (coming soon), and telephone messages to parents.
- Recommend more classes and hands-on opportunities. Everyone needs computer skills and with enough skills, jobs are available.
- I like the level of technology in our child's class. The teacher is instructing using LCD screens, digital cameras and computers. Her website helps us stay in touch with the class. E-mail is a great form of communication that she uses.
- The intermediate schools are requiring "Exploring Technology" courses that are very easy and unproven to be effective. It is expensive to provide these resources; especially dubious to require the course for students who are already capable of all skills presented in the class. Why not pre-test and only require the class for students lacking in computer skills.
- Computer hardware needs to be standardized for what is commonly found in the workplace. Apple computers don't cut it. My wife is a teacher and has three different computers in her class. Very confusing.
- I think it is ridiculous that funding is being phased out for computer educators (like at Ferguson Elementary) because they want the classroom teachers to "integrate" computers into the classroom. I strongly feel that computer technology classes need to be kept at all schools, as well as having computers use integrate into the classrooms. It seems that without technology classes for the kids to learn the software, the regular classroom teachers will spend too much time trying to help kids figure out the software, thus wasting the precious time that could be spent using the computers to learn and broaden the scope of learning in the academic classes. If teachers are trying to teach subject matter and content they should not be expected to have the burden of teaching computer skills also. With computer use as widespread in the business world today, it is imperative that our children have this as part of their education in order to be competitive in the real world.
- We feel pretty lucky that the district has the resources to expose our kids to technology. Academics are not our concern. We want to focus more in the social aspect of teaching.
- We are in the process of building a Control Tech-Center. I like the services that it will provide and it will give us a distance learning ability that we don't have now. Do you agree that is a good program?

- We need computer lab back in the block rotation in elementary schools. Our children are missing out not having this continually reinforced by experts in the field (instead of relying on occasional use by classroom teachers.)
- My daughter is learning more and more in computer class and is able to bring the information home and use it.
- At least on the elementary and intermediate level, I think CCISD is doing good in preparing children in the proper usage of computers.
- Computers are the future. My daughter is in Ferguson Elementary and the block rotation this year does not include computers. Instead, she is getting double physical education. The expense has been incurred to purchase computers already and two professionals have been hired to teach the course, however, none of the third grade will get computer unless their classroom teachers teach it. These teachers are not trained in this area and would do an insufficient job of teaching a course they do not know well. Please see that all students get computer taught to them by a well-trained staff. Otherwise, we are wasting our money on the equipment.
- I feel that technology is very far below what it should be for a district at this size and in the shadow of NASA, one of the most technologically oriented and advanced operations in existence. I feel that this is a matter that voters must support. The district has no choice if there is not a sufficient budget. Unfortunately, the ones that suffer from this the most are those who cannot afford computers in their homes. Possibly, the fact that so many residents have computers actually makes matter worse. We need technology for those who are disadvantaged.
- The computer labs are well taken care of. They are up-to-date and provide the children with excellent skills.
- I am pleased that both my daughters have had access to "cutting edge" technology and have had excellent instruction in computer skills through CCISD. The district technology curriculum is rigorous and does a great job of preparing students for the future.
- For the district living in the space area, we are so far behind other districts. One of our high schools doesn't even have enough electrical updates to plug any other computers. They are sitting in boxes at the school.
- On the elementary level, we are lacking in technology. We need newer technology system and better books.
- My children have learned a lot about computers and the things they can do with them through the teachers at Clear Lake Intermediate.
- The schools need to invest in more computer resources and have more educational opportunity for the children.
- We need to be doing more. We live in a high tech area (NASA) and our school district doesn't reflect it.

- More money should be spent to get books in computers to eliminate the need to carry 25-40 pounds backpacks home every night. If you look at the posture and gait of our children, you will see a serious health risk.
- The decision that the district made to reduce or eliminate the computer infrastructure and now it falls on their homeroom teacher to perform these duties. I'm not sure if the students will now have quality computer instruction.
- The elimination of computer teachers at Brookwood Elementary is a huge mistake. The one skill our children must learn in order to work and exist in the world is computer literacy. My child can do well in life not coloring a picture, but will struggle if computer illiterate. I don't feel the classroom teachers have been properly trained to lead a computer class. They also are being pulled away from their already challenging curriculum.
- The district finds it hard to recruit and retain qualified teachers in computer technology because of the vast difference in salary between the public education sector and the business world. Staff does receive some training in technology, but most of the training and workshop has to be paid for by the individual.
- CCISD has done an awesome job acquiring grants and bond money to put computers in the classrooms. The staff development opportunities are vast. Integration of technology into elementary classrooms still needs improvements.
- The computers and technology department services our district with a can-do attitude.
- I like the new concept of requiring all teachers to become computer literate and utilize technology in their teaching. This way, they can model and demonstrate applicable technology throughout the school day, not just "computer time."
- CCISD is in the process of eliminating the computers and technology instructors in favor of the classroom teachers teaching the material. The classroom teachers will be unable to maintain the LANs and computers. They are running the computer and technology section into trouble.
- I'm having trouble using the district's computer and technology resources. Moving files between MACS and IBM can really be a problem. Please hold some "parent training classes" about the computer resources and how our students should be using them.
- The district has done a good job keeping pace with the rapidly changing world of computer technology. The board and administrators have obtained input and involvement of local community leaders and experts in identifying IT improvement options. This will always be a moving target and I would encourage our administrators to stay on this track and leverage this technology to the utmost. I appreciate that the district is listening to

local experts in this realm especially since we are located where so many scientists and engineers live and work.

- I think the district is making a major mistake regarding computers and technology in the coming year. The computer instructors should not be eliminated and replaced by the classroom teachers. Our teachers have enough to do in learning what curriculum and special children's needs are necessary without dealing with a classroom of computers. Cut costs elsewhere.
- The introduction of the new scheduling software is an example of the incompetence in the computer area of CCISD. After carefully selecting the new software, the decision was made to train some employees but apparently a bare minimum were trained. Then, no one ran a beta-test with data to work out the kinks. In August, the high school barely pulled together a master schedule and didn't have schedules ready on the Friday before school began on Monday (except for freshmen who did get them on Thursday). They must have been "hot off the press" because there were many errors. They also failed to "link" Fall and Spring classes. A simple input was overlooked. So, many students switch to new teachers for the same year-long course in the Spring. I think they should re-run the program and attempt to keep more students with the same teacher.
- Removing the computer class from block scheduling made some students very unhappy.
- We finally have a technology teacher at our school (CLCE) and it wonderful. The children are able to learn to use many things. We have a 5th grade teacher whose class last year did a PowerPoint presentation about them and it was amazing. We do not, however, have a scanner that is compatible with any of our computers.
- Websites are poorly managed. Surely, parents can volunteer to manage websites. This issue is severely overlooked. Email and Internet connection should serve as a primary method of communicating with students and parents.
- CCISD website is very informative. I would like to see updates from the superintendent on the website, as well as an e-mail for the superintendent and board members. I would like to see as much effort spent on the individual school websites. The Wedgewood website is not current due to a staff shortage.
- We have funded technology through bonds but there is no additional support staff to see that the technology is fully used or maintained. We do outsource some maintenance of technology but there is inadequate in house staff to provide adequate support for hardware or software.
- Our business software is outdated and I believe it is cost effective to spend the money to upgrade as we will be able to do more with less staff. There was a good argument made for spending money to

replace the inadequate telephone system in CCISD as this would pay for itself in less than 4 years (I think it was 4) with cost savings on trunk lines. The Board of Trustees refused to spend the cash out of bond interest.

- As a result of a state law, the children no longer have a computer time. While having experienced (i.e - over 40 years old) teachers is beneficial to the children in a lot of areas, the children desperately need time in the computer lab with a computer literate person. Both of my children this year have experienced teachers that know very little about the computer. Both teachers have let the children on the computer, but no assistance is given - hence no additional skills are being acquired.
- Technology in CCISD needs to continue to grow, with a focus to the integration of technology with the curriculum. In order to continue this growth, it is my opinion that the Technology Applications teachers at the elementary level need to continue in their roles as instructors for teachers and students. The current job description for these teachers calls for their jobs to be dissolved in 2004. This should not happen and is not an area where the Clear Creek schools should cut back. We need to give our students the opportunity to compete with others in technology. Starting at the elementary level, we should devote our time and money to those programs that provide our children with the best chance to succeed and be competitive with other Texas students. It is my opinion that we should make technology a primary focus by continuing with Technology teachers at the elementary level.

Appendix B

PARENT SURVEY RESULTS

(Written/Self-Administered)
(n=258)

The review team received survey responses from 258 parents of students of CCISD. This data was used to get a better sense of the perceptions and issues confronting the district. It was also used to supplement the work of the focus groups and public forum.

PART A: DEMOGRAPHIC DATA

1. Gender (Optional)	Male	Female			
		20%	80%		
2. Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other
		77%	1%	10%	9% 3%
3. How long have you lived in Clear Creek ISD?		0-5 years	6-10 years	11 years or more	
		26%	29%	45%	
4. Pre-Kindergarten	Fourth Grade	Ninth Grade			
	3%	14%	15%		
	Kindergarten	Fifth Grade	Tenth Grade		
	9%	14%	14%		
	First Grade	Sixth Grade	Eleventh Grade		
	11%	14%	13%		
	Second Grade	Seventh Grade	Twelfth Grade		
	12%	14%	12%		
	Third Grade	Eighth Grade			
14%	17%				

PART B: SURVEY QUESTIONS

A. District Organization and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	5%	27%	50%	13%	5%
2.	School board members listen to the opinions and desires of others.	6%	23%	51%	16%	4%
3.	The superintendent is a respected and effective instructional leader.	8%	24%	56%	10%	2%
4.	The superintendent is a respected and effective business manager.	7%	22%	56%	13%	2%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5.	The district provides a high quality of services.	17%	61%	8%	11%	3%
6.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	7%	38%	40%	13%	2%
7.	The needs of the college-bound student are being met.	12%	33%	37%	15%	3%
8.	The needs of the work-bound student are being met.	7%	24%	54%	11%	4%
9.	The district has effective educational programs for the following:					
	a. Reading	20%	64%	7%	8%	1%
	b. Writing	16%	62%	7%	13%	2%
	c. Mathematics	21%	60%	6%	11%	2%

	d. Science	19%	66%	6%	7%	2%
	e. English or Language Arts	18%	63%	8%	10%	1%
	f. Computer Instruction	16%	59%	9%	14%	2%
	g. Social Studies (history or geography)	16%	67%	10%	7%	0%
	h. Fine Arts	15%	60%	15%	9%	1%
	i. Physical Education	19%	61%	9%	8%	3%
	j. Business Education	7%	38%	47%	7%	1%
	k. Vocational (Career and Technology) Education	7%	31%	51%	10%	1%
	l. Foreign Language	10%	40%	33%	11%	6%
10.	The district has effective special programs for the following:					
	a. Library Service	15%	61%	18%	5%	1%
	b. Honors/Gifted and Talented Education	19%	44%	25%	10%	2%
	c. Special Education	14%	32%	42%	8%	4%
	d. Head Start and Even Start programs	4%	21%	68%	5%	2%
	e. Dyslexia program	7%	23%	63%	5%	2%
	f. Student mentoring program	6%	25%	56%	10%	3%
	g. Advanced placement program	13%	33%	44%	8%	2%
	h. Literacy program	6%	28%	58%	7%	1%
	i. Programs for students at risk of dropping out of school	3%	16%	68%	10%	3%
	j. Summer school programs	7%	37%	41%	10%	5%
	k. Alternative education programs	4%	22%	65%	6%	3%

	l. "English as a second language" program	6%	26%	64%	2%	2%
	m. Career counseling program	3%	19%	59%	13%	6%
	n. College counseling program	3%	25%	56%	10%	6%
	o. Counseling the parents of students	6%	23%	43%	18%	10%
	p. Drop out prevention program	3%	13%	74%	8%	2%
11.	Parents are immediately notified if a child is absent from school.	16%	25%	21%	25%	13%
12.	Teacher turnover is low.	7%	38%	38%	13%	4%
13.	Highly qualified teachers fill job openings.	10%	47%	21%	16%	6%
14.	A substitute teacher rarely teaches my child.	8%	54%	12%	24%	2%
15.	Teachers are knowledgeable in the subject areas they teach.	12%	67%	12%	8%	1%
16.	All schools have equal access to educational materials such as computers, television monitors, science labs, and art classes.	7%	44%	25%	19%	5%
17.	Students have access, when needed, to a school nurse.	30%	60%	5%	4%	1%
18.	Classrooms are seldom left unattended.	17%	49%	26%	7%	1%
19.	The district provides a high quality education.	20%	58%	8%	12%	2%
20.	The district has a high quality of teachers.	18%	56%	14%	10%	2%

C. Community involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
21.	The district regularly communicates with parents.	11%	48%	9%	25%	7%
22.	District facilities are open for community use.	10%	40%	39%	10%	1%
23.	Schools have plenty of volunteers to help student and school programs.	14%	49%	20%	13%	4%

D. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
24.	Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	6%	35%	35%	19%	5%
25.	Schools are clean.	25%	59%	3%	11%	2%
26.	Buildings are properly maintained in a timely manner.	20%	48%	9%	18%	5%
27.	Repairs are made in a timely manner.	16%	39%	22%	19%	4%
28.	The district uses very few portable buildings.	7%	27%	18%	33%	15%
29.	Emergency maintenance is handled expeditiously.	10%	31%	47%	11%	1%

E. Asset and Risk Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
30.	My property tax bill is reasonable for the educational services delivered.	3%	36%	16%	31%	14%

31.	Board members and administrators do a good job explaining the use of tax dollars.	2%	18%	28%	39%	13%
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F. Financial Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
32.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	4%	16%	64%	14%	2%
33.	Campus administrators are well-trained in fiscal management techniques.	3%	16%	71%	8%	2%
34.	The district's financial reports are easy to understand and read.	2%	19%	60%	16%	3%
35.	Financial reports are made available to community members when asked.	3%	19%	70%	7%	1%

G. Purchasing and Warehousing

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
36.	Students are issued textbooks in a timely manner.	19%	62%	7%	10%	2%
37.	Textbooks are in good shape.	19%	64%	9%	7%	1%
38.	The school library meets student needs for books and other resources.	17%	63%	11%	7%	2%

H. Food Services

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
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39.	My child regularly purchases his/her meal from the cafeteria.	16%	43%	6%	21%	14%
40.	The school breakfast program is available to all children.	15%	51%	29%	4%	1%
41.	The cafeteria's food looks and tastes good.	9%	28%	25%	27%	11%
42.	Food is served warm.	9%	41%	30%	17%	3%
43.	Students have enough time to eat.	7%	40%	9%	33%	11%
44.	Students eat lunch at the appropriate time of day.	8%	57%	8%	20%	7%
45.	Students wait in food lines no longer than 10 minutes	5%	31%	22%	28%	14%
46.	Discipline and order are maintained in the school cafeteria.	13%	57%	18%	9%	3%
47.	Cafeteria staff is helpful and friendly.	12%	46%	22%	14%	6%
48.	Cafeteria facilities are sanitary and neat.	15%	61%	16%	7%	1%

I. Transportation

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
49.	My child regularly rides the bus.	23%	41%	9%	18%	9%
50.	The bus driver maintains discipline on the bus.	13%	45%	32%	6%	4%
51.	The length of the student's bus ride is reasonable.	12%	45%	27%	11%	5%
52.	The drop-off zone at the school is safe.	16%	58%	21%	3%	2%
53.	The bus stop near my house is safe.	16%	58%	20%	5%	1%

54.	The bus stop is within walking distance from our home.	21%	57%	19%	2%	1%
55.	Buses arrive and depart on time.	12%	50%	25%	10%	3%
56.	Buses arrive early enough for students to eat breakfast at school.	5%	20%	52%	14%	9%
57.	Buses seldom break down.	12%	42%	41%	4%	1%
58.	Buses are clean.	11%	42%	42%	3%	2%
59.	Bus drivers allow students to sit down before taking off.	16%	46%	34%	2%	2%
60.	The district has a simple method to request buses for special events.	4%	18%	73%	3%	2%

J. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
61.	Students feel safe and secure at school.	20%	64%	6%	8%	2%
62.	School disturbances are infrequent.	17%	62%	11%	9%	1%
63.	Gangs are not a problem in this district.	13%	35%	29%	21%	2%
64.	Drugs are not a problem in this district.	7%	21%	25%	37%	10%
65.	Vandalism is not a problem in this district.	9%	31%	27%	29%	4%
66.	Security personnel have a good working relationship with principals and teachers.	6%	35%	56%	2%	1%
67.	Security personnel are respected and liked by the students they serve.	6%	38%	48%	7%	1%

68.	A good working arrangement exists between the local law enforcement and the district.	10%	45%	40%	4%	1%
69.	Students receive fair and equitable discipline for misconduct.	9%	53%	19%	14%	5%
70.	Safety hazards do not exist on school grounds.	7%	39%	34%	15%	5%

K. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
71.	Teachers know how to teach computer science and other technology-related courses.	9%	53%	25%	11%	2%
72.	Computers are new enough to be useful to teach students.	13%	64%	14%	8%	1%
73.	The district meets student needs in computer fundamentals.	10%	60%	15%	13%	2%
74.	The district meets student needs in advanced computer skills.	6%	33%	40%	18%	3%
75.	Students have easy access to the Internet.	9%	50%	31%	8%	2%

Appendix B

PARENT SURVEY RESULTS

PART C: VERBATIM (PART 1)

The following comments are actual narratives from survey respondents. These comments do not necessarily reflect the findings or opinions of the Comptroller or review team.

- I am disappointed that schools are not being built at the same rate as new houses. This forces the schools-P.H. Greene for example, to overcrowd children. Why hasn't the parking lot been expanded to accommodate the parents? Parents have to park in the ditch for special programs. One of my sons tells me drugs are at his school. One of my other sons has been assaulted at his school-both are in intermediate schools.
- I resent the fact that a child who is gifted in one area (i.e. reading) can't get into the G/T program because of the scores in the other area (i.e. logic) are slightly below where they need to be. As a 2nd grader, my son was reading at 6.4 grade level and tested in the 99th percentile in the nation, yet the G/T program is out of reach because his mean score was 94 not 97. It also bothers me that they build new schools then overcrowd them. We left ABE, which was a great environment for our kids and were redistricted this year to a school that has 150 more children than capacity (capacity: 832, enrollment: 970+).
- We've only experienced CCISD at the elementary level, but have been blessed with exemplary schools so far. One thing I'll never understand is the weight that sports carries in the district. Why should football be double-blocked at the HS level, but Math isn't? Block scheduling seems backwards to me-kids are getting homework done in class instead of being taught. They lose 6 weeks of school instruction per year. No doubt that school test scores will decline in the next few years because of this stupid decision. My only hope is that they change it before my kids have to be inflicted with it. If not, we will be in private school for high school.
- You're doing fine. Get those kids into college.
- Teachers need the proper number of textbooks and supplies. They also need less paperwork so that they can spend more time teaching. Also, they should spend less time teaching the TAAS test.
- Clear Creek ISD's performance is excellent! Having two children in school there, I am very pleased with their educational services. My children love it there and are learning by leaps and bounds

daily. I am, however, angry about our property tax appraisals going up over 30% in the past three years. This is ridiculous! We can't sell our home for the amounts the appraisers are getting! Something's not right. There's a hole in the dam. Where's the money going? It's not all going to CCISD-they actually could use more and deserve more. The mismanagement is at the higher levels of government obviously.

- The bus driver my kids have is horrible and the supervisor does nothing but back-up her driver. She drives like an idiot and yells at kids telling them to shut up. She was reported for her way with the kids and as usual nothing was done. I am very upset that transportation personnel get to treat kids however they want and that is wrong.
- Raises are extremely important, however, let's know where the money is coming from before giving the raises.
- My child went to Landolt Elementary from K-4th, and because of boundary issues, he was forced to go to another school for one year. He is spending 5th grade at a strange school, with kids he doesn't know, and only to be separated again in junior high. Where's the logic?
- I feel that CCISD has acceptable standards for education. I always feel there is room for improvement. I do feel that CCISD has grown so much that it is hard to keep up with it. Maintenance and security are a problem for the future. They should be proactive instead of reactive.
- My son and I live in Clear Lake on the east side of I-45. He is forced to attend high school at Clear Brook High School in Friendswood. It is very far from our house and there is no way he can get home from school if he stays after school for orchestra or any other activities. It is too far to walk and it is across I-45. We need a high school in Clear Lake.
- The cafeteria sells too many fried foods, junk foods, sodas and sugary sweets. Even certain machines selling ice cream and sodas are a big problem. They stay because of contracts with Aramark.
- Why is the air conditioning turned off for the summer? It promotes mold and mildew growth. Older schools such as League City Elementary have sewer smells and mold is present. This school has to fight tooth and nail for repairs even though parts of it were remodeled over the summer. Webster Elementary is a very sad excuse for a school. Residents of Nassau Bay would rather drive their children to another school than go to Webster.
- If you're truly concerned about appropriating funds correctly, then cut the salaries of the big wigs and pay the teachers more. It disgusts me that some in the school district make close to, at or above \$100,000 per year.

- When my daughter went to PPCD at Fergusen Elementary, the teachers and support staff at ARD were not allowed to tell me what all my child qualified for. I had to dig and scrape and find out all the information about special programs and regular programs entirely by myself. They said it was the law. Overall, CCISD is a very good school district compared to many others with very serious and ongoing problems.
- Given the high taxes we pay, I don't understand why our schools are overcrowded and our high school looks run-down. Why do our children have all these "school fundraisers?" Given our taxes, there should be enough for programs and enough to give teachers an adequate amount to decorate, set-up and supply their classrooms (the current amounts given to teachers is inexcusable for these purposes.) As for curriculum, languages need to be offered from first grade up-fourth grade at the very latest.
- Clear Creek ISD is totally unresponsive to parents input. For example, our school, Space Center Intermediate, voted against block scheduling, we got it anyway. My child is an eight grader who spends less time in Science and Language Arts than she does in "Advisory." Advisory allows band, athletics, cheerleading, etc. to meet more often. Clear Creek ISD has put their emphasis on extracurricular activities over academics.
- The district needs to acknowledge special needs more. Parents exert a lot of influence and teachers often feel undermined and controlled by parents. PR seems to be a primary interest in this district. Best interests of students tend to be secondary to PR. Other problems include, overcrowding and lack of adequate texts in some schools; repairs not timely; teachers foot bill for training, while other districts provide extensive and free in-service. District cites dollars, but school taxes are very high. How is money spent?
- Generally, I feel the Clear Creek School District does an adequate job of educating our children. I strongly believe that the Intermediate and in particular, the High Schools are just too large. There are some universities that don't have as many students as Clear Creek High School. We need one or two more high schools because of all of the subdivisions popping up overnight. Where are all of those kids going to go to school?
- The school my daughter attends has a computer lab full of new iMACs and no computer teacher to make use of them-it's a shame. The school also has no soap dispensers in any of its bathrooms and this is very upsetting to me and extremely unsanitary.
- Clear Creek High School is overcrowded. There are not enough desks in classrooms. Lunch lines are too long and no time to eat. Webster Intermediate School is also overcrowded and the old campus is in terrible condition.

- There are rats in the WIS building and the air conditioning unit is leaking causing the trashcans in the hallways to catch the water.
- Pay teachers more, and hire and keep better teachers.
- More attention and movies need to be directed towards special education rather than the Wave program.
- Teachers in some schools did not communicate with parents well regarding teaching content and activities. Parents need to know what kind of course and content teachers teach in classes on a daily or weekly basis.
- School schedule or enrollment schedule is not always communicated with parents in a timely manner or not enough notice to parents.
- Class is too big for kindergarten. One teacher is not enough to teach or control all 26 students.
- Lunchtime is too short for students to complete their lunch. Less than 30 minutes is too short.
- There is too much overhead administrative cost. The district headquarters is a nest for bureaucrats. The general maintenance supervisor needs to be replaced.
- There is a Physical Education teacher who is more of a drill sergeant than an elementary school teacher. With all the kids being kidnapped, you would think all kids should get a ride.
- CCISD should admit more students in Alpha.
- My youngest child is in the life skills program. She is wheelchair bound and cannot orally communicate. I feel Clear Creek does not provide enough PT, IT and ST for the district. There should be one of each of these for a school to provide professional services for each student so that parents do not have to hire private for their children. We pay double for these services through taxes and out-of-pocket money.
- The dress code was passed during a summer after parents voted for no dress code. Teachers and staff spend more time on dress code issues than teaching students. Male teachers use the dress code as an excuse to sexually harass female students. All teachers use the dress code to harass all students in general. The dress code clothing is much more costly and the teachers change it every year making it more costly on parents. Abolish the dress code. Also, discipline is way overboard.
- Clear Creek is an excellent school district that "makes do" with the money it receives. CCSID would benefit from more funding, but a lack of money has no effect on the dedicated teachers who do a great job in this district. This district also has terrific support from parents. I believe that more tax dollars should be spent to improve buildings and facilities.
- While I realize that CCISD is a large and growing district, I believe that improvements are necessary. The Intermediate and

High School levels are in the most precarious positions. I believe it is important for the teachers and administrators to set examples of upright citizens, people who can and should be emulated by the students. We must prepare our children to live in a world where they can earn the respect of their peers, maintain their integrity and prosper for the good of society. Unfortunately, school has become the teaching medium instead of the home in many instances. We must take this new challenge and teach these kids how to be honest, outstanding members of society. Our future truly relies on this, as they are the future of our country.

