

LETTER OF TRANSMITTAL

August 29, 2000

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

Ladies and Gentlemen:

I am pleased to present our performance review of the Fort Bend Independent School District (FBISD), the second district to request a review under the provisions of HB 2553 passed by the 76th Legislature, signaling the district's willingness to pay 25 percent of the cost of the review.

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

We have made a number of recommendations to improve FBISD's efficiency. We also have highlighted a number of "best practices" in district operations-model programs and services provided by FBISD's administrators, teachers and staff. This report outlines 90 detailed recommendations that could save FBISD \$23.3 million over the next five years, while reinvesting \$12.3 million to improve educational services and other operations. Net savings are estimated to reach nearly \$11 million-savings that FBISD can redirect to the classroom.

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

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

Sincerely,

Candice Keeton Rylander

Fort Bend Independent School District

Students at Fort Bend ISD (FBISD) come from homes where approximately 65 different languages are spoken. This culturally diverse district, which has not had a single low-performing campus since 1994-95, boasts an 83.7 percent Texas Assessment of Academic Skills (TAAS) pass rate in 1998-99 compared to the statewide pass rate of 78.3 percent, and their own 66.5 percent pass rate in 1994-95.



Contained in the TSPR report are 90 recommendations that could result in net savings of more than \$11 million over the next five years.

The Fort Bend Board of Trustees passed a board resolution in November asking my office to review their district. When we first looked at the district, we saw a generally good picture of their academic and financial performance. However, only 47.8 cents was going into the classroom. A part of this is attributable to the district's higher-than-average expenditures for facilities due to a growing student population. But a higher than average student-teacher ratio of 16.7:1 (the state average is 15.2:1) coupled with the 47.8 percent instructional expenditures signaled a need to look at FBISD's allocation of resources.

Today, I am pleased to say that FBISD has not only raised its student performance, but its instructional costs have risen to 49.4 cents.

One of my 10 Principles for Texas in the 21st Century is to direct more of every education dollar into the classroom. And my Texas School Performance Review (TSPR) team has done just that for FBISD with 90 recommendations that could result in net savings of nearly \$11 million over the next five years. After six months of work, this report identifies FBISD's exemplary programs and suggests concrete ways to improve district operations.

My top recommendations will take money from administration and put it in the classroom where it belongs – with the students. I want to see teacher salaries brought up to par with the market and I want to provide one-time signing bonuses for teachers who take jobs in high-need schools. I also believe that the district needs more counselors, and the counselors that the district has now need to be relieved of some of their administrative tasks so that they can spend their time working with students, especially the ones who are struggling.

The district's efforts to add \$1,000 over the state-mandated pay raise of \$3,000 in 1999-2000 was admirable. However, teacher salaries still remain slightly below peer group averages. By dedicating nearly \$6.5 million of the savings I have identified to teacher salaries over the next five years, the district will exceed the average salaries of its peer districts. This will help the district in recruiting and retaining teachers.

FBISD's Area I schools, located on the east side of the district, suffer from significant teacher shortages and have more than half of the district's long-term substitutes. Providing a one-time signing bonus of \$1,500 to attract qualified permanent teachers could result in immediately filling of teacher vacancies that have not been filled through traditional recruiting efforts.

FBISD campuses do not have a sufficient number of counselors. The counselors they have now spend about 3 percent of their time on guidance curriculum activities. Students repeatedly told TSPR that counselors were not available to them. The district should reassign non-related clerical duties to other staff and hire 54 counselors.

Each of these major recommendations would redirect administrative costs and dedicate dollars to improving the education of our children—our most precious resource.

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

Carole Keeton Rylander

Carole Keeton Rylander
Comptroller of Public Accounts

Key Findings and Recommendations

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

Major Proposals

Personnel

- *Raise salaries to competitive levels*—Despite the district's efforts in 1999-2000 to give teachers an additional \$1,000 above the state-mandated \$3,000 increase, FBISD teacher salaries are still slightly lower than the average salaries in its peer districts. By exceeding the average salaries of its peer districts, FBISD could enhance its ability to attract and retain qualified teachers.
- *Offer signing bonuses to qualified teachers who agree to work at high-need schools*—FBISD's Area I schools, located on the east side of the district, suffer from a teacher shortage. By the end of the first six weeks of class in 1999-2000, Area I had 21 unfilled teacher positions and 43 long-term substitutes. These figures represent two-thirds of the total unfilled teacher positions in FBISD and more than half of the long-term substitutes used in the district for that period. Providing a one-time signing bonus of \$1,500 to attract qualified permanent teachers could result in immediate improvement in teacher vacancies that have not been filled through traditional recruiting efforts.
- *Increase the number of counselors in the district and focus their duties on the students and away from non-related duties*—Campuses do not have a sufficient number of counselors, and FBISD's counselors spend 3 percent of their time on guidance curriculum activities. TEA recommends counselors devote at least 35 percent of their time at middle schools and 20 percent of their time at high schools

to curriculum guidance activities. The district also should reassign administrative activities to clerical staff so counselors can reduce the backlog of student caseloads. To comply with the recommended ratio of one counselor for every 350 students, the district would need to hire 54 additional counselors, phased in over five years.