- So far, the biggest problem within the school that we've experienced lies in Grade 1. The differences in children's abilities at this age are huge. The children should be separated out to allow them to excel (or catch up) not go backwards (or lag behind). I do not keep up with the "business side" of the district. It seems to me that current construction should consider 2-story (or 3) buildings. The cost of land is rising. We went to school in multi-story buildings and did just fine.
- I thank CCISD for the educational performance. My son and daughter have studied in CCISD for the last eight years, and we do not have any problems. My kids do very well in education. I feel secure and safe here. Teachers are always very helpful and once again I thank CCISD for my kids' progress.
- Have discussed several of those topics with my kids to know some things. Other topics I'm not sure about. I think our district is high quality but the schools my kids attend could use some work. Outside appearance at the high schools is ugly and needs improvement. Building new schools are wonderful but some of the older ones need the improvements. Overall, I am pleased with CCISD and the opportunity for my kids to be in this district.
- The district manages many aspects of the educational process well. However, the focus on TAAS and TAKS has sometimes been detrimental. For example, last year's eight graders were consistently drilled on how to write a "Compare/Contrast" paper. They were drilled to the exclusion of other types of writing being taught.
- The focus on TAKS has resulted in admin folks making estimates about specific topics on question types and then focusing the instruction on that limited view.
- All I can say is I feel in general that Clear Creek ISD is one of the better school districts. My daughters have been monitored continuously to aid in their education and I am very thankful to all involved.
- I feel the school taxes are too high. Parking and picking up students is a major problem, especially Clear Lake High School.

- We are very happy with CCISD, except with the food service. The food is not healthy, nutritious and it doesn't taste good. It has too many fried items. Salad and fruits are not enough. Kids should have the opportunity to drink water during class time. Recess is very important and should not be used for make-up work.
- Clear Creek is a strong district sharing problems common to all large districts. Disturbing, however, is the continuous rise in our taxes, which does not offer increasing benefits to the individual family. More so, as taxes rise, TAAS writing scores are dropping. I am an advocate of meat and potatoes education: reading, writing, math, science, history and geography. The benefits of additional programs do not outweigh poor performance in the core subjects. The quality of writing in America has been decreasing for years. Observing the elementary and intermediate programs has strengthened my conviction that feedback and frequent assignments and solid grammar/syntax are imperative in teaching how to write. I have broached this subject in the past, and have been told that teachers have too many students to offer feedback on a regular (if on any) basis. Good writing is essential to successful professional job performance. If my taxes are to rise, I want my kids to be the best writers-that's not going to happen in this district. Another concern is for the adequate utilization of block scheduling at Seabrook Intermediate. The schedule itself seems to offer additional valuable time to teachers, some of whom utilize it constructively to the last minute. Unfortunately, a large percentage of teachers seem to run short of material for a full block period. If my taxes are to rise, I do not want my daughters playing UNO, hairdresser or make-up artist during class time. This has been happening frequently.
- Last year, my first grade son ate lunch at 10:40 a.m. I feel that was too early for the fact that he was starving by the time he comes home.
- The district does a wonderful job of providing programs for GT students and for students who need extra help with Math, Reading, etc., however, the district does a very poor job of providing programs for the bulk of students in the middle. We need more than just chairs on the elementary level. We need computer clubs, chess clubs, Lego league, and so forth in all campuses and not just some.
- Teachers are pushing ADD diagnoses-they are not doctors. They believe medication is the answer. They do not have the time or patience for active children in the classroom.
- I fought the Tardy Room with a petition and a letter to the superintendent. I never even received an acknowledgement. I pay taxes. It is the law that my child be educated. I want him in class. He has ADHD. He will be late sometimes. He will forget a book

sometimes. He was 15 seconds late once (teachers agreed it was 15 seconds) but he was sent to Tardy Room. He and some others quickly learned to use the Tardy Room as a "legal" skip. I am so angry.

- I believe that tax money goes into the administrators pockets and not the schools. Zoning makes no sense. There are half filled intermediate schools and other schools that have over 40+ in the classroom. Some school buses are over 20 years old and there are only 7 people for maintenance for the whole district. There are only 2 people in the mailroom and they also have to do all of the district's copying. One mail person has to deliver interoffice mail to the whole district. Schools have been given computers without tables to put them on. Some schools don't even have the electrical power to hook up their computers. Special Education has terrible student-teacher ratios. Dr. Wilson says our district has no money and his solution is to take it out of teachers pay. Principals are moved from different schools whenever administration feels like it. I think the best way to use CCISD resources is to put someone else in charge.
- Buses need air conditioning especially when extremely full. I am very happy with education my child is receiving. One complaint I have is the amount of supplies parents must purchase for some of the classes, not all of them.
- I do not like 80-minute classes. I prefer same classes each day for middle school students. I do like that sixth graders are kept separate from older students.
- Brookwood Elementary has an excellent computer teacher. However, I understand that next year, the schools will not have computer teachers. I feel strongly that each school should have an experienced dedicated computer teacher in order to 1) give student exposure to the necessary computer skills, and 2) give classroom teachers a block of time to grade papers, prepare, etc.
- Elementary schools dismiss at 3:15. My children don't get home on the bus until 3:40. It would be nice if they could get home sooner. Also, school buses need seat belts.
- Those items vary widely, but I answered averaging over the past three years. The elementary and middle schools are good and generally everything goes well there. The high schools are too big to provide personalized information to students or parents. There are not enough (or caring) counselors. So programs that exist are not widely known, athletics are limited to exceptional athletes and students feel anonymous. Our district does not have enough money for maintenance and the growth means schools cannot keep up.
- The school district needs to take a good look at the job the teachers are doing. Also, the district doesn't spend its money on the children's activities. The parents fund their activities. The first

week of school, I have already spent \$100.00 just in program fees. Where are our tax dollars going? I am very disappointed. I would rather spend money on a private school. At least we can see where our money is going.

- One of the things that concern me is the overcrowded classroom for small kids. Also, improvement on the cafeteria food can be good.
- Teachers do not maintain enough order in the classroom.
- We need air conditioning on all buses. We have some teachers, especially Math, who are knowledgeable, but can't or won't teach. Students need more help. Students need more help and patience than teachers will provide. Just because a student is in a higher-level Math, that doesn't mean that he/she should be expected to teach themselves. "Robin Hood" needs to end. Our taxes keep rising and our district has less and less to show for it. It doesn't help to level out the district to one mediocre level. Give parents back their options.
- Counselors are stressed and overwhelmed. As a result, they are rude and not available. They do not return phone calls, leave harsh messages on their machines, and parents are hesitant to leave a message anyway. Important information for seniors is not communicated and students have missed application deadlines waiting for transcript requests to be filled. We learned about the local scholarship application through another parent, not the school. This should have been communicated to all seniors. Our students do not know the counselor well and has never received any helpful academic advisement to speak of. It is very disappointing when your child is at the top of the class.
- My children attend Hall Elementary. I hope they can continue their education at this location for the duration of their stay. We live in the Clear Creek Village Subdivision. However, due to the number of students attending Hall, our bus is extremely crowded (Bus #7). It takes over an hour for them to get to our location. We need to pursue this further.
- The elementary education is fantastic. We need to work on intermediate and high school to get them up to par. Also, the preschool program should be open to all children.
- We do not know when school board meetings are held. This would be good to know. My child does not receive science education at her school other than a science fair project. I feel this is not right. Summer school programs were not offered this year. We live 5 minutes from school. The bus ride home is 40 minutes. This is too long. The first day of school, my mother (83 years old) stepped in an ant mound at the school. She was covered with ants. This is dangerous for children too.

- I am pleased in every way with CCISD. I believe it is one of the best districts in the state. My oldest daughter is a student at Clear Creek View High School, and we have found that the smaller class size and genuine concern shown by teachers and administration have been instrumental in keeping her successful. What a great program. I am so thankful that this is available in this district. My husband and I left the district for several years (job transfer out of state) and intentionally moved back to this district for our kids' education. We believe that Clear Creek ISD provides the best education available anywhere and at any price. We love it here!
- Teachers do not take the time necessary to understand a child's issue and are quick to label/categorize him/her into a group. This result is not providing the child adequate coaching and counseling to improve performance. Students are also discouraged from asking questions. They feel intimidated and less likely to clarify expectations of an assignment.
- Schools are overcrowded. Teachers are not of exceptional quality for the amount of taxes we pay. Foreign languages should be taught starting in 2nd grade. Class sizes are large.
- I have visited Plano ISD and Carroll ISD (DFW) and Clear Creek has a way to go. I feel that principals tend to be hands off and there is little involvement between schools and community. Curriculum is not strong, especially in writing and Math. Classes are too crowded. Foreign language is not taught in elementary. I hope Clear Creek ISD will visit the above two districts from Texas and bring back some innovating concepts. On the positive side, the teachers are outstanding, many with graduate degrees. Clear Lake is an incredible place to live, but I think the schools could use improvement in their academic standards. One more thing, I wish teachers would utilize the beautiful science labs provided. The room is only reserved for 4th grade and above. Kids need to learn hands-on science starting in kindergarten. This is a disappointment, considering we live in NASA. I wish the NASA administrators would reach out to the schools and encourage them to revamp their science curriculum. We are dreadfully behind in Science and Math. Carroll ISD has an excellent science program starting in kindergarten. They also teach Spanish and Economics in kindergarten.
- Ross Elementary has a good staff of teachers; however, with the amount of students in each classroom, the teachers really need teachers' aids. This would help the teachers and the students that may need extra help. In return, the parents of the students that need the extra help would be satisfied that the school has done all they can for their children.

- Clear Creek ISD has an excellent program for special needs students especially prior to Pre-K and the instructions are some of the best, not just in the State, but in the U.S as a whole.
- CCISD is clearly an outstanding district compared to the one we came from four years ago. Although satisfied, I do have strong feelings about teachers who are teaching who do not like kids. Their attitudes reflect the way they teach (or lack of teaching). I wish we, as parents, could grade the teachers. Also, the child is in high school and required to take a tech class, as a junior he could not get in his digital tech class. It's a shame.
- If you're really interested in an intermediate school that in my opinion is exemplary (maybe not by TAAS scores), it would be Seabrook Science Magnet School. I have a child who goes there now and I have another who attended 6th grade out of district and 7th and 8th grade at Creekside, Seabrook by far has teaching down to an art. Interesting programs, mostly qualified, and teachers who enjoy teaching and being around kids.
- The only major thing I disagree with was recently brought to my attention. The school supply lists are very specific, which is good for quality purposes, but I don't agree with mixing all student supplies up and then redistributing.
- Notification for absent students in high school should be looked over. My child was absent three times and I was never notified by voicemail or even caller ID.
- CCISD needs to expand the honors/gifted and talented education program at the elementary grade level. It is less than one-hour per day at present. Children who excel are not able to push to their limits of ability because the rest of the class is not at their level. Present tax rate (too high) monies should be focused on improving quality of education and decreasing administrative costs in delivering quality education.
- The educational performance is good. The schools should teach students a second language.
- To eat lunch at 10:30 a.m. is too early for kindergarten. Even though my child eats a p.m. snack, he's hungry after school. Some of the work done by the kindergarten students is developmentally inappropriate and politically incorrect (i.e. Christopher Columbus referring to Native Americans as "red" people). My son is in 4th grade and had to complete these inappropriate assignments when he was in kindergarten. This year, I am interested in seeing what the kindergarten curriculum is.
- Clear Creek High School offers a good basic education in all subjects. It excels in Math, English and Sciences on the accelerated level. Intermediate English is terribly lacking. The high school counselors are hostile, unapproachable (to adults as well as students) and uninformed. We found out information from colleges

that we had to report to them. They are notorious for sending in wrong transcript information. A complete overhaul of the counseling should be done. Also, having had three children in this school district and feeling they received an excellent overall education, I know of no one who didn't have to hire a Math tutor at some point because the intermediate school has no Math teachers who really know how to teach Math.

Appendix B

PARENT SURVEY RESULTS

PART C: VERBATIM (PART 2)

The following comments are actual narratives from survey respondents. These comments do not necessarily reflect the findings or opinions of the Comptroller or review team.

- A pull out program for the Gifted and Talented students is not enough during elementary school years. Some elementary schools have too much parent involvement. Principals need to reclaim their schools. Each school should have self-contained resource classes available for those students who need a more restrictive environment. Dyslexia students need more help with teachers trained to help them in the areas of Reading and Math. Regular education teachers need more training in the areas of special ed. and dyslexia. Training including different ways to accommodate the needs of the students in special programs would be very beneficial.
- Quit designing schools that require temporary buildings when they open (Space Center Intermediate). College counselors need to be more involved with schools outside Texas. There is a whole other country going on here. Try to fit kids where they could benefit most, not just geographically. Do not allow science projects to be completed or worked on off school grounds. Your science fair is a joke. These kids only learn you can get someone to do your work for you.
- Overall, the education is good. I don't feel that Seabrook Intermediate adequately prepared my child for Clear Lake High School. She is currently receiving a very good academic preparation for college.
- This report was given based on our experience in the 9th grade at Clear Lake High School. My son was assaulted by his teacher. He was denied lunch at times and not treated fairly when discipline was called for or they thought called for. My son did not feel safe in the lunchroom and retreated to the library for safety. I was on the phone constantly with the school and nothing was done to even try to resolve our issues until the last two weeks of school.
- I have been involved in other school districts in other states, and feel we should be proud of CCISD.
- I am proud that my kids are in this school district. Teachers and principals are easily available for discussion regarding their school needs and programs.

- The only regular communication from school is that they need volunteers and money.
- Clear Creek High School has old, nasty facilities. The counselors are rude and hateful. Many of the teachers are very poor and lazy. The teachers of the pre-AP and AP classes are very good.
- I feel that children in our district are not getting enough exercise in P.E. They are allowed to play and do not have an exercise program. I also feel they are allowed to eat food that is not good for them. Most of the foods in the school cafeterias in this district are junk foods.
- I am very happy with the quality education my children are receiving at John F. Ward Elementary in CCISD. I am concerned about the change in computer as a block class. I am afraid in this technological day and age our children need more computer classes, not less. I understand they will receive computer instruction through the classroom teacher who is already overburdened with the regular curriculum. Please consider returning computer to the block schedule. I would rather my children receive 2 "blocks" of computer than music.
- There is not enough offered for the middle track student. Much care is given for all types of learning "problem" students, with courses to be taken in high school. Much care is also given to A.P. classes of English (writing, reading) and Math, not computer science.
- Foreign Language should be offered from elementary on.
- Two of our children attend Hyde Elementary in League City. This has been our only experience with the CCISD. I cannot say enough good things about the principal, John Myer, his staff and teachers. Our family couldn't be happier with the educational performance of Hyde Elementary.
- I think that the community service program for the students that have had excessive absences needs to be improved. I don't agree with the fact that a student has to complete community service for missing six days.
- Overall, I think the school district is doing an excellent job.
- Overall, I am very pleased with my son's school and the personnel that deal with him. In the past, I have had several problems with an assistant principal; however, the new principal stepped up and handled the situation. She now does most of the conferencing with me and it seems to work out better that way for all that are involved.
- There has been more and more teacher turnover. CCISD made a big mistake of offering a buy out several years back. We lost some quality, experienced teachers. Teachers now find they can get paid more in most other districts. Special education tries to handle too many students per teacher. Trying to get help for students is very

difficult for staff. Many behavior disordered students in classrooms, which affects learning for all.

- There is too much teaching to tests and too much testing, i.e. TAKS - Benchmark - Achievement, etc. Many days of instruction were missed because of testing.
- Most teachers we have had are very dedicated. Have to spend own money for classroom and spend long hours at school.
- The process of ordering materials is poor. We should not always order from least expensive place.
- Overall, CCISD has a good educational performance, but I am concerned that the research based, proven effective programs, such as Reading Recovery, are being cut back and are in danger of being eliminated. Good teaching in primary grades and programs to aide at-risk students in literacy must be maintained.
- There should be more information about school boards.
- In Louisiana, they have foreign language immersion programs, which are great. There should be more foreign language starting in elementary school. Food at Armand Bayou Elementary School is terrible. Everything else, we are happy.
- The district has serious overcrowding problems that need to be fixed even though we rezoned.
- The school district has been severely hampered in building maintenance and upkeep because of financial restraints. The teachers are not paid as well as surrounding districts. CCISD needs additional funding for the counseling program, the special needs population and for technology. It is a shame that Houston Rockets/Comets, etc. can demand millions of dollars for a salary, yet we can't pay our teachers what they are worth when we entrust our children to their care for 7-8 hours a day. We need to draw from the Asian World and start to put education as a priority in this nation. Otherwise, we will have no future leaders who can think.
- I think it is unthinkable to believe my daughter doesn't get a book at the beginning of the school year to use. Since the seventh grade, some classes don't get books or were not issued until after Christmas. She is 10th grade this year and is told in almost every class they only have classroom sets. And only a few teachers allow them to check them out to bring home. Tutoring schedules are not convenient either.
- Distance Learning Technology needs to be available in all schools within the district in order for students to be able to receive the greatest access to learning experiences and subject matter experts. Teachers need to be trained in the usefulness of this capability.
- My children do not buy lunch at school because they say they won't have time to eat it after waiting in line. Lunch is too short.
- We are not called if a child does not show-up for school. This has always concerned me, especially with the intermediate school

since the bus doesn't pick up until after I leave for work. I drop my 7th grader off at school so I can feel confident he's there. I only let him ride the bus home.

- I relocated when my child was very young for the purpose of him being in Clear Creek ISD. He attends Bay Elementary. It is an excellent school and has met my expectations in my child's needs. I am pleased and grateful I have this opportunity to address a program my son participated in as a first grader. He was average/above-average in all studies, but he was a "slow" reader. He was in Reading Recovery. I cannot describe how this program changed his life. Not only was he reading on an above average level at the end of first grade, after only a couple months into the program, he obtained self-esteem that changed his whole perception of his learning abilities. Even though his reading was the only course he was behind in, he thought he was "dumb" and could not learn. When he began reading on his level, it gave him pride and confidence in all his classes and studies. He loves school and wants to learn. There is no doubt in my mind that if he did not have Reading Recovery and the gifts and knowledge he gained from that program and teacher(s) that his self-esteem and self-worth would not have been created and escalated. Reading Recovery changed his life, and gave him the drive and pride to learn and excel. It is to my utmost disappointment that the Reading Recovery Program has been cancelled this year. All children should have access to this program if needed. My son's father, also is a slow reader but excels in Math, Science, Business was put in Special Education classes with special needs students and dropped out of high school. He is still a slow reader, and felt he was dumb all through school. Please give children the gift of Reading Recovery. You have the power to change their lives.
- I would rather the teachers get paid more money than spend what they do on the brick and wood floors for schools like Falcon Pass (which my child attends.)
- Foreign languages should start in junior high school.
- We are very pleased with the education our children receive at CLCES and SCIS. The teachers especially have been outstanding.
- This school district has too many middle management staff. When climbing the ladder to the superintendent, you have 7-8 people to go through-class principals, grade principals, principal, district personnel, cluster personnel, etc. etc. Save money and cut those jobs down. The school district office is larger than some of the schools. The teachers and principals are very "got your back" attitude and would rather back a fellow employee even if it is wrong. I find this school district very unfair to students, very cliquish, and if you cause waves, your student will definitely be punished; retaliation is very common among teachers and staff.

- The high school doesn't promote students to be all they can be. You are pressured to play sports and do nothing else, like band or chess club or FFA or anything that might conflict with sports. I thought all teachers would try to have students excel in all they could, not pressure them, or punish them.
- I believe that if you have a Spanish or Hispanic household background, taking Spanish as a foreign language is not appropriate in education's credentialing. An idea is to have them take a real foreign language like French or German.
- Our schools are overcrowded and classroom size is too large. By the time students get their food, the lunch period is over and there is not adequate eating space. We have recently gone to block scheduling and at the intermediate level, Math and Social Studies even 1-1/2 blocked. I agree Math needs to be everyday but strongly disagree with Social Studies. The students are receiving more social studies than either science or English. I also disagree with sports being double blocked at the high school level especially when Math is not-where are our priorities?
- My child has just begun the 6th grade at Brookside Intermediate. She rarely has time to finish her lunch. She says they are not given enough time. I usually pack her lunch so that she doesn't have to stand in line and waste more time.
- My biggest concern is the Math Department. Many teachers at high school level in Math are teaching their respective class for the first time. Look at Clear Lake; for example, teachers are not available for tutorials. Why are meetings for teachers scheduled during tutorial times? Counselors never meet with parents and it is impossible to schedule a meeting. This greatly impacts high-risk students.
- For students with special needs, or those in the "ARD" process, it takes weeks to get a meeting and then it is a hurried meeting. Counselors are not at all familiar with students or their needs, therefore, not helpful at all.
- CCISD schools are more concerned about the TAAS or exit tests and school ratings than the quality of education of the students. Students that are easy to teach, eager to learn are the only students they want in CCISD. High-risk students and getting them to graduate should be their focus. They are the true success stories
- Generally, our kids get a very good education. The problems seem to stem from the large size of the schools.
- We moved here from an excellent, nationally ranked school district in N.E. Ohio three years ago and have been very disappointed in the school system here. We are used to many more male teachers that all had Masters and above. It was a "well-oiled machine." Here, we have experienced the opposite. My daughters' "Advanced English" class never even read Romeo and Juliet last year in Ninth

Grade. There is no consistency between classes. The teachers' attitude in general is poor. We are very disappointed.

- We feel very blessed with CCISD. We moved from Austin ISD and I did have some concerns. We have our 9th grader in Advanced Gifted classes and our multiple handicapped 6th grader who needs constant care and attention. We joined CCISD Fall 1999 (as 6th and 4th graders) and I cannot express how both children's needs on each end of the spectrum have been met 1000%. We purposefully bought a home in this area so that we could stay in CCISD.
- I wish the school could have more honor sessions in Math and Science and the schedule should be more flexible to change. For example, if the student wants to change into an honor class at the beginning of the semester, the school should be able to do so instead of telling the student the classroom is full and they are unable to fit ones in. Our property taxes are high. The "Robin Hood" legislation has a negative effect on the capabilities of CCISD to meet the facility needs of this ever-expanding population. I understand the importance of assisting communities with a weaker tax base and lower median income and I support the fact that some of our taxes go to assist them; however, when one of our high schools is in a state of despair and security concerns cannot be addressed, I believe that someone needs to analyze whether the percentage that stays in CCISD is appropriate.
- My child drives her own car to school. My two children in Clear Lake High School say the lines are too long to get breakfast or lunch so they make their own at home. All my children say that drugs are on all the schools and they are easy to get. Unfortunately, I think that is in all schools.
- The school district has a history of realigning school boundaries in such a way as to create ghetto schools with gang and disciplinary problems. I was "forced", after 25 years to sell my home and move to a different residential area within the school district to get my children out of a district created ghetto school's violent surroundings. There is not and never will be quality in facilities or services among the schools unless they are demolished and relocated and rebuilt. Also, they would have to have a more balanced population, a mix of residential and apartment communities. Special programs brought to Webster's old ghetto schools cannot rebuild their status to other schools in the district. The TAAS scores and school ratings are a clear reflection of the quality of education in Webster Schools. The School Board routinely has made controversial decisions regarding budget, attendance boundaries, and others that have created an environment of mistrust.

- The district needs to provide "on-site" counseling (by psychologists) services to students at the middle and high school level. The psychological well-being of our children is as important as the educational well-being.
- When I read some of the assignments that my child receives A's on, I'm appalled by the lack of excellence required in sentence structure, spelling, and planning.
- My child must take lunch because of the excessively long line to purchase lunch, thereby leaving an inadequate amount of time to eat.
- The school board needs to change the way they accept input. The community is allowed to give input; however, the school board is not required to respond to any input or provide an answer. They should be required to respond to all input and a two-way conversation with the Board and the community would be nice.
- Space Center did not want to go to block; however, they were forced to for no apparent reason. I feel that the school should be allowed to vote on traditional or block and not forced to comply with the superintendent's notions. The teachers should be free to voice their opinions without having their careers affected.
- The cafeteria lines at both elementary and intermediate levels take too long to get through. The pin numbers need to be done away with. It is impossible for most kids to buy their lunch.
- Even though the District allows parents to sit on CIIC & DEIC, they rarely listen to our input. It is more for show.
- I feel that it is ridiculous for students to have to buy soap, tissues, chalk and dry erase markers for teachers. These should be district costs. Also, our school, Landolt Elementary, received a grant to decorate their hallways. The decorations were excessive and prone to damage. Armoires with glass doors were purchased. I think this could be dangerous. I feel this is a waste of tax dollars.
- In my short time in the school system, I feel the school and district are doing the best job they can with TEA regulations. I believe it would be better if class size across the board were smaller.
- Separating the 9th grade building was an excellent decision. Sports at the high school level require too much time. Coaches are held in higher esteem than warranted.
- There should be less emphasis on homework grades and more on exam and quiz grades. Don't teach based on TAAS/TAKS. If the teaching is good then the State tests won't be a problem. Get rid of "Teacher-In-Service" days. Start school later, preferably after Labor Day. CCISD does an excellent job and must continue improving.
- CCISD has always had the reputation as good school district, however, some of the schools are lacking. My 5-year old was supposed to go to Clear Lake City Elementary this year for

kindergarten, but I decided to send her to Bay Area Charter School because some of the things I have seen while present at CLCE when my younger daughter goes to the PPCD classes. A couple of times a student was lost or was roaming the halls for 20 minutes. The class sizes are too large versus the Charter School (my 5-year old has 12 children in her class.) I do not see how a teacher can teach the usual 22 kids effectively.

- I believe the educational performance of Clear Creek is very good. However, I do have a couple of complaints. To me, there are far too many temporary buildings being used. There have been new schools built, but only one story. Is there some reason for this? Also, some of the buses in this district are not air-conditioned. In Houston, in 95-degree heat, there is no excuse for this.
- Clear Lake Intermediate School ESL quality needs to be improved.
- The individual schools, like Clear Lake High School, Space Center Intermediate, and Brookwood Elementary, are too big. The district is too big. Students are never given the opportunity to be seen and treated as individuals. Communication is often rote and often poor as to specifics. Big issues are taken care of, but not much attention is paid to offering classes of all types and levels.
- The Robin Hood plan takes so much money out of district and the board is still looking to raise taxes or start cutting significant bus service next year because they can't balance the budget. Of the three high schools, Clear Lake High School has severe health/vermin problems due to lack of upkeep in locker room/sports facilities causing a parent to call out the City of Houston Health Department to inspect and penalize the district. The Board response was to argue that another high school (Clear Creek High School) was even older and needed replacement there too. Budget money goes for new elementary schools due to growth of area, but I question the wise spending of other funds to best cover existing needs. Every year, my children come home with letters stating that the assigned teacher is teaching even though he/she is not totally certified. Money is spent on extensive revamping of air-conditioning systems at existing high schools (Clear Lake), then the administration finds out that it was installed incorrectly. Although basic school funding (i.e., Robin Hood plan) is out of your control, it is creating problems for all districts.
- Bus performance leaves something to be desired. Arrives late in the morning, students spend too long en route, there and back. High school congestion prevents afternoon bus from being on time.
- Our students are being bused 11 miles one way with no air-conditioning. It is only common sense to have air-conditioned buses assigned to the longest distance bus riders (Sage Glen subdivision), and if there isn't enough to go around maybe it's time to acquire a few more.

- More counselors need to be available to meet the students' needs. Also, more interaction is needed between teachers and parents about school discipline and misconduct (D-Halls, etc). More security measures and buses are needed. Toilets need to be more hygienic and school lunches less expensive.
- It seems if our PTA doesn't raise enough money, our teachers don't go to new technique training. I believe Spanish should be taught in elementary schools. Our quality of education is great, but teachers are so stressed over the test, it makes learning hard and tense. Also, teachers that are too overweight to get up to do anything with the children shouldn't teach. The safety of our parking, picking up kids and dropping them off is horrible. We need a parking lot.
- Goforth Elementary is a wonderful school. The art and music teachers are the best I've ever seen. The principal is great. The teachers are fantastic.
- Children in this day and age should have access to a paid computer teacher on a regular basis.
- Considering the amount of taxes paid, I am surprised how little money is available and the condition of some of the older schools. Overcrowding is an issue. Without an active PTA fundraiser, the school would not have enough funds to operate to the standard expected by the community.
- My concern about CCISD is too many students in overcrowded facilities. Programs benefit the very bright or those with special needs. The average student is not getting properly prepared for college work and SAT.
- Students need a longer time period for lunch. Counselors need more time to help students and they need to communicate quicker to parents when they are having problems at school.
- A disappointing program is the "Gifted and Talented" program. The vast majority of students who participate do so because a parent has insisted that the child be tested. Teachers rarely recommend testing without parent prompting, yet, parents are generally not made aware of the process.
- CCISD is approaching a severe financial problem. I am concerned they do not have the ability to fund a first-class school district.
- A school breakfast program is not necessary because when students arrive at school by bus, it is too late to eat.
- The school spent too much money on sports-related activities or facilities and not enough on bus availability.
- Teachers need to be paid better to attract better newcomers.
- We are very pleased with the educational performance of CCISD. We would love to see a Foreign language program introduced in the lower grade levels in elementary school, especially Spanish.

- Many students are able to graduate without mastering basic skills such as reading or math. Many programs are available but are not publicized for all to realize they are available.
- There should be more learning time in classrooms.
- School lunches have too many unhealthy choices that are popular with kids, so even if healthful choices are available, kids often choose the more popular, less nutritious foods.
- At our school, Armand Bayou, there's no checking to see if a child is leaving with an authorized person or not. If a child doesn't ride a bus or childcare center transportation, he could go home with a stranger without any officials taking note.
- Enrollment is not distributed to the various elementary schools equitably. In the Clear City area (North part of district), a new school was opened at almost 115% capacity with another school about 1-1/2 miles away at 85% capacity. This works out to 116 students over and 91 students under. The school that is over capacity, Falcon Pass, has a subdivision in it that is still building homes, with the other school being a mature area. Both have apartment complexes. Another school in the area, Clear Lake City Elementary is also under capacity. The capacity statistics are somewhat suspected as to their accuracy. Boundaries were just redone and obviously mistakes made by the company doing student projections.
- There is a problem with advanced or honors classes, mainly in the Intermediate schools (I do not know about high school). These classes entail a lot more homework and projects than the regular level classes. This comes across as a punishment and certainly acts as a detriment to students involved in extracurricular activities. There are only so many hours in a day and children this age need to get adequate rest. They should not be punished for being smart. I feel the projects are "busy-work" and not necessary at this level. Advanced should mean moving along with the subject matter at a faster pace during class, not more work at home.
- Communication with the Intermediate and High School this year has been abysmal. The obvious place for communication to occur is the website. In some cases, the school websites are two years out of date. If I really want up to date information, I go to the Booster Club websites. Since parents are keeping those websites up, they are informative and timely.
- The major problem with computers in this district is the lack of lab space. Juniors and seniors at the high school are given priority in the labs because they need it. Few other students get into labs, though many wonderful courses are offered.

Appendix C

DISTRICT ADMINISTRATIVE AND SUPPORT STAFF SURVEY RESULTS

(Written/Self-Administered)
(n=30)

The review team received survey responses from 30 CCISD administrators and support staff. This data was used to get a better sense of the perceptions and issues confronting the district. It was also used to supplement the work of the focus groups and public forum. In addition, this was a useful tool in drawing comparisons between the perception and opinions of the district staff versus other stakeholders.

PART A: DEMOGRAPHIC DATA

1. Gender (Optional)	Male	Female					
		28%	72%				
2. Ethnicity Optional)	Anglo	African American	Hispanic	Asian	Other		
		92%	0%	4%	4%	0%	
3. How long have you been employed by Clear Creek ISD?			1-5 years	6-10 years	11-15 years	16-20 years	20+ years
			35%	24%	14%	3%	24%
4. Are you a(n):							
	a. administrator	70%	b. clerical staffer	27%	c. support staffer	3%	
5. How long have you been employed in this capacity by Clear Creek ISD?							
	1-5 years	49%	6-10 years	31%	11-15 years	0%	
	16-20 years	10%	20+ years	10%	No Answer	0%	

PART B: SURVEY QUESTIONS

A. District Organization and Management

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
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1.	The school board allows sufficient time for public input at meetings.	37%	47%	13%	3%	0%
2.	School board members listen to the opinions and desires of others.	50%	30%	17%	3%	0%
3.	The superintendent is a respected and effective instructional leader.	27%	47%	16%	10%	0%
4.	The superintendent is a respected and effective business manager.	40%	33%	23%	4%	0%
5.	Central administration is efficient.	36%	50%	7%	7%	0%
6.	Central administration supports the educational process.	64%	30%	3%	3%	0%
7.	The morale of central administration staff is good.	24%	40%	10%	23%	3%

B. Educational Service Delivery and Performance Measurement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
8.	Education is the main priority in our school district.	74%	13%	10%	3%	0%
9.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	44%	30%	23%	3%	0%
10.	The needs of the college-bound student are being met.	54%	23%	20%	3%	0%
11.	The needs of the work-bound student are being met.	20%	50%	27%	0%	3%
12.	The district has effective					

	educational programs for the following:					
	a. Reading	44%	30%	20%	3%	3%
	b. Writing	43%	30%	20%	0%	7%
	c. Mathematics	44%	30%	23%	0%	3%
	d. Science	44%	33%	20%	0%	3%
	e. English or Language Arts	44%	30%	23%	0%	3%
	f. Computer Instruction	40%	37%	20%	0%	3%
	g. Social Studies (history or geography)	40%	34%	23%	0%	3%
	h. Fine Arts	47%	37%	13%	0%	3%
	i. Physical Education	40%	43%	14%	0%	3%
	j. Business Education	37%	37%	23%	0%	3%
	k. Vocational (Career and Technology) Education	33%	40%	24%	0%	3%
	l. Foreign Language	40%	33%	24%	0%	3%
13.	The district has effective special programs for the following:					
	a. Library Service	37%	30%	30%	3%	0%
	b. Honors/Gifted and Talented Education	44%	33%	20%	3%	0%
	c. Special Education	43%	37%	17%	3%	0%
	d. Head Start and Even Start programs	10%	17%	65%	4%	4%
	e. Dyslexia program	44%	23%	30%	3%	0%
	f. Student mentoring program	27%	37%	30%	6%	0%
	g. Advanced placement program	40%	27%	27%	6%	0%
	h. Literacy program	30%	33%	34%	3%	0%
	i. Programs for students at risk of dropping out of	27%	30%	27%	13%	3%

	school					
	j. Summer school programs	27%	40%	27%	3%	3%
	k. Alternative education programs	30%	37%	30%	0%	3%
	l. "English as a second language" program	37%	30%	33%	0%	0%
	m. Career counseling program	33%	37%	24%	3%	3%
	n. College counseling program	30%	40%	20%	7%	3%
	o. Counseling the parents of students	23%	30%	37%	7%	3%
	p. Drop out prevention program	20%	33%	30%	14%	3%
14.	Parents are immediately notified if a child is absent from school.	24%	21%	42%	10%	3%
15.	Teacher turnover is low.	13%	33%	44%	7%	3%
16.	Highly qualified teachers fill job openings.	33%	27%	34%	3%	3%
17.	Teacher openings are filled quickly.	33%	30%	34%	0%	3%
18.	Teachers are rewarded for superior performance.	13%	20%	37%	27%	3%
19.	Teachers are counseled about less than satisfactory performance.	20%	34%	40%	3%	3%
20.	All schools have equal access to educational materials such as computers, television monitors, science labs, and art classes.	40%	37%	13%	7%	3%
21.	The student-to-teacher ratio is reasonable.	13%	30%	27%	27%	3%
22.	Students have access.	43%	37%	17%	0%	3%

	when needed, to a school nurse.					
23.	Classrooms are seldom left unattended.	33%	33%	30%	0%	4%

C. Personnel Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
24.	District salaries are competitive with similar positions in the job market.	7%	23%	3%	47%	20%
25.	The district has a good and timely program for orienting new employees.	40%	37%	10%	10%	3%
26.	Temporary workers are rarely used.	13%	30%	37%	17%	3%
27.	The district successfully projects future staffing needs.	17%	50%	13%	10%	10%
28.	The district has an effective employee recruitment program.	33%	33%	20%	10%	4%
29.	The district operates an effective staff development program.	37%	37%	20%	6%	0%
30.	District employees receive annual personnel evaluations.	37%	50%	7%	3%	3%
31.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	13%	30%	17%	23%	17%
32.	Employees who perform below the standard of expectation are counseled appropriately and timely.	17%	47%	13%	20%	3%

33.	The district has a fair and timely grievance process.	33%	40%	17%	7%	3%
34.	The district's health insurance package meets my needs.	37%	30%	10%	17%	6%

D. Community Involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
35.	The district regularly communicates with parents.	40%	33%	17%	7%	3%
36.	The local television and radio stations regularly report school news and menus.	13%	20%	34%	20%	13%
37.	Schools have plenty of volunteers to help student and school programs.	17%	37%	26%	17%	3%
38.	District facilities are open for community use.	33%	44%	17%	3%	3%

E. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
39.	Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	30%	40%	23%	7%	0%
40.	The architect and construction managers are selected objectively and impersonally.	23%	33%	40%	4%	0%
41.	Schools are clean.	30%	53%	13%	4%	0%
42.	Buildings are properly maintained in a timely manner.	27%	30%	16%	27%	0%

43.	Repairs are made in a timely manner.	23%	33%	20%	20%	4%
44.	Emergency maintenance is handled promptly.	30%	47%	13%	10%	0%

F. Financial Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
45.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	20%	47%	27%	3%	3%
46.	Campus administrators are well trained in fiscal management techniques.	23%	27%	30%	17%	3%
47.	The district's financial reports are easy to understand and read.	23%	43%	20%	7%	7%
48.	Financial reports are made available to community members when asked.	37%	40%	20%	0%	3%

G. Purchasing and Warehousing

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
49.	Purchasing gets me what I need when I need it.	13%	50%	20%	17%	0%
50.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	13%	40%	27%	17%	3%
51.	Purchasing processes are not cumbersome for the requestor.	10%	30%	14%	33%	13%
52.	The district provides teachers and administrators an easy-to-use standard list of	13%	33%	24%	27%	3%

	supplies and equipment.					
53.	Students are issued textbooks in a timely manner.	20%	43%	34%	3%	0%
54.	Textbooks are in good shape.	17%	40%	43%	0%	0%
55.	The school library meets student needs for books and other resources for students.	30%	33%	30%	7%	0%

H. Safety and Security

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
56.	Gangs are not a problem in this district.	20%	33%	30%	17%	0%
57.	Drugs are not a problem in this district.	10%	10%	33%	47%	0%
58.	Vandalism is not a problem in this district.	17%	23%	23%	37%	0%
59.	Security personnel have a good working relationship with principals and teachers.	40%	37%	23%	0%	0%
60.	Security personnel are respected and liked by the students they serve.	37%	27%	36%	0%	0%
61.	A good working arrangement exists between the local law enforcement and the district.	43%	47%	10%	0%	0%
62.	Students receive fair and equitable discipline for misconduct.	23%	47%	30%	0%	0%

I. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	Students regularly use computers.	33%	53%	14%	0%	0%
64.	Students have regular access to computer equipment and software in the classroom.	30%	50%	17%	3%	0%
65.	Teachers know how to use computers in the classroom.	20%	53%	27%	0%	0%
66.	Computers are new enough to be useful for student instruction.	33%	43%	24%	0%	0%
67.	The district meets student needs in computer fundamentals.	30%	47%	20%	3%	0%
68.	The district meets students needs in advanced computer skills.	23%	37%	37%	3%	0%
69.	Teachers and students have easy access to the Internet.	33%	53%	14%	0%	0%

Appendix C

DISTRICT ADMINISTRATIVE AND SUPPORT STAFF SURVEY RESULTS

PART C: VERBATIM

The following comments are actual narratives from survey respondents. These comments do not necessarily reflect the findings or opinions of the Comptroller or review team.

- CCISD needs a good warehouse, large enough for a district of this size.
- CCISD needs a larger printing department or routing schedules to meet printing deadlines. It would be wonderful to have this service in the district.
- Special Education needs a permanent place in which equipment is stored and not moved on a yearly basis.
- This is a great place to work and live. Clear Creek continues to attract top-notch employees.
- The educational performance speaks for itself in the high TAAS scores.
- CCISD is a great school district.
- The teacher/student ratio is too high. Counselor ratios at high schools are too high-500+:1. Counselor ratio at intermediate level is too high-350 to 700+:1. Elementary counselors spend 50 percent of their time completing special education paperwork. (They serve as special education team leader.)
- CCISD is a great place to work. I am proud to work here. I am proud to send my kids here. The state needs to pay their fair share of costs so our district can afford better salaries.
- Clear Creek has been a recognized ISD for six years. Academically, our students do well. We need improvement in areas of counseling, school governance, and daily maintenance of facilities. We have a proud tradition of success and are one of the added values of the Clear Creek area community. People move to this area because of the quality of schools. Overall, our community is supportive and proud of our schools.
- It is the greatest independent school district I have ever worked for.
- Every school district I have ever come in contact with says, "Students come first. Educating the students is our main priority." I have not seen evidence of this. Money, I believe always comes first and is at the top of every list. If there is no money, then the students, teachers, and employees all suffer accordingly. I, personally, would like a complete and total breakdown of WHERE and WHAT the money from the lottery is used towards.

- This is a great district with an outstanding record of service to students. The staff is well qualified and dedicated. Compensation is below the market for comparable positions. Finances preclude program staffing and expenditures in maintenance.
- Most of the schools, especially high schools, are too crowded.

Appendix D

PRINCIPAL AND ASSISTANT PRINCIPAL SURVEY RESULTS

(Written/Self-Administered)
(n=49)

The review team received survey responses from 49 principals and assistant principals in CCISD. This data was used to get a better sense of the perceptions and issues confronting the district. It was also used to supplement the work of the focus groups and public forum.

Demographic Data

1.	Gender (Optional)	Male	Female	No Response				
		2%	98%	0%				
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Response	
		76%	7%	11%	2%	4%	0%	
3.	How long have you been employed by Clear Creek ISD?		1-5 years	6-10 years	11-15 years	16-20 years	20+ years	No Response
			70%	14%	6%	4%	6%	0%
4.	What grades are taught in your school?			Pre K to 5th	K to 6th	7th to 9th	10th to 12th	
				44%	32%	12%	12%	

A. District Organization and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	11%	27%	54%	4%	4%
2.	School board members listen to the opinions and desires of others.	13%	29%	46%	8%	4%
3.	School board members	8%	33%	42%	17%	0%

	understand their role as policymakers and stay out of the day-to-day management of the district.					
4.	The superintendent is a respected and effective instructional leader.	15%	25%	35%	17%	8%
5.	The superintendent is a respected and effective business manager.	15%	27%	33%	15%	10%
6.	Central administration is efficient.	8%	42%	19%	21%	10%
7.	Central administration supports the educational process.	10%	48%	21%	13%	8%
8.	The morale of central administration staff is good.	12%	42%	23%	19%	4%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
9.	Education is the main priority in our school district.	39%	45%	6%	8%	2%
10.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	19%	35%	33%	13%	0%
11.	The needs of the college-bound student are being met.	24%	39%	31%	4%	2%
12.	The needs of the work-bound student are being met.	10%	44%	27%	13%	6%
13.	The district provides curriculum guides for all grades and subjects.	19%	57%	16%	6%	2%

14.	The curriculum guides are appropriately aligned and coordinated.	14%	43%	33%	8%	2%
15.	The district's curriculum guides clearly outline what to teach and how to teach it.	15%	29%	42%	10%	4%
16.	The district has effective educational programs for the following:					
	a. Reading	21%	61%	12%	2%	4%
	b. Writing	23%	55%	14%	6%	2%
	c. Mathematics	23%	55%	14%	4%	4%
	d. Science	21%	61%	14%	2%	2%
	e. English or Language Arts	12%	67%	15%	6%	0%
	f. Computer Instruction	12%	55%	15%	14%	4%
	g. Social Studies (history or geography)	12%	67%	15%	2%	4%
	h. Fine Arts	16%	59%	19%	6%	0%
	i. Physical Education	18%	72%	10%	0%	0%
	j. Business Education	8%	37%	51%	4%	0%
	k. Vocational (Career and Technology) Education	8%	27%	57%	6%	2%
	l. Foreign Language	10%	46%	40%	2%	2%
17.	The district has effective special programs for the following:					
	a. Library Service	20%	57%	19%	2%	2%
	b. Honors/Gifted and Talented Education	35%	48%	13%	2%	2%
	c. Special Education	27%	63%	8%	0%	2%
	d. Head Start and Even Start programs	10%	37%	43%	8%	2%
	e. Dyslexia program	27%	44%	23%	4%	2%

	f. Student mentoring program	10%	45%	39%	6%	0%
	g. Advanced placement program	16%	43%	33%	6%	2%
	h. Literacy program	18%	41%	31%	8%	2%
	i. Programs for students at risk of dropping out of school	16%	22%	35%	25%	2%
	j. Summer school programs	14%	51%	23%	10%	2%
	k. Alternative education programs	19%	46%	31%	4%	0%
	l. "English as a second language" program	29%	51%	14%	6%	0%
	m. Career counseling program	15%	32%	40%	11%	2%
	n. College counseling program	13%	34%	40%	11%	2%
	o. Counseling the parents of students	8%	40%	33%	17%	2%
	p. Drop out prevention program	4%	25%	56%	13%	2%
18.	Parents are immediately notified if a child is absent from school.	14%	31%	18%	29%	8%
19.	Teacher turnover is low.	8%	35%	23%	23%	11%
20.	Highly qualified teachers fill job openings.	13%	57%	15%	11%	4%
21.	Teachers are rewarded for superior performance.	6%	31%	19%	36%	8%
22.	Teachers are counseled about less than satisfactory performance.	6%	42%	27%	17%	8%
23.	All schools have equal access to educational materials such as computers. television	17%	50%	15%	12%	6%

	monitors, science labs, and art classes.					
24.	Students have access, when needed, to a school nurse.	46%	50%	4%	0%	0%
25.	Classrooms are seldom left unattended.	23%	56%	13%	4%	4%

C. Personnel Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
26.	District salaries are competitive with similar positions in the job market.	2%	33%	21%	29%	15%
27.	The district has a good and timely program for orienting new employees.	19%	46%	10%	19%	6%
28.	Temporary workers are rarely used.	6%	38%	21%	27%	8%
29.	The district successfully projects future staffing needs.	6%	35%	23%	23%	13%
30.	The district has an effective employee recruitment program.	13%	38%	31%	12%	6%
31.	The district operates an effective staff development program.	15%	44%	21%	12%	8%
32.	District employees receive annual personnel evaluations.	23%	56%	15%	4%	2%
33.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	4%	40%	14%	25%	17%

34.	Employees who perform below the standard of expectation are counseled appropriately and timely.	4%	43%	19%	28%	6%
35.	The district has a fair and timely grievance process.	10%	42%	31%	15%	2%
36.	The district's health insurance package meets my needs.	6%	40%	21%	25%	8%

D. Community involvement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
37.	The district regularly communicates with parents.	15%	48%	10%	25%	2%
38.	Schools have plenty of volunteers to help student and school programs.	19%	48%	8%	25%	0%
39.	District facilities are open for community use.	17%	54%	21%	6%	2%

E. Facilities Use and Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
40.	Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	8%	44%	23%	19%	6%
41.	Schools are clean.	23%	55%	2%	9%	11%
42.	Buildings are properly maintained in a timely manner.	19%	37%	6%	23%	15%
43.	Repairs are made in a timely manner.	15%	46%	4%	23%	12%
44.	Emergency maintenance is handled promptly.	21%	44%	15%	12%	8%

F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
45.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	12%	38%	25%	23%	2%
46.	Campus administrators are well-trained in fiscal management techniques.	10%	44%	31%	15%	0%
47.	Financial resources are allocated fairly and equitably at my school.	17%	38%	27%	10%	8%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
48.	Purchasing gets me what I need when I need it.	4%	46%	27%	13%	10%
49.	Purchasing acquires high quality materials and equipment at the lowest cost.	6%	25%	29%	23%	17%
50.	Purchasing processes are not cumbersome for the requestor.	6%	40%	27%	17%	10%
51.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	9%	43%	32%	8%	8%
52.	Students are issued textbooks in a timely manner.	12%	67%	15%	4%	2%
53.	Textbooks are in good shape.	10%	69%	17%	4%	0%
54.	The school library meets students needs for books	17%	65%	10%	6%	2%

	and other resources.					
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H. Food Services

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
55.	The cafeteria's food looks and tastes good.	12%	31%	10%	35%	12%
56.	Food is served warm.	17%	61%	8%	8%	6%
57.	Students have enough time to eat.	12%	63%	6%	15%	4%
58.	Students eat lunch at the appropriate time of day.	14%	72%	4%	6%	4%
59.	Students wait in food lines no longer than 10 minutes	12%	53%	15%	16%	4%
60.	Discipline and order are maintained in the school cafeteria.	25%	51%	6%	10%	8%
61.	Cafeteria staff is helpful and friendly.	29%	55%	6%	6%	4%
62.	Cafeteria facilities are sanitary and neat.	29%	65%	4%	2%	0%

I. Transportation

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	The drop-off zone at the school is safe.	33%	53%	4%	6%	4%
64.	The district has a simple method to request buses for special events.	13%	60%	23%	2%	2%
65.	Buses arrive and leave on time.	14%	66%	10%	10%	0%
66.	Adding or modifying a route for a student is easy to accomplish.	8%	39%	37%	16%	0%

J. Safety and Security

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
67.	Students feel safe and secure at school.	35%	49%	10%	4%	2%
68.	School disturbances are infrequent.	25%	65%	4%	6%	0%
69.	Gangs are not a problem in this district.	16%	43%	21%	18%	2%
70.	Drugs are not a problem in this district.	10%	27%	16%	39%	8%
71.	Vandalism is not a problem in this district.	10%	36%	19%	27%	8%
72.	Security personnel have a good working relationship with principals and teachers.	29%	51%	16%	4%	0%
73.	Security personnel are respected and liked by the students they serve.	25%	50%	19%	6%	0%
74.	A good working arrangement exists between local law enforcement and the district.	27%	61%	10%	2%	0%
75.	Students receive fair and equitable discipline for misconduct.	22%	45%	12%	19%	2%
76.	Safety hazards do not exist on school grounds.	14%	47%	15%	12%	12%

K. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
77.	Students regularly use computers.	27%	57%	10%	6%	0%
78.	Students have regular	21%	51%	16%	12%	0%

	access to computer equipment and software in the classroom.					
79.	Computers are new enough to be useful for student instruction.	27%	51%	14%	8%	0%
80.	The district meets students needs in computer fundamentals.	25%	47%	12%	16%	0%
81.	The district meets student needs in advanced computer skills.	16%	41%	25%	16%	2%
82.	Teachers know how to use computers in the classroom.	21%	49%	6%	20%	4%
83.	Teachers and students have easy access to the Internet.	22%	53%	25%	0%	0%

Appendix D

PRINCIPAL AND ASSISTANT PRINCIPAL SURVEY RESULTS

PART C: VERBATIM

The following comments are actual narratives from survey respondents. These comments do not necessarily reflect the findings or opinions of the Comptroller or review team.

- Training sessions are too long and not comprehensive. Administrators are not involved in or knowledgeable about campus finances.
- I think that overall, we have an outstanding district which will only get better with the appointment of our new superintendent, who has also worked as a staff member. Teacher salaries do not reflect the outstanding teaching that takes place here. The budget problems must be addressed at the state level as well as the district level. Our secondary schools are so large that the academic, college and personal counseling and attention are inadequate for most individual students.
- I feel as though the input in the school cafeteria is good although they could use more pay for what is done or to hire more employees. There are not enough personnel in the kitchen, and they work very hard.
- Elementary tech labs have to share one tech for three campuses. The secondary schools do not have to do this. This is where young minds are the most creative.
- Principals should show total support to the entire staff. Teachers, aides and all others should receive the same respect and same benefits. Principals should not expect aides to do all the lower work and not receive some compensation. Teachers should receive some extra compensation for all the extra hours that are put into the classroom.
- I believe and see the educational performance dwindle considerably with the students, due to the lack of interest from administration. The students complain about facilities being old and broken down; they are afraid of rats and mice that they see in these conditions. It's clear to see that administration would rather build new schools rather than repair the schools that need repair so badly. And frankly, the food Franchise in our school district is robbing our children with their charges for food and snacks.
- All programs are not equally funded. The library program is an example of a program that is consistently under funded. Yet, it is one of the most efficient programs regarding impact upon the

educational program in the district per dollar spent. Supplementary materials, books and videos purchased by departments and tagged in the library are accountable and do not disappear as staff is re-assigned or leaves the district. Many items, including equipment, disappear because this is not done.

- Why do we need an assistant superintendent when we have cluster directors? Please start your investigation at the district level. The school is where the students are taught so keep your teachers happy and everything will fall in place. I am not a teacher, but when I hear a teacher say they are stressed out, and we have only been back to school for two weeks, something is wrong. Of course many of your good teachers will stress out because of additional paperwork and things they have to do that are not teaching related. I also feel they spend too much time on discipline. Parents and students should be aware "you do the crime, you pay the time." Students laugh because their parents just have to complain and the student can get out of trouble. I am not talking about major discipline issues; I am talking everyday dress code, tardy, talking back, etc. I know all this should be handled at home. So maybe we should start working on students' home conditions. Parents should be liable for their child's actions. Set up a system and have parents sign a paper to this effect.
- We have a new principal and she seems to be trying very hard to make things better at school. Her hands are tied when trying to get the building in good shape. Who hires the contract workers in the district? Check this area out.
- Teachers usually use money out of their own pockets to make their classrooms friendly and a happy place for students. Please do not make it tougher to be a teacher.
- I feel our administration should treat each campus fairly. In our district, newer buildings and buildings with higher economic (income) populations have more resources and fixtures available to them. It also seems they tell us quite often our budget is not being met, when we should have plenty of tax monies considering the economics in our area.
- As a parent of three children currently in the Clear Creek ISD, I am very pleased with the education they are receiving. I have worked for this district for three years and am proud to be working with our administrators, teachers and staff.
- I substitute in a variety of elementary schools. There is a need for more teachers. My bachelor's degree is not in teaching, and I learn daily what each school does. I don't have much input in some areas. I see a need for roof repairs in schools. There are lots of leaks when it rains, and wet floors can be hazardous.
- Too much money is being spent on top administration when it should be utilized in the classrooms.

- CCISD is behind in technology.
- All looks good and friendly to others. Students have fun at school.
- The lunch pin numbers and account management is difficult for the younger students. It is too easy for a young child to walk out of the cafeteria with a \$7.00 lunch and a plate of junk. It is also terrible when a lunch is taken from a child because their account is empty.
- Most playgrounds do not have the recommended 6-12 inches of gravel or bark.
- After working in smaller districts, the size of CCISD is cumbersome. I feel I work for an outstanding district, committed to students' success at all levels. As a building principal, I have struggled with the district's over-funding issues. I feel though, our district does the best it can with the resources given to it.
- I feel in the elementary school, having only a part-time assistant principal is not effective. The principal is always gone to meetings, etc. and that means there is no administrative staff on the premises. Either do not have as many meetings for the principals or get every elementary school a full-time assistant principal.
- Clear Creek High School is poorly maintained and at the point of being hazardous to students and faculty. Faculty has to test air quality in classrooms at their own expense. Toxic mold has been found in most buildings, rat feces in desk drawers and feral cats in ceilings. This environment should be investigated because no steps are being implemented to alleviate these health hazards.
- Two of three high schools need major repairs. McWhirter Elementary needs to be torn down and rebuilt. Air quality in the schools is unsafe.
- Administration is top heavy.
- This district devotes too many resources to meeting the perceived needs of gifted and talented kids and not nearly enough to ensuring that those students who are marginal receive adequate assistance. Schools in lower-income areas are left to their own devices and their test scores prove it.
- While the morale at the ESC is good, the schools often get conflicting information from the different departments. It is often said that the "left hand doesn't know what the right hand is doing." We need a master calendar from ESC that includes all testing/benchmark information and meeting dates instead of 20-30 pieces of information coming from each department. In addition, most teachers and administrators would like an answer as to why the district is in such financial disarray.

Appendix E

TEACHER SURVEY RESULTS

(Written/Self-Administered)
(n=150)

The review team received survey responses from 150 CCISD teachers. This data was used to get a better sense of the perceptions and issues confronting the district. It was also used to supplement the work of the focus groups and public forum. This data was used to gain a more complete picture of the working environment within the district. This data was also used to gain an indication of gaps in perception between the faculty, staff and central office personnel.

PART A: DEMOGRAPHIC DATA

1. Gender (Optional)	Male	Female				
		16%	84%			
2. Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	
		93%	0%	4%	2%	1%
3. How long have you been employed by Clear Creek ISD?		1-5 years	6-10 years	11-15 years	16-20 years	20+ years
		52%	16%	14%	9%	9%
4.	Pre-Kindergarten	Fourth Grade	Ninth Grade			
	2%	18%	14%			
	Kindergarten	Fifth Grade	Tenth Grade			
	14%	18%	23%			
	First Grade	Sixth Grade	Eleventh Grade			
	16%	16%	25%			
	Second Grade	Seventh Grade	Twelfth Grade			
	16%	19%	23%			
	Third Grade	Eighth Grade				
17%	14%					

PART B: SURVEY QUESTIONS

A. District Organization and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	5%	33%	46%	12%	4%
2.	School board members listen to the opinions and desires of others.	5%	41%	39%	12%	3%
3.	School board members work well with the superintendent.	5%	30%	53%	10%	2%
4.	The school board has a good image in the community.	5%	48%	28%	15%	4%
5.	The superintendent is a respected and effective instructional leader.	6%	32%	22%	25%	15%
6.	The superintendent is a respected and effective business manager.	5%	28%	32%	22%	13%
7.	Central administration is efficient.	5%	34%	10%	38%	13%
8.	Central administration supports the educational process.	6%	52%	12%	22%	8%
9.	The morale of central administration staff is good.	4%	32%	49%	12%	3%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
10.	Education is the main priority in our school district.	20%	62%	1%	13%	4%
11.	Teachers are given an opportunity to suggest	12%	58%	8%	17%	5%

	programs and materials that they believe are most effective.					
12.	The needs of the college-bound student are being met.	20%	49%	20%	10%	1%
13.	The needs of the work-bound student are being met.	8%	36%	26%	24%	6%
14.	The district provides curriculum guides for all grades and subjects.	28%	58%	5%	7%	2%
15.	The curriculum guides are appropriately aligned and coordinated.	19%	45%	12%	21%	3%
16.	The district's curriculum guides clearly outline what to teach and how to teach it.	16%	42%	10%	27%	5%
17.	The district has effective educational programs for the following:					
	a. Reading	23%	55%	10%	10%	2%
	b. Writing	16%	57%	8%	18%	1%
	c. Mathematics	19%	62%	6%	12%	1%
	d. Science	17%	62%	9%	10%	2%
	e. English or Language Arts	19%	62%	7%	11%	1%
	f. Computer Instruction	12%	52%	10%	20%	6%
	g. Social Studies (history or geography)	16%	64%	9%	10%	1%
	h. Fine Arts	20%	60%	13%	5%	2%
	i. Physical Education	20%	58%	13%	9%	0%
	j. Business Education	7%	33%	54%	6%	0%
	k. Vocational (Career and Technology) Education	7%	28%	48%	14%	3%

	l. Foreign Language	10%	45%	37%	6%	2%
18.	The district has effective special programs for the following:					
	a. Library Service	17%	55%	20%	7%	1%
	b. Honors/Gifted and Talented Education	27%	59%	9%	5%	0%
	c. Special Education	22%	61%	10%	5%	2%
	d. Head Start and Even Start programs	9%	22%	65%	3%	1%
	e. Dyslexia program	22%	60%	9%	8%	1%
	f. Student mentoring program	10%	37%	42%	10%	1%
	g. Advanced placement program	19%	48%	27%	6%	0%
	h. Literacy program	15%	40%	34%	9%	2%
	i. Programs for students at risk of dropping out of school	12%	31%	38%	16%	3%
	j. Summer school programs	17%	48%	22%	10%	3%
	k. Alternative education programs	11%	37%	39%	12%	1%
	l. "English as a second language" program	15%	52%	20%	12%	1%
	m. Career counseling program	4%	26%	51%	16%	3%
	n. College counseling program	5%	33%	47%	11%	4%
	o. Counseling the parents of students	7%	30%	34%	23%	6%
	p. Drop out prevention program	6%	25%	49%	19%	1%
19.	Parents are immediately notified if a child is absent from school.	8%	37%	25%	27%	3%

20.	Teacher turnover is low.	7%	36%	16%	35%	6%
21.	Highly qualified teachers fill job openings.	15%	46%	12%	22%	5%
22.	Teacher openings are filled quickly.	11%	54%	16%	17%	2%
23.	Teachers are rewarded for superior performance.	2%	13%	13%	43%	29%
24.	Teachers are counseled about less than satisfactory performance.	5%	37%	33%	21%	4%
25.	Teachers are knowledgeable in the subject areas they teach.	17%	70%	8%	4%	1%
26.	All schools have equal access to educational materials such as computers, television monitors, science labs, and art classes.	13%	36%	9%	33%	9%
27.	The student-to-teacher ratio is reasonable.	7%	37%	3%	38%	15%
28.	Classrooms are seldom left unattended.	29%	61%	8%	2%	0%

C. Personnel Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
29.	District salaries are competitive with similar positions in the job market.	3%	35%	2%	41%	19%
30.	The district has a good and timely program for orienting new employees.	10%	63%	10%	14%	3%
31.	Temporary workers are rarely used.	7%	42%	27%	22%	2%
32.	The district successfully projects future staffing	2%	33%	18%	34%	13%

	needs.					
33.	The district has an effective employee recruitment program.	4%	35%	43%	14%	4%
34.	The district operates an effective staff development program.	8%	48%	8%	28%	8%
35.	District employees receive annual personnel evaluations.	30%	61%	6%	3%	0%
36.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	4%	16%	22%	44%	14%
37.	Employees who perform below the standard of expectation are counseled appropriately and timely.	5%	33%	36%	23%	3%
38.	The district has a fair and timely grievance process.	3%	35%	55%	6%	1%
39.	The district's health insurance package meets my needs.	9%	47%	10%	23%	11%

D. Community involvement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
40.	The district regularly communicates with parents.	17%	64%	6%	12%	1%
41.	The local television and radio stations regularly report school news and menus.	5%	14%	28%	46%	7%
42.	Schools have plenty of volunteers to help student and school programs.	17%	47%	6%	25%	5%

43.	District facilities are open for community use.	19%	55%	19%	7%	0%
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E. Facilities Use and Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
44.	The district plans facilities far enough in the future to support enrollment growth.	5%	23%	13%	35%	24%
45.	Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	4%	38%	29%	25%	4%
46.	The architect and construction managers are selected objectively and impersonally.	3%	15%	74%	5%	3%
47.	The quality of new construction is excellent.	8%	37%	28%	20%	7%
48.	Schools are clean.	15%	60%	3%	18%	4%
49.	Buildings are properly maintained in a timely manner.	7%	44%	5%	34%	10%
50.	Repairs are made in a timely manner.	5%	40%	10%	34%	11%
51.	Emergency maintenance is handled promptly.	9%	50%	17%	21%	3%

F. Financial Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
52.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	10%	37%	21%	25%	7%
53.	Campus administrators are	11%	37%	39%	11%	2%

	well trained in fiscal management techniques.					
54.	Financial resources are allocated fairly and equitably at my school.	8%	39%	22%	22%	9%

G. Purchasing and Warehousing

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
55.	Purchasing gets me what I need when I need it.	1%	30%	27%	33%	9%
56.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	2%	23%	34%	32%	9%
57.	Purchasing processes are not cumbersome for the requestor.	1%	24%	30%	31%	14%
58.	Vendors are selected competitively.	1%	24%	53%	18%	4%
59.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	1%	35%	21%	33%	10%
60.	Students are issued textbooks in a timely manner.	10%	64%	10%	15%	1%
61.	Textbooks are in good shape.	12%	64%	11%	10%	3%
62.	The school library meets students needs for books and other resources.	20%	63%	7%	9%	1%

H. Food Services

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
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63.	The cafeteria's food looks and tastes good.	1%	33%	19%	33%	14%
64.	Food is served warm.	3%	55%	22%	15%	5%
65.	Students eat lunch at the appropriate time of day.	5%	72%	5%	14%	4%
66.	Students wait in food lines no longer than 10 minutes	8%	45%	16%	21%	10%
67.	Discipline and order are maintained in the school cafeteria.	8%	61%	7%	18%	6%
68.	Cafeteria staff is helpful and friendly.	8%	54%	14%	19%	5%
69.	Cafeteria facilities are sanitary and neat.	10%	74%	9%	5%	2%

I. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
70.	School disturbances are infrequent.	12%	70%	5%	11%	2%
71.	Gangs are not a problem in this district.	11%	39%	23%	24%	3%
72.	Drugs are not a problem in this district.	3%	23%	22%	40%	12%
73.	Vandalism is not a problem in this district.	3%	28%	19%	42%	8%
74.	Security personnel have a good working relationship with principals and teachers.	13%	60%	22%	5%	0%
75.	Security personnel are respected and liked by the students they serve.	11%	51%	33%	5%	0%
76.	A good working arrangement exists between the local law enforcement and the	12%	61%	20%	6%	1%

	district.					
77.	Students receive fair and equitable discipline for misconduct.	7%	61%	6%	21%	5%
78.	Safety hazards do not exist on school grounds.	6%	45%	17%	30%	2%

J. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
79.	Students regularly use computers.	15%	61%	3%	18%	3%
80.	Students have regular access to computer equipment and software in the classroom.	10%	54%	6%	25%	5%
81.	Teachers know how to use computers in the classroom.	10%	64%	5%	18%	3%
82.	Computers are new enough to be useful for student instruction.	10%	71%	4%	13%	2%
83.	The district meets students needs in classes in computer fundamentals.	9%	59%	12%	15%	5%
84.	The district meets student needs in classes in advanced computer skills.	7%	39%	26%	23%	5%
85.	Teachers and students have easy access to the Internet.	16%	71%	2%	8%	3%

Appendix E

TEACHER SURVEY RESULTS

PART C: VERBATIM

The following comments are actual narratives from survey respondents. These comments do not necessarily reflect the findings or opinions of the Comptroller or review team.

- I feel that if CCISD wants to keep teachers that continue to improve themselves by attending workshops and other training, then, CCISD should offer more that are free to teachers of CCISD and that will still count towards professional growth. Other districts provide training and use it for their professional growth and both the teachers and the district benefit from this.
- Computer classes at the elementary level must be reinstated. Keyboarding technique becomes routine at a very young age. If students wait until middle school for technology instruction, they are being left behind.
- District in-service training days: some programs are great, some are good, some are worthless and the district wastes time and money. How do we decide which in-services to use? Can we get more teacher input on this?
- In Clear Creek ISD, it is apparent that cutting costs is more important than the best education for their children. CCISD, after school is in full swing, often disbands a teacher's class, separating the students into new classes, and moves the teacher to an entirely different campus. Rather than hire a new employee, they "recycle" a current one, filling new classes to the brim and often beyond the state's maximum capacity. This sends teachers, parents and students the message that cutting costs takes precedent over providing the best possible learning environment.
- Campus administrators at my school are great. They are organized, efficient and supportive of their teaching staff and care about the students. District administrators seem out of touch at times with what goes on in the classrooms. They continue to increase the number of tests teachers must administer to students. "Benchmark Testing" is taking up too much valuable teaching time and does not provide helpful information to teachers.
- I have to spend between \$200 to \$300 of my own money to supply lab materials. The Science budget is too low. We are required to do 40 percent lab instruction with no extra funds.
- I feel that the teachers are expected to raise test scores instead of teach the students. I personally have been pressured into "doing

whatever it takes to bring up test scores." In addition, this district rewards incompetence and punishes competence. For example, a highly qualified writing teacher whom the district has teach writing across the curriculum to all teachers cannot get an assistant principal job in the district. This would mean moving that teacher out of the classroom and allowing him/her to spread his/her knowledge to a whole school. In addition, the principals now cannot purchase supplies for the teachers because, "we don't have the money." This year we got a stapler, tape, 2 black dry erase markers and 2 erasers. If we wanted anything else, we had to purchase it with money out of our pocket. How do you teach writing without pens, pencils and paper? The district wants the scores, but will not give us supplies. Also, there is no raise for three years. Where is the money going? The superintendent makes 200K+, why aren't the teachers getting raises? Are those at central office getting raises? We are going to lose the qualified teachers that we do have.

- This district is very top down administration. The local site-based committees have very little input into the system.
- Teacher's salaries are extremely low. They need to improve salaries because that will improve the quality of staff this district receives.
- There are many great things about CCISD, but there are things that get overlooked and left out. This is the best school district I've been in, and hope to help it become the best in Texas.
- Not enough is done at the district level to publicize the good things being done in our schools. It also needs to be publicized about the needs in our district, especially financial. You are "preaching to the choir" when you come around to our schools and tell the teachers about the problems the district is facing. Perhaps sharing this with the community will increase public support. More support is needed for the classroom teachers in dealing with special education, 504 and ESL students. We are overburdened with the time it takes to create special lessons and modifications.
- I see a lack of programs for non-college bound students. As our minority population grows, the district needs to implement more programs (remedial and vocational) to reduce dropouts and provide job skills.
- The money isn't going to the students. Society has dictated that people in managerial positions are of greater value than support staff or teachers. Sports have become more important and very costly. I would want my child to be able to read and write rather than to throw a ball or run around a track. Not many ever make it to the professional level but we all read and write.
- Administrators have little concern for teachers preparing their class for first day. Construction goes on until the morning of the first

day. I feel unprepared on the first day if I have not been in the room to prepare.

- Purchasing for the district requires a P.O. for everything. Teachers don't have time for all this paperwork and tend to spend out of their pocket.
- Overcrowded conditions in the classrooms are a big problem.
- Counselors show no concerns for the size and condition of room or safety of students. They just keep cramming the students into oversized classes.
- I am extremely happy here. I don't feel my input is very valuable at this time, however, since I have only been here for three weeks.
- Some of the questions are difficult to answer because campuses are different especially elementary campuses compared to secondary campuses. I know the district has many things it has to balance, but much too often it seems they are more concerned with numbers (be it bodies or \$) than with people. On the intermediate and high school campuses, different courses are offered. This allows some students to have advantages that others don't. The high school counseling center needs to be much more organized. Students have to wait too long for assistance, and information about scholarships is not well publicized or done in a timely manner. High school students have to wait two weeks or more for schedule changes.
- Clear Creek is a good district because it has so many teachers who care and consistently "go the extra mile." We are all very excited about our new superintendent and anxious to see what changes may be ahead of us.
- Overall, this is a great district to work at. There are problems with demographics projections on classroom numbers, which results in negativity within the schools. Also, the current benchmark testing as required by the district eats up too much instructional time. In addition, the restructuring of the technology department is a bad idea. On the elementary level, we are losing a competent computer teacher who took the time to teach our children computer skills. Now, we are expected to be the sole provider of teaching technology. When are we suppose to fit it all in?
- I don't use the cafeteria so I have no opinion about most of those survey questions. Although sometimes, in the athletics area, we have to buy more expensive items because our cheaper vendors can't get on the list.
- In Wedgewood Elementary, they just replace ceiling tiles when it rains rather than find the leaks and repair them. Is mold our next issue?
- Why does it take one week or more for applications for free or reduced lunches to be approved or processed? How are these low-income kids going to eat in the meantime? Can this be done quickly with computer input?

- There are way too many students in the classroom to provide adequate instruction. Teachers have to spend too much time on classroom management. Students are missing out on instruction.
- The district is discontinuing the best literacy program, Reading Recovery. Experienced teachers with more than 20 years of service are not used to fill positions where money or federal funding is a factor. They are told they are too expensive for the positions.
- Money-saving solutions have gotten out of hand in CCISD. The district has mandated that principals should not hire teachers with more than 5 years experience because they will have to be paid more. We are exchanging quality and experience for cheaper salaries. Along the same lines, the district has also placed student teachers into official school positions instead of hiring degreed teachers. This is another way for them to save money that ultimately cheats both the students and qualified teachers seeking employment. The overall lack of organization and excessive bureaucracy mandated by the district makes it very difficult to feel like teachers are being supported in the most effective way possible. The focus is no longer on the students, but on the district's self-image. I have recently seen two of my colleagues be unfairly cheated by CCISD. One involves a worker compensation issue that the district has chosen to ignore, forcing one teacher to retire prematurely. The other involves a teacher who was forced to resign based on accusations that were proven to be false after the teacher had quit. What kind of message does this send to CCISD employees? We have sat back for the last few years and watched our stipends be frozen with no explanation, and seen budgets get progressively smaller. I realize that money is tight, but why is it that the teachers must always end up paying? I truly love the school I work at, but I am beyond frustrated with this district. Their current actions are cheating both the students and the teachers.
- We supposedly have the expertise to facilitate distance learning. I know we have the hardware; yet, high school students still have to drive to other campuses for classes.
- ESL is harder at Brook because of the vast variety of second languages. Spanish is no problem, but we have many mid-east and oriental languages.
- Many projects have sufficient help from volunteers and some do not.
- Many citizens and some administrators in the past have suggested using available funds to purchase future school sites. This has not happened.
- I cannot believe that a principal and assistant principal have the right to go through a teacher's desk and file cabinets. Students were kept in the office the whole day because they took water guns for a water game, which had been permitted the year before by the

principal but was not allowed by the assistant principal. Yet, the assistant principal and principal used water guns at the end of the year program.

- Clear Creek maintains high ratings due to the non-stop, hard work of its well-educated professional teachers. Unfortunately, teacher moral is at an all time low in this district. CCISD is non-competitive with its salaries and offers zero incentives for their teachers continued hard work and commitment, unlike all surrounding districts. CCISD, however, is very quick to show you every area you are failing in. I know this is the cause of teacher turnover and low morale. Everyone needs to feel appreciated now and then. Pasadena ISD sets a good example for providing incentives to their teachers. When CCISD is questioned in this issue, they always dance in circles around it. I speak for all the teachers that love their job and their school, but are very frustrated and feel like they have no voice.
- Clear Creek is doing a great job. My own children were very successful and I am happy teaching in this district.
- As a new teacher to Clear Creek ISD, I have been impressed with the district so far.
- I feel our district has "slipped" in the past 10 years in teacher pay. I teach in an exemplary school and have never seen a cent of the money received by the school for a high rating. I have no idea how the money is spent. Since I've taught 32 years, I often receive no pay raise. The new teachers get the bulk. Our district is phasing out our computer teachers. We will go back to the classroom teachers teaching computer just as we did 20 years ago. It is a step backward.
- Our superintendent is paid a huge salary and we have way too many highly paid people in the administrative end of our district.
- Teachers are blamed for budget problems-salary of teachers. In reality, there are layers and layers of "upper management" and "district support personnel" outside of the schools that are draining the district resources. There should only be one layer of management above principals. The teachers know that all of these "support and upper management" make at least 2 times more than we do. It's also ridiculous that a teacher has to pay \$200 - \$300 a month to cover themselves and one child for health insurance. There is no way to cover the whole family (husband too).
- I think the tension between the school board and the community needs to be addressed. I have lived and taught in two other states and have never seen a community so hostile to the school board. Seeing the ineffectiveness of the central office, I'm not sure the hostility is unfounded. CCISD is "top heavy" and someone needs to trim it down.

- I am at work at 7:00 a.m. to use a copy machine that breaks often. I am required to be at work by 8:00 a.m. The line at the copier grows throughout the day. There are not enough personnel on time to teach in a classroom (preparing six levels of one lesson daily) and do Case Management as it should be done. I feel I am working two different jobs, but being paid for one.
- My afternoons are spent grading papers, redoing lessons for the six different levels of students, and then trying to work with case management students during my conference or lunch. Now, I am to teach a life skills class, and be observed. Just when do I see my children, husband, or sleep?
- This district is having money problems due to the Texas funding structure to schools that is currently in place. If you want to help, then find ways to get the schools more money, not just move funds from one account to another or further restrict spending. If the State of Texas really is behind education, then there needs to be more money put into the education fund. Teachers keep working harder to implement the myriad of rules and regulations, programs and testing requirements that come from Austin. Our reward as we continue to improve the education of our students per Austin's rules is less than adequate salaries and much more money coming from our own pockets for supplies. This, along with longer and longer work time outside of the workday.
- This district suffers from the same educational delusions as the state board, governor, legislature and president. The notion that quality of education and teacher effectiveness can only be monitored through standardized tests is ludicrous and baseless in legitimate pedagogical theory. Until this trend is reversed, teachers will continue to teach to the test because their jobs are on the line. Process and quality have been circumvented by results.
- Schools are not given money equally.
- There are too many special education teachers. The teacher-student ratio is so low compared to regular classroom teachers who have special education students in their classes.
- There seems to be a chronic shortage of special education teachers in the district. I know surrounding districts pay their special education teachers a stipend because it is such a shortage area.
- The promotions for many have not been the best choice. The word is "the less years, the better." Getting them cheaper is better. The "young ones" don't last and are on a "power trip." Disappointments are something we get used to. Many who have tried to come back to CCISD are turned down. They have a lot of new ideas, most experience and are flexible to changes.
- The central office has too many personnel at the top. For example, our old superintendent has a secretary and a chief of staff who has two secretaries. We have a deputy superintendent who has two

secretaries and we have three cluster directors who all have secretaries. We have a teacher shortage. We have added 3 new schools the last year and did not add any extra maintenance people or budget to take care of them. We have great extra curricular participation but we are behind in facilities.

- As a fifth grade teacher, I feel like CCISD does not deal effectively with the students-to-teacher ratio. A few years ago, I was told by a school board member, "fifth grade student numbers are not a priority." When I have had over 30 students in my classes, I believe that should be a priority.
- There are three intermediate schools of approximately the same size in League City with enrollments of approximately 1,118, 550 and 700. This doesn't seem to be the best utilization of facilities. In addition, Brookside Intermediate has "quite a few" portables and it is not very far from Creekside Intermediate.
- Intermediate students should be able to go on a field trip without having to pay for buses.
- For the majority of teachers, it is impossible to be ready for the first day of school with only one preparation day. Teachers work all year at night and on weekends so it seems to me that there could be at least 3-4 paid workdays to prepare for opening school.
- Clear Creek ISD is an excellent school district. I do believe that the rapid growth of our area has caused many problems with over crowdedness, rapid expansion and lack of effective maintenance.
- The district needs more computer personnel. We have built over seven schools in 10 years and no additional central office computer personnel have been hired. We are expected to learn programs basically on our own. We have a "help" line, but it's not like having a body in a classroom to actually help.
- Clear Creek ISD is in a "transition." Our former superintendent is no longer active and we haven't hired a new one. Our district is growing like mad and the budget has been stretched very thin. The "Robin Hood Amendment" has taken a wonderful district and tried to make it mediocre. Only time will tell the damage.
- I have been very impressed with Clear Creek and their commitment in making new teachers feel so welcome to the district. I find the administrators to be very accessible, friendly and proud of this district.
- The computer education is going down fast. Only one PC and one MAC in a classroom are hardly enough. Labs are full with sign ups already and now computer in block. There is too much curriculum and not enough time.
- In the fall of 1999, two new intermediate schools in the district opened with portable classrooms on-site because at the time the schools opened, student populations exceeded building capacity.
- Demands/expectations of teachers are sometimes very high:

1. At the secondary level, a teacher's student "load" may reach or exceed 160.
2. Weekly monitoring of and adapting for special needs students is required of classroom teachers without help from instructional aides.
3. Progress reports with numerical grades are sent to all students at three-week intervals within the nine-week grading period.
4. New computer systems for attendance and grading were put into use this school year with training given on very short notice. In the case of the attendance system, training was conducted the day before the system was first used on the first day of school. In the case of the grading system, training took place within three days of the first progress report's due date. Lack of preparation led to a great deal of stress and frustration for staff members.

I believe that demands and expectations such as the above negatively affect teacher morale.

- There are some very caring and capable teachers within this district. As in any organization, there are a few who should probably be doing something else. My fear is that by concentrating so much on test taking strategies (full TAAS/TAKS), we have lost our way with respect to teaching content.
- I feel that the principals are pulled from the building for meetings and this and that too often. Getting our computers and printers up and running is taking too long since we have a part-time technician on campus. If you want us to be technologically proficient, then give us the manpower and the tools to do it.
- Our administration and school board seem to be blind as to student needs. A lot of needs are served better, and parents get their wishes granted depending on what part of town they live on. More tutoring is needed in schools with low socio-economic areas.
- Too many academic programs are implemented and before you know it, another one replaces it.
- There is not enough support for elementary at-risk students and their teachers.
- Salaries at one time were competitive with surrounding districts (15+ years experienced quality personnel have left.) Programs have suffered as a result.
- The district constantly has financial shortages. Central administration is top heavy with unnecessary personnel. The district generates way too much paperwork in connection with testing and test preparation. Under State pressure, the district spends entirely too much time and money on benchmark testing

and TAKS preparation. Testing needs to go away so classes can focus on learning material, not preparing for and taking tests.

- I am very sad to learn that this is the last year the elementary schools will have professionally trained computer teachers in our computer labs. It seems to me if all that money was allocated for computer labs in the elementary schools, then surely the district would want well trained, highly competent teachers teaching lessons to students in those computer labs.
- Responsibilities of the regular classroom teacher are overwhelming. Support is not available because the district is lacking monetary resources. Teachers are encouraged to work harder and smarter to help students achieve success. This is very difficult to accomplish when every class has such diversity in students' abilities. Teaching has become most frustrating with very few rewards.
- I feel that if the district has money for a "technical application specialist" for each school whose job is to guide the teachers to teach technology applications, why can't they integrate it into block and have a specialist teach instead of a regular classroom teacher. I am quite computer literate, but I do not feel my students are learning as much from me as they would from someone whose expertise is in that field.
- I would rate CCISD as a school district who makes an effort to maintain educational standards and environment, encouraging high standards for teachers, students and parents.
- Each teacher received an extra \$1,000 from the State, which the district received in a lump sum, but insists only giving us 1/24th of it each pay period. Where is all that money sitting and who is getting the interest? The bonus for being an exemplary school is not given to the teachers as it is in other schools. Who gets the money from the State and what is it being used for? The teachers and staff at that school are the ones who made it exemplary.
- Our superintendent elected himself to stay on another year to train the new superintendent. That extra money could have been used on much needed copy machines.
- Some people in our district have to pay taxes to two school districts. Why? Does that seem fair?
- The district's original technology plan included a computer teacher for every elementary school. This was a good, effective plan to ensure that all students received equal instruction in computer fundamentals. The trained technology teacher could also teach more advanced skills. The new plan to eliminate the elementary computer teachers and rely solely on the classroom teacher to teach these skills does not provide the consistent quality of education that a specialist can give.

- The educational performance of CCISD appears to be good. However, as teacher morale continues to decline and principals continue to placate parents out of fear of lawsuits and as the central office continues to hand down edicts and demands forever more paperwork, I think there will be a great decline in the performance of our students. Good teachers will go elsewhere and new teachers will just leave.
- Clear Creek ISD is doing a good job educating the youth of today. It is a pleasure working in this district.
- Asian teachers are not welcome to the district at all. Positions are filled by connections, relatives or close friends' children. Qualified people do not even know of any vacancies. One has to be a relative or closest friends' daughter to get a teaching position at CCISD, especially the Space Center area.
- Clear Creek ISD has an excellent reputation in the City and State for its' performance. We have a fairly affluent clientele and parents who are interested in the education of their children. But because there is money here, drugs are an issue. The district constantly plans programs for improving its' educational performance. Our at-risk alternative school has very small student-to-teacher ratio, and is a leader in the State. Our high schools are highly competitive and large percentage enters college.
- Overall, as a parent/teacher, I have been happy with the education of my children. However, I see our district becoming top heavy at the administration level, taking 20 or so days to do benchmark testing (there goes a month of teaching days and an added expense), giving us more and more to do at every level, but no more time to do it and not raising the salaries of the "middle of the road" teachers to be commensurate with new teachers' salaries.
- My experience has shown that block scheduling is not beneficial for the students in middle school. They have a hard time absorbing all the information that is given to them.
- Much of what happens with money at central administration is a mystery to us. We hear there is no money for raises and/or classroom equipment, but central administration continues to grow. The superintendent has many assistant superintendents, cluster leaders, a chief-of-staff, etc. and it seems that they have collectively decided that money is the only answer to problems. And since there is no money, there can be no answer to our problems.

Appendix F

STUDENT SURVEY RESULTS

(Written/Self-Administered)
(n=968)

The review team received survey responses from 968 CCISD students. This data was used to get a better sense of the perceptions and issues confronting the district. It was also used to supplement the work of the focus groups and public forum. This data was used to gain a more complete picture of the learning environment within the district.

PART A: DEMOGRAPHIC DATA

1.	Gender (Optional)	Male	Female	No Response			
		54.4%	44.4%	0%			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Response
		57%	8%	12%	10%	13%	4.1%
3.	What is your classification?	Junior	Senior	No Response			
		40%	60%	0%			

PART B: SURVEY QUESTIONS

A. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The needs of the college-bound student are being met.	7%	53%	16%	19%	5%
2.	The needs of the work-bound student are being met.	5%	41%	33%	16%	5%
3.	The district has effective educational programs for the following:					
	a. Reading	12%	55%	20%	10%	3%

	b. Writing	12%	59%	15%	10%	4%
	c. Mathematics	22%	59%	9%	7%	3%
	d. Science	21%	59%	10%	7%	3%
	e. English or Language Arts	19%	61%	11%	7%	2%
	f. Computer Instruction	16%	51%	20%	10%	3%
	g. Social Studies (history or geography)	24%	58%	10%	5%	3%
	h. Fine Arts	28%	49%	16%	5%	2%
	i. Physical Education	17%	41%	30%	8%	4%
	j. Business Education	8%	40%	37%	11%	4%
	k. Vocational (Career and Technology) Education	10%	40%	35%	11%	4%
	l. Foreign Language	20%	55%	12%	9%	4%
4.	The district has effective special programs for the following:					
	a. Library Service	14%	43%	30%	8%	5%
	b. Honors/Gifted and Talented Education	20%	47%	22%	7%	4%
	c. Special Education	14%	36%	42%	4%	4%
	d. Student mentoring program	11%	35%	37%	12%	5%
	e. Advanced placement program	22%	46%	22%	7%	3%
	f. Career counseling program	9%	28%	34%	20%	9%
	g. College counseling program	10%	32%	25%	20%	13%
5.	Students have access, when needed, to a school nurse.	23%	53%	10%	10%	4%
6.	Classrooms are seldom left unattended.	17%	50%	15%	13%	5%
7.	The district provides a high quality education.	14%	48%	21%	10%	7%

8.	The district has high quality of teachers.	10%	38%	25%	17%	10%
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B. Facilities Use and Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
9.	Schools are clean.	7%	33%	12%	30%	18%
10.	Buildings are properly maintained in a timely manner.	8%	36%	16%	25%	15%
11.	Repairs are made in a timely manner.	6%	26%	18%	31%	19%
12.	Emergency maintenance is handled timely.	8%	38%	29%	15%	10%

C. Purchasing and Warehousing

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
13.	There is enough textbooks in all my classes.	12%	45%	8%	26%	9%
14.	Students are issued textbooks in a timely manner.	12%	57%	12%	14%	5%
15.	Textbooks are in good shape.	4%	28%	13%	37%	18%
16.	The school library meets students needs for books and other resources.	14%	49%	17%	12%	8%

D. Food Services

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
17.	The school breakfast program is available to all children.	16%	45%	30%	5%	4%

18.	The cafeteria's food looks and tastes good.	2%	15%	17%	29%	37%
19.	Food is served warm.	5%	35%	19%	25%	16%
20.	Students have enough time to eat.	2%	17%	8%	32%	41%
21.	Students eat lunch at the appropriate time of day.	6%	48%	17%	16%	13%
22.	Students wait in food lines no longer than 10 minutes.	4%	12%	9%	34%	41%
23.	Discipline and order are maintained in the schools cafeteria.	5%	46%	21%	19%	9%
24.	Cafeteria staff is helpful and friendly.	9%	31%	24%	22%	14%
25.	Cafeteria facilities are sanitary and neat.	4%	29%	27%	23%	17%

E. Transportation

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
26.	I regularly ride the bus.	6%	11%	19%	16%	48%
27.	The bus driver maintains discipline on the bus.	5%	15%	64%	8%	8%
28.	The length of my bus ride is reasonable.	5%	18%	63%	5%	9%
29.	The drop-off zone at the school is safe.	8%	25%	60%	3%	4%
30.	The bus stop near my house is safe.	8%	25%	59%	3%	5%
31.	The bus stop is within walking distance from our home.	9%	29%	56%	2%	4%
32.	Buses arrive and depart on time.	4%	18%	63%	8%	7%
33.	Buses arrive early enough for students to eat	2%	12%	64%	10%	12%

	breakfast at school.					
34.	Buses seldom break down.	4%	17%	66%	7%	6%
35.	Buses are clean.	4%	15%	62%	10%	9%
36.	Bus drivers allow students to sit down before taking off.	8%	19%	62%	5%	6%

F. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
37.	I feel safe and secure at school.	11%	54%	18%	11%	6%
38.	School disturbances are infrequent.	8%	51%	21%	15%	5%
39.	Gangs are not a problem in this district.	19%	47%	19%	9%	6%
40.	Drugs are not a problem in this district.	6%	14%	19%	31%	30%
41.	Vandalism is not a problem in this district.	4%	23%	23%	33%	17%
42.	Security personnel have a good working relationship with principals and teachers.	6%	41%	41%	6%	6%
43.	Security personnel are respected and liked by the students they serve.	4%	30%	29%	22%	15%
44.	A good working arrangement exists between the local law enforcement and the district.	6%	37%	45%	7%	5%
45.	Students receive fair and equitable discipline for misconduct.	4%	26%	22%	25%	23%
46.	Safety hazards do not exist on school grounds.	4%	23%	30%	30%	13%

G. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
47.	Students have regular access to computer equipment and software in the classroom.	7%	33%	13%	33%	14%
48.	Teachers know how to use computers in the classroom.	6%	37%	19%	27%	11%
49.	Computers are new enough to be useful for student instruction.	10%	53%	18%	13%	6%
50.	The district offers enough classes in computer fundamentals.	10%	52%	20%	12%	6%
51.	The district meets student needs in advanced computer skills.	9%	36%	32%	16%	7%
52.	Teachers and students have easy access to the Internet.	14%	50%	12%	16%	8%

Appendix F

STUDENT SURVEY RESULTS

PART C: VERBATIM (PART 1)

The following comments are actual narratives from survey respondents. These comments do not necessarily reflect the findings or opinions of the Comptroller or review team.

- More advanced computer courses would be a good idea. Also, the teachers at Clear View are good.
- The principal needs to understand students' problems more.
- I feel that Clear View is very important to this district. When I was at Clear Lake last year, I was ignored by people around me. They didn't care what I had going on in my life. But I got my second chance at Clear View. I find that they are cleaning up Clear Lake's mess. I think that the staff here is excellent and they are making the best of what they have with little to no support from the district.
- I feel the district is fairly good. Maintenance is taken care of as soon as possible. Teachers for the most part are understanding and easy to get along with.
- I don't think uniforms matter. We should be able to wear normal clothes as long as they are appropriate. Our grades don't have anything to do with what we wear.
- I do like CCISD, but there is a big drug problem at all the schools.
- I don't know if this would be something but I don't understand about the whole TAAS thing. Why do we need to keep testing and why does it all have to be on one day? A lot of students just don't do well on tests. I'm one of them. Why can't it be throughout the year?
- I think that the district has done a pretty good job so far. I think the Clear View program is doing really well with smaller classes. I really am doing a whole lot better. I went from pretty much F's on regular school to all A's and B's at Clear View.
- I feel that all schools should have security in the parking lots. Many break-ins have occurred at Clear View, including my car. I have a friend that has had a car stolen from school. I need to focus on education, not worry about if my car is okay in the parking lot.
- I feel that CCISD needs to be more understanding about absences because people cannot help when they get sick or injured. I really think we have a problem with that. The schools are more concerned about their money and not the student's health.
- I really like Clear View High School for its very small classes and the teaching it offers. I think all schools should have a smaller amount of students in each classroom because the teachers can

have a one on one teaching program. The teachers can find the pros and cons of the student's ability to learn.

- I attend Clear View and I came from Clear Creek. The schools maintain themselves in a different manner. At Clear Creek, I was already planning on getting a GED. I was not really learning the information I felt was needed to know when I moved on to college. Now, at Clear View, a GED is not even a thought in my mind, I feel that I can make it in college and do something with my life.
- I think CCISD is a great district. The school meets the needs for student's continuing education. The schools don't have good libraries. I think since the student's parents pay taxes for the area of this district, the students should be able to go to any of the high school libraries for research. Since Clear View doesn't have a very good library, I think the students should be able to go to the other schools for research.
- I like that my son can go to day care for free while I continue my education. The day care is very friendly, the staff is nice and the facility is clean.
- The teachers here are great, but I don't know about other schools. Clear View is a wonderful school.
- I always hated going to school until I started going to Clear View. The teachers are caring and very helpful.
- The counselors have not met my standards and I believe, when they receive a note that a student wants to see them, they should answer.
- The AP program is good. The regular classes are a joke. There is no way that students in regular classes will be prepared for college or business life.
- While our cafeteria food is relatively tasty, there is no question that some of it is unhealthy; while the vending machines have been removed, the cafeteria serves pizza and fried and other greasy/salty foods on a regular basis at an increased price.
- The computer programs supplied to the teachers are confusing to them, and counselors have the sole responsibility of schedule changes.
- Sometimes, I feel the teachers could care a little more about whether or not we understand. Too many times, I don't feel they're motivated to be here. Also, improve the food or lower the price.
- The only aspect I would change would be more student-to-counselor personalization. It is very hard for counselors to get to know their students or help them in their college search on a personal level when there are too many to even know their names.
- We need more time at lunch. With all the kids at our school, it's impossible to eat a meal in the time given. Food should be cheaper.
- Most of the classes are okay, but they don't offer many classes that they say they have in the course selection manual.

- We need more security in the parking lot.
- We need new police officers. The ones we have are mean to us. They abuse their power to the fullest extent. They just walk around and harass us, while they are supposedly protecting us. I, myself, have been harassed numerous times. It's pretty bad when you don't even feel safe walking around in school.
- We need longer lunch because of long lines. We need to have open campus lunch. The metal things we walk under at Clear Creek leak so bad we can't walk under them. We need more parking spots. Restrooms need to be fixed.
- I guess this school has an okay performance level. There are just some teachers who just don't cut it. They barely even know what they are talking about.
- The cops here are mean. They take away your hats when they aren't on your head. They aren't cool. They push you up against walls and yell at you and blow whistles at you.
- The educational performance in this school is good except for the few teachers who really don't care to be here.
- I feel that the environment in this school is not very good. I also think they need to fix the walkway because every time it rains, you get wet and then you're cold in the class and you don't want to work and all you want to do is go to sleep.
- Overall, the education at this school is great but the school environment is horrible. I think that it needs to be cleaned up. The school leaks everywhere. It is a huge distraction from the learning environment.
- This school is old. We need a new one. The food is really bad and high priced. The technology is really outdated.
- I think there should be better maintenance of the school. The teachers could be better-not very many have computer skills. The officers that are on campus are very disrespectful to the students for no reason. The school could be a whole lot better for the students.
- Our school is so dirty and so bad it is beyond repair. I feel sorry for all of the freshmen coming to the main campus. You can't make special education students be janitors. The cops on our campus are horrible to the students.
- Need better schedule management, it takes like forever and a day to get it fixed, the food isn't very good and it's a rip-off. Certain parts of the campus smell, the covering over walkways leak, you get more wet walking under covers when its raining than when you walk out in the rain. Toilet paper is itchy, rough and too thin. We don't get enough time or food for the money we spend.
- We need better counselors, better food in the cafeteria, cheaper food, and better school maintenance. The counselors need to better meet the needs of students. Our campus is falling apart (i.e. the

breezeways leak all the time and hallways leak water.) We don't get enough time to eat lunch because there are so many people trying to eat at once. We need better computers like PCs, not MACs. The roads in the parking lot need to be better paved. Making juniors take the TAKS test is ridiculous. Juniors are preparing for college and we don't need to be pestered by irrelevant tests that only help the status of the school, not the individual students.

- We need better counselors. They need to meet with students individually to meet their needs. A lot of the A/C units in classrooms aren't very good either. The coverings over the walkways leak so much that you get wetter walking under the coverings than out in the rain. It's not possible to go to your locker between every class, so we are forced to carry all of our books around, which is a "pain in the back."
- We need more police officers at our school. I feel very unsafe on our campus. Also, there are lots of bad things going on at our school that the law enforcers and teachers don't see. This school is very old and should be redone. It's miserable to come to school on rainy days because it's impossible to not get wet. This school is also too small and overcrowded. I don't think there's enough help when you are asking teachers and counselors about college. Back to the misery about rain, you can hardly walk in the halls because the roofs are leaking. Our school is also infested with rodents. I've seen trash on our campus not being picked up for days. I especially can't stand how our district puts all their emphasis on benchmark, TAAS and TAKS testing. Our schoolbooks are horrible as well. We should have off-campus lunches.
- Clear Creek High School is the most unorganized school I have ever attended.
- I believe education is all right. But I feel that some teachers don't teach. The safety here is okay except we need more organization in the parking lot and more police officers for people who speed.
- We need more textbooks.
- The school needs nicer teachers and friendlier staff.
- This school is okay sometimes, but some of the extra work that we did is crazy. But I like this school better than the other ones because some of the teachers do help.
- We need to have off-campus lunch because some of the school food is not really what we like.
- We need lunch to be open campus and be able to go out to eat. I know it's not that easy but I would be glad to do things so I can go off campus and not get a ticket. The cops give you a hassle if you go outside the cafeteria, even if you're not bothering anybody. So make it an open campus and let us go out to eat for lunch. I'll be happy and it might make the lunchtime more pleasurable.

- Overall, the district is doing above average in its educational program. It's well maintained and provides the basic requirements. It needs more funding for the fine arts, and it's essential that the classes are well equipped rather than improvising for what they lack. The district could always put emphasis on the academics and for the future. Computers are useful in every classroom and it's helpful in the student's learning and classes' efficiency. Clear Creek ISD is doing a great job, but there's always room for improvement.
- The cafeteria food is too expensive. The plate lunch is cold 90 percent of the time. The drinks inside are more expensive than the drinks in the vending machines. The wait for food in some lines is too long. It would help to have more cashiers. On some days, when the lines are long, there is not enough time to eat all of your lunch and you have to throw it away because you can't eat in the classroom. Also, the books we have to carry everyday are too heavy. I am starting to have back problems. We should have a classroom set of books and a set to take home.
- I feel that we have great teachers, which greatly influences the educational performance of CCISD. But there are a few really bad teachers.
- I think the classrooms should be in better shape when it rains. We have to use trashcans to help with the rain.
- It's totally different than other countries but I like it here. There should be no homework and we should be allowed to get out of school during lunch. The food in school is unhealthy and not that tasty. They also charge a lot of money than other places.
- At Clear Creek, a lot of people are not doing well because of homework policies. At Clear View, they do not provide homework and they teach the same level stuff like a normal high school does. So if schools didn't have much of a homework policy, everyone would have a much better grade than usual while they still learn something. The cafeteria used to serve their food warm. Every time I get the curly fries, it's already stale and cold.
- Clear Creek has too many problems and there are too many things that go on here. There need to be improvements at Clear Creek like there should be longer lunches and everybody should be able to leave school grounds to eat lunch. There should not be that much homework either.
- I feel that some teachers need to prepare the students more efficiently for college.
- Certain Advanced Placement (A/P) teachers are very well qualified to teach. Although the English department is oral-retentive, I have acquired much knowledge under it. However, it is only those programs in which students can use talents and abilities such as the

Art department that are truly appreciated and qualified. Other assorted teachers are unqualified.

- Not enough money is spent on music education. Many of the school-owned instruments are over fifteen years old and falling apart. Also, many teachers cannot effectively teach their subjects and those that can, are no longer allowed to teach them. Too much time and energy are put in the football program. Many of the players also tend to think they should get special privileges, which they often receive unfairly.
- Some of the classrooms need some work. I think our school needs more construction work done to it. The covering over the walkways needs work because when it rains, you get wet. Leaky ceilings in the buildings need to be fixed. The new computer systems slow things down. There is also an infestation problem in this school.
- This school district and mostly all others do not meet the needs of children with Down's syndrome. They are out in the middle of a regular class and expected to do the same work as all the students, and they are also expected to behave in the same manner, which obviously they cannot. This is an extreme disservice as other students make fun at them when they disrupt the class. Also, the district does not see to the learning needs of abstract thinkers. People who think in this way are not able to conform and perform in the classroom as other students can. These students are completely ignored and their talents are ignored. These people will not grow-up to be businessmen, but they will be your writers, poets, artists and musical composers. These people's abilities need to be made for them to cope in society. I have an IQ of 162, but I am a B-C-D student because I am unable to think in the same manner as more conformed thinkers. This also is an extreme disservice and something must be done about it.
- I think that they need to have a much better educational program with better educational teachers and better teaching programs.
- This school seems to be satisfactory for many of the students in this school, enough so that everyone around me seems to be making so many jokes about this school and its faults. But it is quite a lot better than many of the HISD schools I went to. This school is cleaner and some of the teachers will actually listen to what many of the students have to say. Also, if somehow Clear Creek High School could spend more funding on textbooks, a lot of students would not have to carry around their books.
- I feel that the A/P and Pre A/P classes have a good educational program.
- One of my teachers has some anger control problems. He teaches class in a bad mood and in a sarcastic tone and if the class asks a question about what he's teaching, he yells at us, makes fun of us

and calls us "losers." He curses out loud sometimes in the class and doesn't care if his other students curse. The impression I get when he teaches us is that he doesn't want us to pass. He favors some students more than others and makes fun and treats unfairly the students he does not like personally.

- The breezeways leak so much that you get wetter under them than in the rain. Our school has a problem with rats and cockroaches. Our classes are very overcrowded so we don't have enough textbooks for the students. We are never able to see our counselors unless we do something illegal. There isn't enough funding for the Fine Arts department. Lunchtime is too short for students to eat comfortably. And there is not enough selection for lunch food, which is also overpriced.
- I would like something to be done about the infestations in the classrooms. Also, something should be done about the awnings by the building, which get you more wet than if you choose to walk in the rain. There are too many people in the classes this year, and the counselors are completely incompetent when it comes to making schedules.
- I would like the infestation in the classrooms to decrease. The counselors need to be more helpful and less impatient.
- They need to screen teachers better. I had a teacher that didn't explain things well. She really had no idea what was going on. I never learned anything in that class.
- I think tutorials should be better. I feel sometimes the teachers are grouchy and don't feel like being there so it becomes a more negative surrounding.
- We need more security in the parking lots.
- I think that our school does a good job of teaching us the right material. Although there are many teachers who do not care about the students and something should be done, the principals do not care.
- School does not teach us what we really need to know to go about our lives. We need newer teachers that know what they're doing and who work with the students and teach us from their experience. We need to be taught money management.
- I am glad to be a student in CCISD. It has challenged me and I have learned more and more every year. I have always felt safe. My only complains are that sometimes, it takes a little too long before the school makes building repairs and in a few cases, I have had teachers that knew the material but couldn't explain it very well.
- The Advanced Placement programs are really great but the schism between A/P English and regular English is so wide that there's no way the kids who take regular will be able to go into A/P their junior year if they haven't been in it the two years prior. And not

enough kids are encouraged to take A/P classes. If more kids were told that could do it, instead of how "overwhelming it is," then our district could be exemplary.

- Teachers need more time for tutorials. Counselors do not help students in their time of need and are frequently rude. The counselors have been unhelpful in the college process.
- The counseling center is awful. Most of the time they will tell you they don't have time or tell you they can't do what you need. I don't feel like they are there for me. I love the secretaries. They are awesome. They seem to be more helpful than my counselors.
- Some teachers are having problems with the new grading software. There are large puddles after it rains, which are understandable, but I think that someone should push the water to the drains.
- I am enrolled currently in most Advanced Placement (A/P) classes and am very pleased with them. I felt prepared for the A/P tests last May. However, the regular classes do not meet my educational requirements. In regular English in 9th grade, we watched more movies than read books. I did not learn anything.
- I think the school needs to be non-exclusive to those who are taking hard classes like A/P Calculus.
- Some students are having problems getting free lunch.
- ESL students feel bad because teachers and students treat them like they are special education.
- I think that in general, the education at CCISD is okay, but could be improved. Our classes are too full because we don't have enough teachers. This makes it really hard for the teachers to really be able to help the students that need it.
- I have had several great teachers in my experience with CCISD, but I have had more influential teachers in high schools than in my entire career. I also enjoy the opportunity to further my computer skills with excellent computer science classes.
- For any student, the school is a good place to learn and get an education.
- The maintenance in the high school needs to be a lot better. I think it is unsafe and a health risk the way the school is kept. Things need to be fixed right the first time so it doesn't break again. There are rats, roaches and bees and it's out of control. The campus really needs to be looked at and attended to.
- I really don't like this school and don't agree on how everything is dealt with; people being racist and getting into people's business that they should not be getting into.
- The teachers here are good, but some just don't care. Our school is messy and needs things to be fixed. There is a huge problem with bugs, ants, rats and roaches.
- I don't appreciate the fact that our district chose to repair and upgrade the sports facilities before they repaired the classrooms. I

can't even count the number of times there have been trash cans in the hallways to catch falling water. I would rather have better A/C in the classroom than a new baseball field. Also, when changing schedules, sometimes it takes too long and you miss a class for a few weeks because your schedule was wrong.

- Overall, the school needs some improvements, but nevertheless, it's a good school. Also, our principal creates a good learning environment for her students. She definitely is a big asset to Clear Creek High School.
- The parking is not good and the school campus looks so old compared to most high schools.
- I feel that Clear Creek High School should be updated where there will be no more leaks and cracks in the school. Also, this school is overcrowded.
- Our schedules are never right. We have to wait a week before we get them fixed and by then, we are behind in our classes.
- The school needs more computers. The janitorial staff needs to speak some English and needs to be kind.
- I think the school needs to give out more parking stickers to people who really need one, like people who play varsity sports.
- In general, I like Clear Creek though there are some weak points. Things in the bathrooms are not repaired. You always get wet when it rains when you go under the roof.
- Clear Creek does not allow you to go off campus for lunch. I think you should be able to go somewhere for lunch. If you are late to your next class, then that is your fault.
- I don't like the school because many students are unfriendly. They feel they are so high. We should have only four classes a semester so that we can have time to eat.
- Some of the schools are old and have mold or leaky water. They should rebuild or renovate the older building to fix the problems.
- Despite the best efforts of campus personnel, this district and this school are in need of improvement in many of these areas, including help for working students. It is not right to be awake until 3-4 a.m. almost every night just to stay in step with their classes. Drug use is also a severe problem on this campus.
- The counselors at Clear Creek are rude and do not give students the time of day.
- Most of the teachers are pretty nice, but a few can be very rude and unreasonable. And a few ladies running the cafeteria lines are very rude and unfriendly. But overall, it's pretty good.
- Clear Creek is the worst school I've ever been to. The teachers are mean and don't help you get caught up when you're absent. Too much work is assigned and it's kind of hard to get done when you're in co-op.

- The food is very expensive and the lines are too long, yet, we are not allowed to have an off-campus lunch. Some teachers are extremely good while others are off in their own world.
- I feel that this school does not give students enough time in between classes. If we only have five minutes and I have to go from Junior-A24 to my locker in D, then I do not have enough time. This forces students to carry heavy, bulgy backpacks that cause pain and major back injury.
- Teachers should be more understanding.
- I like the education they give us, but in some classes, there are too many people. Another thing is that the cafeteria food is not well cooked, cold and not tasty.
- The education here is great. All we have to do is fix the problem with drugs in the school and people smoking in the parking lots in the morning.
- The educational performance lags in certain areas, not because of the teachers, but the requirements of the curriculum. The regular classes' curriculum has been lowered to meet the passing requirements, rather than dealing with the students and placing them in remedial classes.
- I think that the discipline area isn't taken care of correctly. They need to do further investigations and treat everyone the same.
- Clear Creek High School is in need of repair. In every building, there is something wrong. In our Biology lab, none of the outlets work. Some classes have no electrical outlets or they have outlets that are hazardous to us. We also have pest problems.
- It's a decent school, but it has problems that need to be fixed. The school needs to watch the parking lot so cars don't get vandalized.
- My feelings toward Clear Creek are good ones. The teachers are fairly educated. I do enjoy Clear Creek High School and all it has to offer. The only complaint I have is about the walkways. They leak like waterfalls when it rains.
- Clear Creek has lots of friendly teachers and lunch ladies.
- Science teachers need to teach better. Often, no one in the class understands what is going on in the class.
- We run out of food in the cafeteria near the end of lunch. We have problems walking from the ninth grade campus to the main campus when it rains.
- I am constantly told by one of my teachers that I am stupid, and I feel that if a teacher is here to teach, then he/she should not tell a student that they are stupid.
- The ladies in the main office are rude. They act like they aren't there to help the kids. When a student goes in there, they aren't there to help them and they get annoyed when a student asks for something.

- There is no point in having the breezeways if you still get wet. I would like to see the breezeways get fixed.
- I feel we have great A/P U.S. History and A/P English III classes. I do not think our enriched English III program is good.
- I feel that the areas of A/P Language and Social Studies are very strong here at Clear Creek and the teachers of those subjects are excellent. The A/P program is good, but regular classes are lacking substance. People actually tell me they feel "dumber" being in regular classes. There should be higher standards for regular classes. And the Counseling Center is not good. They have tried to improve this year, but last year they were absolutely pitiful. Several of the counselors are irritable and hard to work with. Being in a position of working with people and teenagers everyday, they should be better informed and have better people skills. Because frankly, many of the counselors are rude and unhelpful.
- I think the A/P programs at the school are very good. As a new student this year, I was glad to see the well-structured classes.
- Overall, the schools are good. Some teachers are smarter and care more than others. I have had some teachers who did not even care if a student shows up. I think funding should be more evenly distributed between organizations. Why should the football team get new uniforms and other organizations (FFA, ROTC, PALS) get nothing?
- I feel teachers need to spend more time listening to students.
- Some of the teachers are mean. You need to do background checks on some of them.
- The school needs very much to enforce dress code and repair the school itself. The ceiling sags and the air conditioning breaks down. There is poor drainage, rats, insects and mold. The unused soccer field should be made into a parking lot so that the juniors and seniors can all park at school.
- Most all the students who attend school know the purpose of school, but the school emphasizes numbers more than the actual educational process.
- I feel this school cares more about the sports programs than if we are educated well. The buildings are a mess and there are leaks and rodent problems not being dealt with.
- I dislike how coaches are used to teach a subject they don't know about. They should be tested.
- The AC needs to be able to be changed in certain hallways where it currently cannot be changed. The bathrooms could stand to be cleaner. There are also roaches everywhere.
- School parking lot is not big enough to accommodate all the students.
- It is hard to give just one general answer regarding the whole faculty of teachers. Some are excellent and I look forward to their

class days in advance despite the difficulty; whereas some teachers barely are able to read from the textbooks. I believe that AP courses should be given more leniency on how many students they must have for the course to make. I believe AP Music Theory had 7 this year, and we should have been given a class. Just so you'll know, Michigan University requires incoming performance majors to have that credit before they award scholarship money. I now have to take the course independently so that I can apply to U of M Music School.

- As a whole, the district is above average in most respects. There are some excellent teachers, but there are also too many that don't perform as well as they should. Discipline is a tremendous problem with students creating disturbances in halls and the cafeteria, as well as leaving trash in the cafeteria. The food is inexcusably rotten for the exuberant prices that students are forced to pay. There may be some misallocated funds but how much of the taxpayers money is wasted on a "professional audit."
- I think it is doing well so far. But the school needs to be more social and the students should be placed in a friendly environment. Lessons and teaching should be easier by having more useful resources.
- Get rid of the tardy room. Make gourmet food available in school. Off-campus lunch is a good idea to have in the school. We need better teachers. I have 3 coaches teaching me subjects that are not related to physical education. Only one of them is qualified to teach.
- I feel that some teachers are not qualified for the job they hold. Some teachers that I have don't even teach the curriculum and expect us to learn by ourselves (ex: coaches).
- The district should not take the soda machines away. The district can't tell us what to eat and drink.
- The tardy room takes away from learning. We should be able to wear flip-flops. We should not have to take the TAKS test. The homework takes too much time.
- Too much emphasis is placed on dress code. We are at school to learn and while the dress code is necessary to an extent, rules regarding the types of shoes we wear cross the line. Another policy I disagree with is the tardy room. Its perfectly fine for students who intentionally miss class, but for students who actually need to get to class, but are detained by the traffic surrounding the school or the crowds in the hall, it is unfair! Students in AP classes should be considered. Plus, class interruptions such as these are unnecessary.
- The problem that I have with the district is the very exasperating "flip-flop" rule. I believe that what you have on your feet should not interfere with what you are learning. Just because one person

was not smart enough to learn to walk up stairs, we shouldn't all suffer. I believe that you shouldn't be able to tell us what we can and can't eat. If we want to drink coke and eat sugar food, then we should be able to. If you stop selling cokes to the students, then you should also take away all the candy, tea or Fruitopia, etc. because they have just as much sugar and caffeine as cokes.

- I think we need longer lunches because the lines get long and we end up having only 5-10 minutes to eat and may sometimes be late to class. We need more than 25 minutes.
- Some of the textbooks are old and falling apart like Algebra II, and the U. S. History books are out of date.
- I believe that certain unnamed teachers do not properly prepare their students for AP Tests.
- We need a longer lunch because the lines get backed up, and we only get 5 minutes to eat.
- I didn't have a history book for the first 3 weeks of school.
- I believe one of the main things lacking in CCISD are teachers who can teach. There are too many teachers who just assign chapters to read and never explain the content. If this continues, we might as well have a textbook run the class.
- No tolerance does not help our school. If you are tardy you are not allowed any warning. You must go to the tardy room where we copy rules and therefore we cannot learn. Also, under some circumstances school doesn't need to get involved. They need to take into account both sides of the story.
- The teachers are not very good. My physics teacher cannot teach very well and my English teacher is horrible in English. The tennis program should get more money. The teachers prefer the more popular students compared to the more dedicated ones.
- I find the educational performance of CCISD to go above and beyond the boundaries of traditionally accepted educational standards, except when dealing with the zero tolerance rule. It takes away the power of the student to defend themselves and is used by many teachers as an excuse not to make a decision. After all, if you take away their right to make a decision why do they need to teach us in the first place? We should just as well have a textbook run the school.
- There are many bad aspects of CCISD. One of the problems that I have noticed is overcrowding. There are just too many people in this school or the halls are just not wide enough to accommodate the masses. There is also overcrowding on the buses. I am in the marching band, and as such, I rarely ride the bus, but on days when band is cancelled, I have to revert to bus-based transportation. The buses do not accommodate the surplus that sometimes occurs from extracurricular cancellations. Get more bus routes!

- I feel that there should be a teacher's code of conduct. Teachers should not be allowed to abuse their power over a student because of personal problems with a student or students.
- Don't cut extracurricular activities; it's about the only fun and enriching thing to participate in. Our activities are already under funded and we have to do a lot of fundraisers. Extracurricular activities are a lot of students reasons for staying and doing well in school.
- I feel the district has performed adequately. The one thing I do have a problem with is the GT program. Every year they try to make separate GT-honors classes, and that is discriminating to the students who move to this school in any grade later than 5th, when students are tested for GT. I believe they should just have honors classes, NOT GT-honors classes because there are a lot of students who are GT but just missed the testing time, and discriminating against those students for something beyond their control is wrong.
- The teachers have bad attitudes and the school personnel are no help with any problems.
- The teachers here (some) are knowledgeable, yet many teachers complain about the schools rules, such as the ID tags or the tardy room. They find that the tardy room is used solely for the purpose of letting students have the chance to skip class. The Enrichment program is not enforced completely. Therefore, there is no point in having it.
- I think the educational performance of Clear Creed ISD is very good and by far better than other districts around us.
- I believe the money used on our football team should go towards bettering our education. And when a teacher is not there, an educated and literate substitute should be there to supervise the classroom.
- I failed a lot of core classes at Brook because of the district's bad standards, poor ability to teach and the unfriendliness of staff. The food costs too much.
- Some of the new staff members aren't acquainted with the rules and push standards to the limit. I think new AP's need to get familiarized with the surrounding. The cafeteria should have something healthy, like a smoothie shop.
- I feel that the classrooms are sound. The only thing I disagree with are the use of ID tags; students dislike them and they serve no real purpose.
- This school has the worst counselors known to man. In the beginning of the school year, I requested to just see a counselor to discuss a schedule error and maybe college. We have been in school for 9 weeks, and I have yet to see my counselor. I waited in the counseling center for 2 weeks, but to this day I'm not sure that I've seen him except for once when he was busy. I gave up and

ended up being stuck in classes that I did not want to be in, forced to do make-up work that I did not need to be doing and ruining the first half of my senior year. It's far too late to change my schedule now, and I don't really feel like talking to him anymore.

- There is not enough time for lunch. The food is mainly the same thing. Sometimes it doesn't taste right. Counselors took too long changing schedules. I am failing a class because I just got it.
- When asked about courses for college bound students and AP courses, I was forced to disagree that the school meets the need. It is unfortunate that funding issues prevented Clear Brook from offering me a math course my senior year. Due to district advancement, I was able to take Math early. Unfortunately, the school had no Calculus B C class. I now must travel to Clear Lake High School every other day and my entire schedule has been split between the schools-3 classes at Clear Lake and 4 at Clear Brook.
- I think our education is good, but the AP and GT programs need more attention and motivation. The PALS program is a great attribute to our school. The college counseling program needs to be improved upon because I feel that I am not prepared enough for college or the "real world." Our counselors spend too much time on scheduling and not enough time for college and work preparation.
- I think the PALS program is very great and beneficial to all students. I also think that the college counseling in the school is not as good as it could be.
- The PALS program should receive more money from the district to do more helpful things.

Appendix F

STUDENT SURVEY RESULTS

PART C: VERBATIM (PART 2)

The following comments are actual narratives from survey respondents. These comments do not necessarily reflect the findings or opinions of the Comptroller or review team.

- Counseling center is not helpful. I find 0 respect from teachers to students. I feel that half the books are in good shape but the other half are torn up. I've found rats or mice in the school. I feel that students are not using the computers in the classes. Food is a bit expensive and fattening. In addition to the condition of the food, there needs to be more cashiers to shorten the line.
- This school is not as good as some of the newer schools. We don't have any good computers, the bathrooms are nasty, the gym weights are old and some are broken. Students hardly have access to the Internet, and the computers don't have the best programs.
- The main problem with the district is that they spend too much time and money trying to keep people in school that don't want to be there, while overlooking the needs of the students that have potential to go to college and get good jobs. If a student doesn't care, there is no point in wasting time on them.
- I believe that the school district remains a respectable and efficient tool in constructing the educational foundations required for the average American student to succeed in life, but it fails to adequately prepare us for the rigorous college environment, and study skills are not demonstrated to students. It is expected that most college-bound students would acquire these skills on their own; some potential college students do poorly due to the lack of these essential skills. There should be a course that teaches students proper and efficient methods of studying.
- The administration in this school is more worried about sticking to petty rules and wasting time. They don't offer the classes that I want to take and when the problem was brought up, they refused to solve it until the last minute. As a result, I am forced to go to two campuses and was forced to drop a class I wanted. In order to see the counselors here to fix a schedule error, you must bring your parent. Every year I have been here, my parents have had to come and sort something out. We usually do not have enough money to do the experiments, etc. that the AP Board calls for us to do in Science. The building itself has faulty wiring and an HVAC system controlled by the central office. Money often funds athletic

organizations, rather than academics, showing that they take a backseat. The staff, as a result of low wages, is usually the worst of the pick. Some know absolutely nothing about the subject they are teaching, and end up a detriment to the learning experience.

Overall, this school puts money in all the wrong places, leaving students who truly wish to learn to suffer through layers of bureaucracy.

- I think the school district is horrible. The math department is not a challenge. The parking lot is not large enough. The principals and counselors think they are too good to help me.
- The cafeteria employees are rude and don't have any patience. The employees really need to be trained in how to take care of their customers because they never want to hear what the student has to say.
- Need more efficiency in the cafeteria. The number code slows down the lunch line.
- There is no point to the GT program. Why mark people like that? Shouldn't they be treated equally?
- I think we are not adequately prepared for the college world. The counseling center is not helpful at all. Food is not healthy. We need fresh food. I know we are just a school, but we are people too. A shirt not tucked in is a 2-hour d-hall. No warning, just a d-hall.
- I believe that AP, Honors, and Advanced Academic classes are well taught. Students and teachers have good interaction and understanding. Technology is well integrated into daily classroom work. One complaint I do have is that the school counselors need to be given time to counsel and advise college-bound students from their Junior year or even Sophomore year to helpfully provide necessary information about testing requirements and so forth. Now, they seem so bogged down with duties such as changing schedules and the other paperwork that they really cannot aid students in college selection or preparation. Otherwise, I really like the programs offered for advanced level classes and extracurricular programs.
- Having just moved into the district as a senior from a 4A school in East Texas, this school has completely blown me away. There is a greater variety of activities and clubs, as well as unique and talented specialized classes. The teachers and staff really do care about the students as individuals and are interested in their lives. There is also a lot of school spirit here, and it is greatly encouraged by staff. It's programs are more advanced, languages more varied, and activities are far more up beat and active. This school truly is "on a quest for the best!"
- Food is too expensive. Librarians do not allow access to computers easily. Vending machines eat all the money. AP students need more rewards and attention and motivation. Mandatory science

projects in AP classes discourage students from taking those advanced science classes. The Counseling Center is too slow.

- Cafeteria prices are absolutely ridiculous. The school lunch system is a monopoly. When will there be a limit on the raising of prices? Vending machines are ridiculously inefficient. We should have a say in what we eat. I am not obese! Advanced placement students are not rewarded properly and need more attention. Science projects in AP classes should not be mandatory. Counselors always mess up students' schedules and have no time to work with seniors on college applications.
- I feel that I have received a good education from this district and the teachers hired for it. However, there are several problems I have that do not involve the classroom. Many were on this survey. For instance, a 30 minute lunch is ridiculous in my opinion because most people wind up standing in line for 10-20 minutes because lines are so long. This causes them to force food down quickly, which is completely unhealthy. Secondly, I have played volleyball for 6 years, and I have never been so disappointed in the hired coaches. My freshmen year a track coach was hired. Some girls only have volleyball as their way to go and they are at a disadvantage due to the fact they are not being given the proper coaching. As for college counseling, I do not feel that we are being given enough one-on-one time with counselors to discuss our futures. The most that has been done for us was when one counselor came to our class and gave us some packets of information.
- PALS is the best thing ever to happen to this school. They help, serve and better the school and the communities. Clear Brook is the best school.
- This school needs to spend more money for our education. A lot of computers are out of date. Money is being held back for no reason. Our food is a joke. It tastes awful. It is nothing but artificially processed junk. I do feel cheated out of money. CCISD does not care about how we feel. I can't believe the way their books are. They fall apart and are out of date.
- I feel CCISD doesn't really pay enough attention to what the students want; they kind of have a laissez-faire attitude. No students want half days, they want off full days. I feel CCISD concentrates on sports and not enough on academics. They get brand new uniforms, but our books go back to 1992. This school really isn't great at all.
- I think extracurricular activities are an important asset to life as a teenager. If they are cut school will not be enjoyable and no one will want to come. Electives are so important and they are the only things about school I actually enjoy. Students do not have time for the multiple activities we participate in only after school. Some of

the things I am in not only educate me, but also make me a better person.

- In our district we have an excellent fine arts department and foreign language program that excel in everything. The PALS program is important to the district as well because they help out a lot of people that need it. Our district though is overcrowded; especially our high school (CBHS) and we should build more high schools so we have smaller classes, etc.
- I think it would be a bad idea to cut elective classes and only have after school activities. It's important to have during school because you can't accomplish everything after school.
- Today an adult from Clear Brook stopped me on the way to my locker (just arrived at school) to get my ID. He stopped me because I was not wearing it. He made me leave one of my personal items to go to my locker and prove to him that I had it. Now I am late for class and the only reason I did not go to the tardy room is because of some benchmark test this week. Any other day I would have been put in the room. Teachers worry about the unimportant things.
- It would not be wise to only have elective practices after school. First, this allows many students to participate in multiple activities. If practices were only after school students would be forced to commit to only one after school activity. Secondly, many students are already hard-pressed to fill up their schedules with classes. If there were no elective classes many students would have only one or two classes a day.
- All the food offered is junk. We should have soup.
- As a student, I feel that too much money is allocated on sports/trainers and not on education (i.e. debate, Latin club). Also, the counselors are supposed to help me choose the best college, etc. and yet they DO NOT see students during the day. Many students put in requests to see our counselors and those requests are never met. I feel that by filling out this survey and writing this important situation down, something can be done. Please help us! I also find that the excessive testing of the junior class causes a skew of results for the State. We no longer take the TAKS test seriously- it's just another test we have to take for practice.
- Students should learn better grammar skills freshmen and sophomore years so that junior year isn't such a surprise (especially for AP students).
- I believe that way too much emphasis is placed on petty issues such as dress code and shirts being un-tucked instead of on education. In fact, I believe that the quality of instruction and information being taught is very poor. Also, while there are many good teachers in this district, there are also a lot of bad teachers that either don't teach or don't know the information they are

presenting. In other words, the education aspect in this district needs to improve greatly.

- More advanced speech classes.
- The band program teaches students more than just appreciation for music. I think we should receive more attention from our district. PALS is probably the most important program at CBHS and is very popular. It encourages the members to make a difference and requires no drug use. But we get no money. This isn't right or fair. We need some funding.
- Frankly I think there should be more classes about sex education and the district should give us more freedom of our sexuality.
- I feel that the educational performance is exactly what the law requires it to be. It does the bare minimum and no more. But the staff is cruel and they prejudge their students before ample time is given to justify that reaction.
- This district needs to revamp and reevaluate its Honors and AP system. The way these classes are set up causes an incredible amount of trouble for the students. There is a lack of availability for the classes that causes scheduling problems and forces some students to choose between different AP courses. Also, the teachers are often under qualified to teach AP classes.
- This school needs to spend more money. A lot of it is being held back for no reason. Technology at this school is terribly outdated.
- I honestly believe that this district offers nothing to its students. We're kept in school for too long, thus putting us in classes that honestly we won't be using in the real world. Our learning environment is not what we see fit. We do not learn very many skills that will help us progress in the real world. Though there are suitable computers, the software on it is pointless. Then we can't learn anything in the classroom because the teachers do not have the proper training.
- AP classes serve the students well, however, regular classes are extremely easy and do the students no justice. College bound students are not effectively helped. Courses in high school must be advertised. Sophomores and freshman are clueless about all the different classes they can choose. Counselors don't provide enough help. Benchmark tests are stupid and useless and serve no purpose. People lie on them because they don't care about them.
- I feel that the communities' money is well spent on educational needs. I feel I am in a safe and secure environment, but some school programs get left out of the circle. PALS program is very successful in it's life changing decisions everyday. But if some of the sporting programs' financial needs were evened out, then some higher needs would be met.
- I think that the programs at Clear Brook High School need serious adjustments, mainly for seniors. The first semester of senior year

should not be focused on sports. I think that there should be more time allocated to us for college applications, making sure they get done correctly and efficiently. I do not think this district prepares us at all for the future; it gives us no look at the opportunities that are available in America. I would like to see more classes on business, economics, and government so that students can be provided with a glimpse of the real world. The counseling center is not efficient and hard to make use of. The purpose it is supposed to serve in helping and guiding students has not been met.

- I think that CCISD has a great educational program. It really just depends on the teacher you have. Some teachers make class fun. Others give way too much busy work and are boring. The only thing I would change is the homework we get. We already spend 7 hours a day at school and we need our time away as a break. Some teachers give ungodly amounts of homework, it's horrible! Especially on the weekends, they assume we have more time so they give us more work. When you are active in other school related activities, it is hard not to stay up past midnight finishing homework.
- Within Clear Creek ISD there is a conflict between the focus of the school and the purpose. The purpose should be provide for a quality education, but unfortunately, both academic core classes, advanced classes, and academic extracurricular funding is restricted for the sake extracurricular activities like band or football that offers nothing to the educational growth of a student. Activities like Debate or Academic Decathlon help students to learn and allow for the student's intellect to be developed properly. Also, the food service needs be re-examined. Food quality and quantity has now steadily gone down, while prices have gone up.
- I disagree with the tardy room policy. Teachers send you there sometime even if you are not tardy. I thought school was a place to learn but all the tardy room is doing is taking kids out of the classroom and making it easy for them to skip. School rules (including dress code) are making school an experience that students don't like.
- It appears to me that politics has too strong an influence upon the formation of educational policies, like the Writing Across the Curriculum program, the three-week grading period, and much, much more. I, as an honors student with high goals for the future, feel that the inefficiency with which the administration functions has subtracted from my ability to receive the quality of education that I so strongly desire. The student is the main concern, and the district has failed to meet our educational needs. The counseling department at Clear Brook is particularly bad. Because they have to work on class schedules, they cannot help the students with college apps.

- I would just like to express my appreciation for the academic programs at Clear Brook. The only complaint I have is that of college advisors. I am now a senior contemplating colleges for the future. I understand our counselors are busy doing lots of work, but I feel there is not enough attention being given to college-bound seniors. I also want to say that extra-curricular activities are very beneficial and money should not be considered to be cut from these programs.
- The school should better serve the students in Advanced Placement classes preparing for the exam. Teachers tend to favor the athletes and jocks as opposed to students who are smart and are willing to work. I dislike the tardy room because sometimes, under certain circumstances, I am unable to make it to class on time and have to go to the tardy room. Having 8 honors classes (4 AP and 4 pre-AP) it's hard for me to have to make up the stuff I miss in class. However, if a jock in one or two honor classes walks in late, the teacher does not send him to the tardy room. I find this practice to be extremely disturbing that our "education" system does not value academics as much as it does sports. On another note, our tennis team deserves a lot more money than it does get and the football team should get less because we actually win.
- I am greatly disturbed by the priorities of our so-called "education" system. It is truly a sad day in learning when our district has written proof that they value sports more than academics. Kids who are actively involved in extracurricular academic activities receive no incentive to do better since the illiterate sports players get preference. They should spend the effort trying to further educate the kids who are learning.
- "Writing across the board" assignments are a waste of class time. Homework hours have increased over the years; no time to live our youth years, homework is overwhelming. Longer notice on class interruptions such as these. Nicer counselors who have respect and know their way around. More parking spots.
- I feel that the qualifications and experience of the teachers is unbalanced. Some teachers should be rewarded for their performance while others should not even be here. Although the advanced placement courses are meant to be challenging/difficult- the classes allow no time for a better high school experience. The counseling office does not inform us well enough about how to prepare for college. CCISD focuses financial needs towards unimportant matters! The new law of reducing sugar content is absurd considering the school store is open during all lunches selling such things as cookies, candy, etc. The coke machines have been replaced with juice machines, which is completely contradictory since they contain even more sugar. Standardized

tests and "surveys" are pointless since a great majority of students do not take them seriously.

- For the most part, Clear Brook gives students a nice education. However, given the amount of homework given and the after school activities I am involved in, six hours of sleep is a good night. I normally get around four. This is most concerning for health. I could just go to sleep, but then I fail my classes. Consider the workload and hours you make the student share. Also, how do you expect students to stay healthy with the cafeteria food? No wonder so many teenagers are obese.
- The nurses, counselors and principals personally hate the students and work to make their lives miserable. We don't have our class shirt because our principal doesn't want to "deal with it." Our teachers do not personally hate us, but think we only go to one class a day and coordinate all tests and projects on the same day. It seems that teachers are not pacing. Maybe teachers should do what they're supposed to, instead of cramming it all in the last three days of the nine weeks.
- I feel that the band program is very important to this district in providing positive alternatives in after school activities. PALS is also a highly beneficial program as it helps elementary as well as middle and high school students achieve educational goals and encourages them to finish their schooling.
- The counseling center does not do a good job at preparing us about college and informing us of what we should do for college. They are impatient and do not want to spend much time with us. Also, there were rats in the vending machines, which is disgusting.
- The education in high school is being met at a minimal performance. The real problem I'm finding is in the elementary schools, where there is a lack of attention for those in need of separate help.
- I feel that CCISD provides great programs that allow students to get involved with the school, such as sports and clubs. It is important to get involved with the school, education is very important but sports/clubs can be motivators to encourage students to get involved.
- I also see that our district provides great programs like PALS and sports, which are very important to the students. They teach them how to do many important things in life such as interacting with others and feeling a place of belonging.
- The AP classes are very advanced and informational, while I fear the regular classes are for lack of a better word-stupid and way too easy. Not enough education is awarded to regular students.
- The school does not have teachers that are fair. The teachers give short lessons and massive amounts of homework. They don't consider if the students have a job, learning disability or homework

from other periods. Information about learning disabilities never reaches the teachers. Every year I fill out the proper form but they always seem to disappear.

- Many changes have been made my senior year and none of them serve any purpose! My years at CBHS have been fun and worth it in many ways until now! You need to reconsider the effectiveness of the changes before you commit to them!
- I feel that I have received a good education here. Some of the facilities on campus need improvements, such as the cafeteria. There are ants and bugs crawling around the counters. I strongly support the extracurricular activities at school. They are an important part of my life.
- I don't like things we changed our senior year and they don't help anything, like not being able to drink coke. Plus none of our vending machines ever work anyway.
- The teachers only care about getting you out of school and not about if you have learned anything in the years spent. They only teach to the test, whether it be TAAS, TEKS, SAT or AP.
- This school's standards are adequate but the Spanish class could push a little harder.
- Drugs are all over.
- The people who serve the food have bad attitudes. Drugs are a problem but ya'll aren't smart enough to catch them. Some of the teachers don't follow district rules.
- Security, faculty and bus drivers are rude, ignorant, and often incompetent.
- The cafeteria does not provide a variant selection for vegetarians. Cheese pizza, salad, baked potatoes and french fries are not enough of a selection. AP classes are well rounded when regular classes are not challenging enough.
- Regular classes at this school are so easy; the teachers for the most part need to go back to school and learn how to teach. The teachers at Lake are better than at Brook and I don't care how much money they have.
- The authorities at our school tend to exploit their authority and are frequently on huge power trips. They shouldn't worry as much if our shirts are out or if we are wearing headbands. I would think teachers would be more concerned that we're learning and not 10 seconds tardy.
- Speaking on behalf of my parents, the public schooling system has turned into a system dealing with juvenile delinquents. Not all of us are bad and have bad behavior. Personally, I have been in school for 13 years and have never had a d-hall or ISS, yet the other day a teacher treated me just as inhumanly as a kid who spends weeks at a time in ISS and is constantly causing problems.

If my parents had the money, they admitted they would have put us in private schools or home school us.

- More real life application should be introduced into the classroom.
- I feel like the education performance at my school is good because some of the students at this school have gone on to be very successful in life.
- Teachers that don't understand, like kids, shouldn't be here.
- I feel that all the organizations and teams are not treated the same.
- I say that we get an okay education. I wouldn't say great at the same time I wouldn't say it's awful. The teachers are boring and nobody listens to them due to them being bored. Not all of them are boring but they need to make the class more fun. Also, some of them give way too much homework, don't know what they're doing and expect students to know. C'mon, we're smarter than that.
- Some 9/11 rules are strict and don't seem to be needed. I think schools are too paranoid these days.
- Clear Creek ISD does a good job in educating its students. The AP/GT program is outstanding because there are many classes for students in that classification. The classes are fun, as well as challenging. I believe the lunch period should be lengthened because once you get done standing in line you have very little time to eat. The computer system to buy food is ridiculous. All it does is slow things down. More courses involving sports, such as a sport management/administration class should be offered.
- AP Calculus BC needs to be offered at ALL campuses. I could not take this class due to the location of where it is offered (Lake HS).
- I think we should have a new football coach. The football program is definitely lacking talent from coaching. The amount of games we have lost is unacceptable.
- I think we should get a new football staff or coach. And I think the basketball program deserves a pep rally seeing as though football gets a homecoming and like 3 pep rallies. And the food is pretty gross.
- Soccer (girls) needs more money.
- CCISD is a good district of educational value. Naturally, mistakes occur but nothing serious.
- Too cold in classes.
- We need a parking garage.
- Half days should be on Fridays.
- Fix cafeteria food...we need to eat human food and not animal food.
- We need more money for baseball.
- Healthier food.
- More money to sports programs!!!
- To my knowledge the school district has an outstanding performance for the last three years I have been here. I have not

noticed any unordinary problem within the school. I am glad to go to school in this district.

- Our funds are already diminishing but I think CCISD is utilizing them to the best ability they can. I feel some organizations could be improved but working decent as they are. Our education level, I think, is great. There is so much competition to be in the 5%? and 10% so someone has to be doing something right.
- The educational performance of CCISD is the best. Compared to other districts we are receiving an excellent education and I would much rather go to this school than any other school.
- For the most part it's a great school. I mean I have the regular dread of going to school but the education is really good. But I'm really happy and privileged to go to this school than others. The staff is fun. I've always had a good relationship with the teachers. I don't complain too much.
- Better soccer coach.
- We need more cops. Lunch needs some work, it's either grease, grease or guess what, GREASE! I'm tired of it.
- It's good but they always interrupt classes to make announcements.
- Teachers are not high quality enough. Transportation is always a problem; the bus sometimes arrives late to school. Teachers did not give out fair punishment for students who misbehaved.
- I think the PALS program is one of the best programs in high school. It is both educational and helps a lot of people, yet we get very little money to use for it. Band and theatre programs are also wonderful and are important parts of our education.
- The teachers in our district are excellent, however, they lack the resources and supplies to teach us with. Foreign language needs more money. Sports do not need as much funding as they are given.
- Less support for jocks/cheerleaders. Spend money on worthwhile expenses.
- Quicker repairs. More authority on buses and in lunchroom.
- The restrooms need air fresheners and better hand soap. New cafeteria ladies because they are of poor quality. Vending machines don't work.
- I feel as a student we need more breaks because there is a lot of pressure on the students, especially seniors getting ready for college and passing all of our classes.
- I believe that CCISD should have longer breaks throughout the year.
- Better food and computers.
- It's doing a good job.
- For the most part, I like the school I attend, Clear Brook High School; except for the way college counseling is executed.

Whenever I have a question about the steps for college applications, I usually have to ask my friends.

- I don't think that enough special attention is given to the fine arts departments. Programs such as sports and academics have very limited opportunities for scholarships at the college level. Things like choir, band, orchestra, theater, etc. offer a much wider spectrum of scholarships. I think the money that is "saved" by hiring unqualified directors for these programs is crap, and the students involved in these programs should have better qualified teachers to better equip them to prepare for the college level.
- The faculty that I have seen and have had for teachers in the past are well below the standard for being a teacher. The counselors are another big problem, since some of them don't make time to meet with students.
- My PE class has no gym. All we do is go outside, because that is all we can do.
- CBHS is a great school overall.
- The counselors at this school are very friendly and helpful; they put your needs first. Some teachers' lessons plans can be a bit rough (hard), but hey, we get through it. The teachers provide an atmosphere where students and teachers can be on the same level, you know your teachers and they know you.
- I believe our school district is pretty on top of things. There is some room for improvement, but that is the case in all areas. One major problem is the counselors never being able to see students.
- The regular classes are, for lack of a better word, stupid. They supply sufficient information but do not break it down and look at it objectively.
- I feel that CCISD is a very effective educational environment. I am proud to go here and feel that I have learned a lot. However, one of the programs I belong to (PALS) is not getting a fair part of the budget. We do a lot of good things for our school and community and I think we deserve a fairer part of the budget.
- I hate it.
- CCISD has been a wonderful place to grow up in. Better math teachers, ones that are more qualified and know how to teach the subject would help students of all grades. The program that has had the biggest impact in my life is PALS. PALS has shown me that I want to teach by leading good citizenship classes and one-on-one tutoring and mentorship. We touch hundreds of elementary and middle school kids each year, not to mention that we as the PALS are forever changed. The problem is money because we have to fundraise for everything we do. PALS should be a part of the budget, just like any sport or band.

- I think they need a wide variety of vegetarian and more nutritious meals. I am a vegetarian and if I were to buy I would have to buy fries.
- Administration ignores a lot of things. Our school has a big drug problem, but no one ever notices because all that matters are our shirts being tucked in and IDs being seen. We are here to learn not to be told how to do things. Education is the main thing. The facilities are always kept clean and neat. The teachers and staff are great people, but the quality of my education is sliding. Being a senior I worry about the students left. They don't look forward to a class where their goal is to stay awake, they look forward to activities and things they need/want to know and that are taught in a way that makes them want to know. Teachers should know what they are teaching.
- Well, personally I feel that Clear Brook is getting a little lazy because everything is falling apart. The bathrooms are never clean, the food is terrible and I've seen rodents in the cafeteria. We need to try to work harder and make our school as clean as possible because if a rodent gets in the food, everyone will get sick. We also need at least 1 hour for lunch.
- Lunch should be longer-45 minutes instead of 30. There should be healthier and fresher food. Students should not be eating all of this grease and fried food. People wonder why the obesity rate is soaring!
- The educational performance of CCISD is great and it is improving, but there needs to be more emphasis on students' individuality, not just on grades and test scores.
- It all depends on what teacher you have for your class whether or not you do well in it. We have a lot of good teachers here, but we also have a few that aren't so good. It isn't fair to the students who have the not so good teachers. Also, our classes are too full and there are way too many students enrolled here. Compared to other districts in the area, CCISD does a great job, but there are some things that could be fixed.
- I feel that compared to other districts this district is excellent, but we shouldn't do that. If I compare this district now to before, our classes are too full with not enough time for the teacher to actually interact and teach. There are way too many students for a teacher to get to know how we each learn. And I will be very surprised if you'll actually read this. We also need more counseling from better counselors on what classes to take.
- I believe that student schedules, especially in high school, are too frequently a problem. Our mandatory classes should seldom come up missing on our schedule cards but frequently do. Also, senior graduation needs should be taken into account when assigning classes such as "economics" and "government". Also, the

counselors are supposed to be here to counsel about our college and future, but spend the year working schedules. That should not be a problem.

- I think our school is maintained very well. But some of the classes are too full with not enough seats for everyone. Some students are having trouble in courses b/c of the fact that they speak another language and don't have it easily translated for them.
- I think overall we have a good education system in our district, but we act like sports are more important than school. Students don't get enough 1 on 1 help b/c there are too many students in one class.
- My friend was sexually assaulted at school and harassed several times and told people, but nothing was done.
- Why do we use MACs in our computer classes?
- Personally, I think this school has excellent educational programs for students who want to learn. The Pre-AP and AP classes are great tools for college bound students.
- I believe that our district is safe, and well maintained. If I had to pick a school activity to pass on to other schools, it would be ROTC because some students need a program that teaches discipline and integrity.
- I think that there is a problem with security. Rats and roaches are rather common.
- Water should be free at lunch.
- The district should be more wary of the balance of funds concerning extra-curricular activities. For example, every tournament that the debate team has gone to, we have taken 1st place in numerous events, however, the football team still receives substantial funds even after only winning 1 game in 2 seasons.
- It's great overall. I think teachers should be paid more for all they put up with. Water should be free because the fountains are gross.
- The teachers in the district are not qualified enough. For instance, the science department hires teachers who do not know how to teach.
- The school district needs more money, especially for extracurricular activities. Also for PALS.
- I feel our school performs pretty well considering the number of people. The discipline policies are a little strict, but other than that I like my school.
- We should change the 1-minute bell to a 2-minute bell. We should go back to the old tardy policy. We should get rid of the ID rule. The punishments are too harsh. The dress code is unreasonable.
- Not enough desks in a class. That is ridiculous.
- Not enough time in between classes. Need more realistic punishments. Everything is too harsh and angers students into breaking them.

- The counseling center could use improvement. Trying to get the necessary paperwork and help with college info is a big hassle. Certain counselors could care less and do not give students the time of day. Also the head office deals more with small issues such as hall passes instead of bigger things such as smoking in bathrooms.
- I feel all my teachers offer me a great education.
- Really cool lunch staff.
- Needs better teachers, better food and better students.
- In a manner, the education of CCISD is good, but a couple of teachers take it very leniently or do not handle it well. They do not explain anything, just hand over the worksheets to do on our own. I must repeat that just a couple of teachers do this.

Appendix F

STUDENT SURVEY RESULTS

PART C: VERBATIM (PART 3)

The following comments are actual narratives from survey respondents. These comments do not necessarily reflect the findings or opinions of the Comptroller or review team.

- I do not like Aramark. They are trying to close our school store. It is a fundraiser for Deca. I am in Deca and I think it is stupid that we can't sell because Aramark thinks we are stealing their business. Their food is not bad; it's just the fact that they are greedy.
- The educational performance of Clear Creek ISD is neither poor nor great. It's good enough to provide a student with enough balanced ideas to proceed and progress in college. The staff is trying their best but the needs of international students are not met, some are not considered in terms of sociality and welfare.
- I think all the restrooms need to have liquid soap and running water at all times.
- It is sad that seniors are not allowed parking because they ran out of spots when the juniors have parking stickers.
- Parking is a huge problem. The school is run like a concentration camp, way too strict and unnecessary. These teachers are on a power trip and are causing a lot of controversy.
- It seems to me that the district is more concerned with small issues, such as tardies and kids forgetting IDs, rather than the big issues like getting seniors into college.
- Well, this school doesn't focus so much on the individual needs of each student until it is too late. They leave it up to the student to seek help, which normally won't happen.
- Not enough desks in the class. Ag Department needs more support (monetary and otherwise). We need more parking.
- The tardy policy has the same punishment for bringing a weapon to school. 2 extra minutes is not enough time to get across the street to the annex.
- The teachers move too quickly and you can't learn anything. If the teachers also would teach and not read then it might help those students who are struggling in the classrooms.
- I would love to see more vocational programs (sequences of classes) that would help in future vocations. (There are a lot of classes for vocational training in science and medical.)
- I think we have a lot of unneeded rules such as wearing IDs around our necks. We don't have gangs here and never have seen a need

for identification other than to check out books and that we can do with an ID still in our pocket.

- I feel that CCISD is a good district, however, nothing can be perfect. CCISD needs better teachers that actually care about students doing well.
- I would like to see more teachers that are enthusiastic about teaching and want to be here. Not those that see it as a run of the mill job.
- When attending a computer course, very frequently problems occur. The computers freeze; they don't save all the work and leave many of us with incomplete tasks. It's not very easy on us in that class to finish our projects on time.
- I think that CCISD is a good school district, however, there are problems. Most teachers don't put enough emphasis on reading. Some of the policies seem a little harsh and some kids get treated unfairly.
- The bathrooms are terrible and unsanitary. They also need new locks. There are probably no locks on any of the doors. And I don't like the soap, and it never has enough paper towels.
- District money is given not to schools but to schools' sports teams. Teachers bump up sports players' grades to passing so they can play. Teachers could at least be fair.
- Whoever thought of making a flat roof on CLHS was wrong! The ceiling is always leaking somewhere; ruining the new ceiling tiles put in the previous year. I know it is too late to change the shape of the roof but isn't there something that can be done? We shouldn't have to dodge cans on the way to class.
- The misconduct policy is infuriating. We are punished equally for bringing a knife or a bouquet of flowers. The tardy policy and ID policy punishments are horrid too. The AC in most of the main building is hit-or-miss, and no amount of complaints from students or teachers keeps it working. Things are only fixed in emergency-urgent situations. The school computer network is slow, hit-and-miss, and archaic.
- The block scheduling is creating a more stressful environment because of the high standards held at this school. Because teachers have to reach a benchmark at test time, they are not spending enough time on subjects that need extra attention.
- Some departments are strong, while others are really weak. It really depends on the teachers. I have had some of the most wonderful people in the world, while I'm not even sure how or why some of the people became teachers because they don't enjoy teaching and don't seem to like teenagers.
- The rules are ridiculous. You can get the same amount of d-hall for having a balloon as you can for having a knife. How is that fair?

- While the majority of the teachers know what they are doing and are nice but strict, there are some bad teachers that need to get the boot. Food lines with the PIN get long and if you're not first in line, expect a long wait.
- I feel scared every morning when I wake up and have to come to school. I could get a better education at home and it would be a lot safer.
- I am an honor student enrolled in quite a few advanced courses. On the next survey you give, ask about pressure and stress and how it is handled by both teacher and student. I am constantly working on an essay and major project and studying for huge exams and I dislike how teachers have NO respect for kids TRYING to succeed in education.
- There are too many contradictions between the student and the teachers.
- Could learn more with better teachers. The technology classes are so easy they are considered "blow off". I need to learn something though to be prepared for the real world.
- I don't like this district because they keep making new rules. Like the benchmark test, why do seniors have to take this test, we already took TAAS and I'm tired of taking tests. And teachers are counting the benchmark test as a "nine weeks grade"; it's not fair for foreign students.
- The school is fine.
- Some of the new policies aren't very effective or reasonable.
- I'm an ESL student and I would like to share that teachers should allow students to go to ESL class and take the test and teachers should make the test in very easy English.
- Pre/AP classes are great. The regular classes could use a little more structure.
- There are two things that really bother me about school. The first comes from you. The state law that they can't sell carbonated drinks anymore is ridiculous. Just because there's too many fat kids doesn't mean we shouldn't be allowed to drink soft drinks. Also the fact that our cafeteria closed down the school store because it has better food and the cafeteria food is crap. Those are 2 things that bother me.
- Overall, I would say the District is good. Not the best, but good. We have plenty of new elementary and jr. high schools but the high schools are becoming overcrowded.
- We should have Columbus Day off. Other schools do, but we do not.
- I don't think we, at Clear Lake High School, should have to wear our Ids all the time. And they should not be as strict on tardies because it's such a BIG school. They should also bring back the school store because the cafeteria food stinks.

- I think that the fact that bringing flowers or balloons to school gets the same punishment as bringing a knife as a weapon is really messed up.
- If I could choose to go to another school, I would not. The vast majority of my teachers are well qualified and do an exceptional job. I have had no problems my whole high school experience. I feel this school very well prepares me for things ahead in life.
- I think that all of the things the district requires teachers to give out (like the "writing across the curriculum" and making students, who've already passed the TAAS previously, take the new TEKS, etc.) aren't necessary and it gets in the way with teachers lesson plans.
- I believe that year after year there have been several changes to make this school better, yet none of the rules enforced help make it a better place. I feel that there are some teachers that are the best at what they do and I feel lucky to have them teach me. There are other teachers that should not be employed and I feel as if I have lost my opportunity to gain knowledge and education when taking their classes. I believe "Block Scheduling" should be looked at again. It is not a very effective way for a child to get a quality education. It focuses more on the amount of classes a student has rather than the quality of education a child has. I feel I am not learning as much in a classroom. I feel the teacher is required to rush so they can fit all the required material in, rather than to take time to teach, because there is less time to do it in with the block scheduling.
- I think that the educational performance of CCISD is Great!
- The principal at Clear Lake has never introduced herself and lots of people have no idea who she is (that's not an exaggeration).
- Some of the classrooms are way too cold and (some) teachers don't do anything about it. Some teachers grade in an unfair way and give 0's to those who miss an exam for out of school business (osb) and that is unfair. The bathrooms in some areas of the school could be cleaner and so could the floors. Some of the discipline rules are ridiculous, like name tag and tardy policies.
- It's a good school, however, it focuses the most on college-bound students and much less on vocational ones. For example, it doesn't have a class in automobile mechanics, which is a common field to enter right into after high school. So why don't they have it?
- I believe CCISD does a good job of educating, but there are some teachers who teach Advanced Placement or Honors classes who really have no idea what they're talking about. It is very hard to learn from a person who hardly can explain the material herself. The qualifications for teaching AP class should be higher or more restrictive. I also believe that discipline is too harsh; why should anyone receive 4 hrs of Saturday d-hall for not wearing their ID?

That is ridiculous. Also, the cafeteria food is too expensive, especially for the quality of food.

- I'm going to explain my "strongly disagree" answers. Textbooks for my English, Public Speaking and Physics classes are still in ok shape. They are no more than 2 years old. My U.S. history, Anatomy and Pre-Cal books are horrible. I wait in the regular food line at an average of 15 minutes, so I have decided to just buy lunch from vending machines, which half of the time are out of order or sold out. The punishments for misconduct are either way too harsh or way too lenient. The new attendance policy punishments and ID punishments are way too harsh. You could be focusing on more important things.
- Your teachers aren't that good. 1/2 of them don't teach. Our schools' new tardy policy is ridiculous. If you have a legitimate excuse they still give you an hour d-hall on the first offense. The cafeteria food is way overpriced. I can eat cheaper at McDonald's. Your computer classes are a waste of time. They wouldn't let us change our schedules at the beginning of this year, they did not inform us of this last year.
- Sometimes it is hard to work because the AIR is not on. It is very hard to work when you are hot/sweating. Sometimes the student to teacher respect is there, but the teacher to student respect is not. A good student can be accused of something wrong when a teacher just thinks that he/she is doing something wrong. Some teachers (very few) are very defensive, and take it out on the students when something happens. Also, sometimes the teachers (again, very few) don't seem like they really want to help you learn. They feel like teaching you outside their class is out of their way or they shouldn't be obligated to do it.
- Roof leaks often-causes wet floors and easy to slip (CLHS).
- The classes are wonderful, and we learn a lot but the majority of the students live off 4-5 hours of sleep a night due to homework, granted some also have extracurricular activities. Personally my social life, exercise time and adequate sleeping hours have become obsolete and I was hoping to have a break when freshman and sophomores take TAAS/TAKS, and sleep in (as has been allowed for juniors and seniors in past years), but now that policy is being taken away. Student's can't perform well and learn on little to no sleep.
- I do not understand the point of ID tags. I don't see how this would deter people from being able to walk into the school.
- I believe the bathroom should be kept cleaner and also there should always be soap in there, and that is not the case.
- Cafeteria food, while delicious, is very expensive. The students have very little time to use resources, such as the library. Lunch lines are excessively long. The fine arts and athletics departments

are well funded. Counselors are often too busy, its individual student's needs are not meant.

- I think my school is a good school, but it is unnecessary to issue student ID's and lunch numbers. The writing across the curriculum program is also not needed since we are receiving adequate education in our reading and writing classes. Students like myself do not perform any better with these measures put in place, and the school will not be sacrificing anything to lose these programs. The tardy policy in this school is extremely strict and some students are receiving undeserving punishment.
- We need more parking for student athletes. As an athlete, I must stay after school everyday and do not have a ride home because both my parents work. I always have to wait for someone or just go somewhere until my parents get off of work.
- I believe it is good to push us to do our best, but some teachers push us too much. I am not one of them, but I know people who stay up until 4 am doing homework. Which leads to a question; what is more important, grades or life?
- I feel that for the most part I get a good education, but there has been countless times where I have seen that the district has not had enough money. If the district had more money I feel I would receive a much fuller and more comprehensive education. I also feel teachers should be paid more.
- They should let the school store be open during lunches. Currently the school store must be closed during all lunches so that the cafeteria doesn't have nay competition. Without competition cafeteria prices are skyrocketing.
- One thing I disagree with is having all the students stay in the commons before school. This is a fire hazard. At pep rallies there are too many students. They should go back to doing classes, seniors and another class.
- We need to do something about the parking situation for students at Clear Lake. There are tons of students, yet very few spots. Students park blocks away just to get to school and therefore have to walk across streets like Bay Area, which is not safe. We have students walking around cursing and hitting, yet it's the people with a tardy or forgot their ID that get written up. Why don't schools focus on the real problem and not petty stuff?
- There are areas of the school in gross health conditions (band hall and locker rooms). The cafeteria takes too long to get food and nothing looks appetizing. Not enough time to get to class with new tardy policy. Punishments for not wearing/forgetting school Ids are ridiculous. Some teachers don't care about what they do.
- I believe that I am receiving a really great education at CLHS. But sometimes the work seems overwhelming.

- I believe Clear Creek ISD is performing well. We just need to get the rats, roaches and other rodents out of the building. Many students do not eat the cafeteria food because of rumors of rats in the cafeteria. I haven't seen any rats in the cafeteria but I have seen one in the locker room with many roaches.
- I can see no problems with educational performance at my particular school. The problem lies, in my opinion, with discipline management. Even though the specifics of the problem may be merely local school based, I believe it is a problem the entire district should focus on. Discipline is too severe to operate at friendly levels. I realize it is to "teach them never to do it again," but this combined with illogical rules creates a hazardous condition. The student will not stand for this mode of fascism.
- The classrooms do not have enough desks in them to accommodate the students. There are too many students in my classes for us to only have one teacher. Most of my classes have 30-35 students in them. The classrooms are not good learning environments. Most of my teachers do not actually teach the students. If I want to learn anything in a class, I have to read and study everything myself instead of learning from my teachers. If you really want to use your money for the teachers and students, I think you need to hire some teachers that are good at teaching.
- AP math teachers should be on a schedule in sync with the AP test, not the district policy.
- I feel that there are more inadequate teachers in this district than capable ones. Most seem like they hate their job and it shows.
- There needs to be a change in the math department. Teachers are unwilling to help and have a bad attitude towards you if you ask questions!
- The school doesn't give out enough information for college bound seniors. It's easy to lose track of deadlines when you are working a full load, so if the counselors handled the majority of the application process there would be less stress on the seniors.
- I think there should be more security in the parking lot during classes because my side view mirror got stolen and I know other people whose cars have been tampered with, like being keyed.
- Discipline is incredibly too strict. Parking lot should be protected to keep our cars from being vandalized.
- Most teachers do a good job, sometimes, a little too much "busy work" though.
- Here at Clear Lake High, the school is horribly overcrowded. The lunch period shows this overabundance of teens, with its long lines. In addition, Aramark continually raises prices for their low quality, poor food. They shut down the school store for selling the exact same food and calling it "un-nutritional" (hypocrites). My only request is to find any solution or substitute for Aramark.

- I feel that the district has made too many changes too fast and that's not fair to students or even teachers. I also feel that we don't get enough help with college stuff.
- Parking must be adequate. People must be able to take the school bus whether or not they are in the same school area.
- Students should be able to access the computer lab after school. (Not enough computers).
- I believe the educational performance of Clear Creek ISD is gone about all the wrong ways. Instead of enforcing History and Art, it enforces benchmark tests and statistics. I believe grammar is too much of a priority, while poetry and books are left behind.
- I feel that overall the education is one of high quality. The building is mainly the problem because it is old, musty and dirty.
- They need to keep the air conditioner in good shape in all areas of the building. The girls' locker room does not have good AC. The gyms' AC is not very good. They need to get locks on all doors in the girls' bathroom. There are only two stalls readily available most of the time. A lot of the discipline is a little ridiculous with the tardy policy and name tags/ID tags.
- I do not see it fair that during a fight, both are at fault, there is no means of self-defense in a school setting. I feel the "no tolerance" rule is unjust.
- You should do something about the mice situation at our school.
- Need to integrate technology into classrooms.
- I don't think that the overprotective parents of students should be able to take away from my education in AP English by censoring which books we read. This has happened to me before and a few of the books taken off of the reading list were my favorites. Some of the more controversial ones that I didn't agree with the opinions of the writer were taken off also, but it's those kind of books that help me learn where I stand in my beliefs and opinions. I also think that the school ID's that we have to wear everyday are extremely silly. I lost mine so a friend and me trade off on days that our teachers will or won't be checking to see if we wear them. (They never check to make sure it's your own.) Sometimes I wear one I fashioned out of white cardboard and string, and guess what? No one notices.
- I have been waiting for this opportunity for quite some time now. Besides being a very good school, Clear Lake has many underlying problems. I think we are being more prepared for elementary school than for college. We have 1-hour detentions for 1 tardy, it doubles each time. We are severely hassled about our new id's. These things and the way many teachers treat us make me feel like a child. I feel I have no control over my own life here. I cannot work with my schedule without my parents hassling the system. I cannot change into classes I think will better me. I think we need to rethink our required courses. I hardly think Chemistry is a good

class for our future. The way it is taught makes it worse. Some classes seem like they think we are taking college level when they need to be teaching basics that we won't forget. The teachers need to have a more personal relationship instead of by-the-book policies. Yesterday I was one minute late to d-hall because my ID was in my car when I first checked in. I thought school was for the students, but that is not the way the faculty makes us feel. We have zero say in our education. And no power to speak up on anything.

- I feel that the school has become so dreadful and way too strict due to unnecessary rules. I understand that rules are here to help everyone but because of so much restriction, education is being taken away causing kids to drop out of high school. School should not be like a Nazi concentration camp with kids with barcodes on their forehead. We are people with rights not just ignorant adolescents. There is a way to enforce rules but not in a way where the kids file like ants in a straight-file line. Also rules should apply to everyone not only to kids who don't have parents that complain to the staff.
- I believe that CCISD board should give us students a full day off instead of a half-day. This is because if we have a test in one of our classes we don't get the time to finish it. We should not have benchmark tests or any other test like it. We should get new buses.
- I think that a lot of money is wasted at the administration level. The food in the cafeteria is overpriced.
- Buses arrive late at school in the morning and that affects our breakfast. Need to get new buses. And we should get more half-days in schools and less tests because we don't have that much time to stay in school for almost 9 hours and go home to other activities. There is no need to give the benchmark test. We do have personal lives and we have other things to do than just study.
- If only we could get half of this school in a drug-alcohol class to help some of these kids it would be better for everyone. We need more drug dogs coming through this school and drug screens. I know screening is against the law but you guys need to fight for it as hard as you can.
- I feel that the educational performance at CCISD has improved a little bit during the 4 years since I've been here. Although I do disagree with the pin numbers and ID tags. Also the cafeteria needs to work on their health violations and the discipline is too strict.
- The school is well run, it has some issues with the temperature though. The school other than that is a good one.
- I think the educational performance of Clear Lake is superior.
- I think every year our District gets better but I also think that this year the tardy policy is way too strict. I'm not a bad kid and I never get in trouble, but if I get one more tardy I have to serve a day in ISS. There are bigger issues than tardies. I've been on varsity

volleyball for 4 years and my coach will kill me if I spend a day in ISS.

- From my perspective, I believe that the school isn't really doing its job to help students learn in school. It's more like the teachers are tending to themselves more than the students. The counseling center sucks and I have never been accepted whenever I need to talk. I believe they can't do anything to help us with college. I think in this school you have to do everything individually, even educate yourself, by teaching yourself. I learn more on TV, how can that be good?
- I feel that the education at Clear Lake High School is very good, we have very smart and gifted and talented students here. We all work very hard in the classroom. However, there are a lot of racial issues that should be checked out. There is a lot of hatred at this school that students make worse by saying things in the wrong manner.
- Need soap in the bathroom! I feel it promotes bad hygiene by not having adequate soap in the bathroom. Plus, it's very unsanitary. Please put soap in the bathroom! Also there are a lot of racist kids at this school. In the future, there should be either a class or a meeting for students on racial issues.
- This school has good teachers. Some of the rules I really don't like. But I can live with them. Because they are doing them for our safety. They really need to keep up with restrooms because some of them are so disgusting. They also need to clean the tables in the commons because they are disgusting. The soap in the restrooms need to be liquid not powder.
- Overall, our school is descent but I wish we had better math and English teachers. I can honestly say I have not had a great math or English teacher in the past 4 years of attending Clear Lake. In my opinion, those are very important classes and they need to be taught by well-educated people.
- I feel that Aramark should no longer provide food for the school because they are a profit organization. They also make outrageous demands in their contract. There are not a lot of different music programs in our school. Plus the absence of battle of the bands is a major letdown.
- Need to have smaller classes, more one-on-one teaching, etc. The students need to be well informed about the district and what the obligation of the teachers and faculty are towards/for the student.
- MAC computers stink! Please get some regular, reliable PC's!
- My school is run well but there is an increasingly more wide spread drug, alcohol and tobacco problem. I know that about 1/5 of the school does drugs on a regular basis and 1/4 drink alcohol on a regular basis. Computer programs are run well but I believe they

should offer more advanced computer courses other than Computer Science II.

- The district needs to provide textbook for students taking Chinese. The cafeteria needs to correct all their health violations that the health department has given them. The school also needs to correct disciplinary measure concerning tardies and ID tags because students do worse things and get easier punishments such as being drunk at school is equal to 4 tardies.
- I think the district does a good job with the resources it has.
- As for the food, it's greasy, unhealthy and tasteless. The last ten times I ate there I got very sick to my stomach. It is unreal.
- The educational performance would be vastly improved without all the unnecessary administrative hassles and waste of time. Some district policies need severe reviewing in order to keep kids in school.
- I feel that the changes made in discipline policies in that last year have been somewhat unnecessary and make little sense. Students are given the same punishment for carrying flowers as they are for bringing a knife onto campus.
- With the exception of perhaps three or four teachers (advanced placement) I cannot honestly say that the teachers in the district are particularly good, especially in the math and science departments, areas which can never be overstressed. While I realize that I have made a generalization, and that there have been exceptional teachers at this school, in my four years of high school as an AP student, I have not been particularly satisfied with the curriculum or the teachers.
- I strongly believe that many teachers are underpaid, therefore, discouraging them from giving one hundred percent effort everyday. Though the district is not at fault, I believe the district itself has the power to change this overall. The students are well maintained, but not always properly taught. More effort on both teachers and students parts will equal a better education. Classes are not fun, but with some enthusiasm they can catch more attention
- I believe that "favoritism" is very popular within the school between principals/secretaries. Rewards such as Top Ten and other honorable rewards are given largely based on how many people know the student rather than actual merit. Many people are highly qualified if not better qualified for such awards than those who receive but are never chosen due to the political basis of our school and district.
- The classes available in CCISD are more challenging than many other schools. The AP/GT classes are excellent.
- The educational system of CCISD is very good. I was hoping to get into some class of P.E., which would give us college credit. I

mean, physical education classes that fulfill the P.E. credit/requirement for colleges should be offered. The classrooms of the Spanish Department are very small. So it would be nice to get bigger rooms because then more students can enroll in foreign language classes.

- CCISD has definitely fulfilled its academic responsibilities. I find the classes interesting and the teachers challenge us to learn. It has an awesome AP program too. I think that the school cafeteria needs to improve its food.
- We have a lot of advantages in comparison to other districts.
- Some teachers don't know anything about what they teach. And are worthless!
- The majority of students feel they are not ready for the jump to college, in order to make high grades necessary to continuing at those colleges.
- CCISD is a great school district, especially the AP/GT program. Classes such as Business Law and International Business need to be made more serious for students wishing to pursue a career in business. They should not be "filler" courses that a counselor puts you in if you don't have all your classes filled. School sanitation needs to be improved and the quality of the food could be better.
- Provides an excellent education, especially in preparation of college-level material and through extracurricular activities.
- The prices for school lunches are absurdly over priced, for the quality of food received. I have fed better food to a dog.
- Get rid of the PIN number because it takes too long..
- I really like the educational standards, but giving a four-hour d-hall for not having your ID on is harsh.
- Teachers in this district have become bias to the students. I personally have a teacher who is very biased against men; my grades I feel have suffered from it. There is also a problem with the subs in my school. It is not right to have a sub that takes 35 minutes to take the attendance because they can't speak English.
- When a student bound for college gets to be a junior or senior, we want more classes to help us choose a major. There are too many classes we have to take that may not have anything to do with it what we want to major in, yet it still effects our grade point average. I would like to be more prepared to go into college.
- I believe the district should provide much improved special education programs, particularly for dyslexic children. The programs now are sorely inadequate. Also, many school textbooks are in horrible shape, and school repairs are desperately needed. Also, 10:46 is too early for lunch. Cafeteria facilities with all manners of rats, mice, and raccoons are not clean! Buses never arrive on time, but do leave on time. Also, drugs are a problem in

this district, but the cigarette smoke in the bathrooms has dissipated this year!

- I feel that CCISD spends too much time on athletic and not enough time on academia. We come to school to learn NOT play sports. However, the time that is spent on academics is inadequate because the students end up with large amounts of homework. It's not our fault if the teachers can't finish the curriculum in class. We shouldn't be punished by having to do it all at home!
- I think that CCISD should offer more medical/doctor classes to all high schools and not just to certain ones. There is also a lot of dust.
- Décor and some rules are a bit out of date, but I believe I am receiving a quality education here.
- They should install software on computers quicker.
- Our school is horrible. I feel like a prisoner.
- You spend too much money on things we do not need or use.
- I believe that Clear Lake High School is one of the top schools in the Houston area. Receiving an education from this high school is great. The teachers are wonderful, nice and caring for their students. The teachers teach at the college level, which provides a good way to enter college.
- Why do we have school on October 14th?
- It's alright we learn what we "need" but I believe we should be more free. We as teenagers are searching for our real selves, yet we have to act a certain way. I believe we should be individuals and live our lives by our own personal beliefs and with some structure, but not all this d-hall and ID wearing nonsense. This helps us in no way at all be "better" people or individuals.
- Cars get keyed all the time. My car was hit and run.
- End Robin Hood Act.
- The facilities for Clear Lake H.S. are pitiful, for technology courses you have no way to finish assignments due to lack of technology. The Health food devices provided by Aramark are worthless; the food does not meet state regulations due to improper preparation of food. Teachers are not trained at all in using the computer, and teachers in technology courses are not knowledgeable enough about the programs.
- Students constantly use offensive words (gay, etc.) in a derogatory manor and it is very disturbing. Teachers and faculty have failed to discipline this and it makes many uncomfortable.
- CLHS tardy and ID policy is ridiculous, especially when other schools in the district do not have the same policy. Consequences for misconduct are extremely harsh also. Ex. You must pay \$1 to receive a temporary ID for one day and receive a 1 hr. d-hall. **THIS IS OUTRAGEOUS!**
- A 4-hour detention for wearing flip-flops is completely and totally, 100 percent uncalled for. They're flip-flops, get a grip. A 4-hour

detention for forgetting ones ID is also a bit extreme, no one is perfect, it happens, people forget things.

- Getting the same amount of d-hall for being tardy in an overcrowded school as a gang-related incident is stupid.
- I am fairly pleased with this school. It is very clean and most of the teachers are great. The only problem with our school is the cafeteria. The food is expensive, it is always the same thing every day, the food is cold most of the time, and inside is very dirty. I have seen a number of roaches. The workers are slow and mean. I always get an attitude from them and have stood in line for twenty minutes before. I will never buy from the cafeteria again.
- I'm in a chemistry class whose entire class average is that of 65.3 percent. The teacher constantly reminds us about how her children are able to accomplish these tasks and make better grades than us. She also singles out students and makes rules that don't apply to them upon past performances. My Web Mastering teacher needs to give less work, she gives only busy work that she grades 1/3 of which we do. I'm so far behind in the class that it takes me constant tutorials to keep up. On our last test the teacher had to give a 20-point curve because she gave us a higher learning test without higher learning teaching.
- I think that we have a pretty good school when compared to others. However, I think that there is too much wasted time and not enough activities within the classroom. To me the education is too boring and not enough hands on.
- We need locks on the girls' bathroom stalls.
- Teachers are not instructed in computer use. School spirit promoted well.
- At Clear Lake High School the office staff (secretaries) are very rude and do not help students. Discipline is way too extreme for most disruptions. Also the food and food service is the worst I've ever seen.
- I think that this is a good school and is in good shape.
- I think that the computers are not that accessible as well as the Internet.
- As far as education and faculty, there's no problem. The only thing that bothers me is how students cannot have time to work and do extracurricular activities. Only the wealthy students seem to have time for everything.
- It is very challenging academically, but some of the textbooks are in terrible condition, the bathrooms are constantly filthy. The stress of the academics and fine arts programs are a killer. I get almost no sleep anymore and am so tired the next day that I can't stay focused in classes. I get home from school at 5:00pm when marching ends and stay up 'til 1 am some nights doing homework.
- There needs to be more parking for seniors.

- Please send teachers of perfect backgrounds who know how to teach students. Also for computer class, send new assignments for the students and teachers and also make sure that the teacher actually knows what he or she is doing with a computer.
- I feel that my poor performance in Spanish is primarily due to poor teachers. I was going to a tutor outside of school during Spanish II and was told that I should be receiving at least a "B" in the class. My grades rarely were that good.
- I believe that the computer situation and the teacher situation needs improvement. Security wise we are ok. The computers may be "new", but so many restrictions are put on everything that it is almost like they aren't there. The teachers have the easiest access, not students. The teachers are not very educated on how to use them either. I have personally helped 2 of my teachers with the computers just this year. I am also aware of the fact there are bad kids among us who might mistreat the uses of computers, but punish them, not everyone. I like computers and I want to be educated on them and have enough experience to be capable in the work force.
- The educational system is very good but there are some things that they have to improve, lunch time and cafeteria.
- I know that CLHS is a good school and all but I think it's really "uncool" the way we've been jerked around this year. Not all the seniors got parking spots like they were promised. The schedule mess was a huge nuisance. Plus, the way they changed a few rules without letting the students know peeved me a bit.
- Teachers have a job to do, and in that job there will be problems. They need to deal with the problems without demoting the student's self-confidence. If they cannot handle the responsibility then it is time for a new profession
- I feel that the people in charge of making changes and who ever hires the teachers and staff should ask about how they would teach their class, like look at their class work line-up. They need to try and make learning a little more interesting.
- The cafeteria is clean, no doubt but the food should be served very hot or warm because some of the students like their food hot. The restrooms are a mess and lots of tissue paper is thrown all over the floor, which isn't decent enough.