- *Develop campus-specific administrative staffing guidelines*—FBISD uses a staffing benchmark that does not specifically define administrative staffing ranges for elementary, middle and high schools. By applying a staffing allocation formula as a baseline for assigning administrative staff to schools, one that considers student enrollment at individual campuses, FBISD could reduce its staffing by 26.5 assistant principals, and 40.5 clerks and secretaries, saving more than \$7.5 million over a five-year period.
- *Use nurses for only nursing duties and reassess the number of healthcare professionals needed in each school*—FBISD employs 51 registered nurses, plus 33 clinical assistants and spends \$3.7 million annually to provide health services to nearly 53,000 students. Some nurses are performing non-related clerical work because their nursing duties do not keep them sufficiently busy. FBISD should first develop a ratio and staffing guideline for school nurses and clinical assistants that considers student enrollment and then consider contracting with a local health care provider to manage its school health program.

Community Outreach

- *Develop a strategy for on-going cultural diversity training*—The FBISD community is multi-cultural and multi-ethnic. Students at FBISD come from homes where approximately 65 different languages are spoken. Many members of the public perceive that the district has not been sufficiently sensitive to this diversity. In response, the board approved funding for the 2000-01 school year to provide intensive districtwide diversity training. While one-time training is a good start, FBISD must develop long-term strategies that allow teachers and

administrators to recognize the growing diversity of the district.

- *Hire an Ombudsman*—Despite FBISD's grievance procedures for resolving parental and community complaints at the source, continuing up the chain of command until they are finally resolved, individuals are still frustrated with the process and find it difficult to resolve issues to their satisfaction. Hiring an ombudsman could help parents and community members "negotiate the system" as well as provide an avenue for input and enhance two-way communication between the Fort Bend community and the district.

district Management

- *Improve board and superintendent relations*—A number of board members said they feel managed by the superintendent and excluded from decision-making. Several recommendations are aimed at improving the relationships among and between board members and the superintendent. Some target team building, additional continuing education opportunities and retreats for the strategic planning process.
- *Involve principals in cabinet-level meetings*—While site-based decision making (SBDM) is working well at the school level and principals enjoy considerable support from area superintendents, the FBISD central office limits principals' involvement on initiatives that affect school administration and operations, such as curriculum, technology and the assistant principal selection process. Adding a principals' representative at cabinet meetings will ensure their involvement in the district's SBDM process.

Financial Management

- *Make the superintendent accountable to the board for budget overruns*—FBISD does not always request board approval of expenditures that exceed the budget, which violates the Texas Education Code. In order to comply with state law, the board should

hold the superintendent accountable for ensuring the board approves any changes in the budget.

- *Comply with state purchasing laws and implement a commodity code system*—In 1998-99, FBISD spent more than \$17 million on goods and services that, in aggregate, exceeded the mandatory \$25,000 that state law requires must be competitively bid. A sampling of purchase orders found 8 percent failed to follow purchasing laws for purchases of more than \$25,000 in aggregate. The district can solve this problem by implementing a commodity code system, which will allow the district to comply with purchasing laws and reduce purchase costs by more than \$400,000 over five years.
- *Encourage the use of purchasing cooperatives and historically underutilized businesses*—While FBISD participates in some purchasing cooperatives, it does not have a policy to encourage participating in purchasing cooperatives or to encourage using historically underutilized businesses. Adopting such policies could save the district \$1.5 million over five years.
- *Create a procurement card system for purchases under \$500*—All purchases in FBISD require completing requisitions and purchase orders. The district spends \$38 to process each purchase order, regardless of the size of the purchase. Implementing a procurement card system for purchases less than \$500 would eliminate almost two-thirds of the districts purchase orders, improve billing and vendor payments and save the district almost \$300,000 over five years.

Food Services

- *Increase breakfast participation*—While lunch participation rates remain at desirable levels, only 8 percent of all FBISD students are eating breakfast at school compared to 16 to 20 percent in other larger urban or suburban districts. Studies show conclusively that breakfast is important to attendance, discipline and student performance. Students benefit from breakfast, whether they are economically-disadvantaged or not, while the district

enjoys increased revenues. Opportunities to improve breakfast participation could increase local and federal funding to the district and bring in more than \$300,000 annually in revenues.

- *Establish productivity standards for food service*—The district is not measuring the productivity of its food service program against an industry standard or a district-developed standard. Based on meals served per labor hour, FBISD could reduce staff and save more than \$300,000 annually.

Safety and Security

- *Redeploy police officers to meet campus needs*—“Having individuals in the right place at the right time to intervene” is one of the steps in TSPR’s *Keeping Texas Children Safe in Schools*. Rather than assigning an equal number of police officers to all schools, FBISD should deploy police officers based on student enrollment and student incidents at schools.

Computers and Technology

- *Increase technology funding*—When FBISD receives E-rate funds—discounts to schools and libraries on telecommunications services—the district reduces the Technology Department’s budget by the amount of funds received. This creates a disincentive for the department to seek more E-rate funds as evidenced by the fact that FBISD is receiving less than its peers. Assuming that FBISD could obtain \$390,000 in grants, E-rate funds and private donations annually, it could fund its technology projects without the need for a tax increase.

Facilities

- *Create a comprehensive facilities master plan*—The district has no comprehensive facilities master plan for building construction and maintenance. As a growing district that passed a \$264 million bond issue in 1999, failure to have detailed plans can lead to cost overruns, poor building practices, building in

the wrong locations or building the wrong kind of schools.

Exemplary Programs and Practices in the Fort Bend Independent School District

The following programs and practices in the Fort Bend Independent School District (FBISD) are models for other school districts

- **Lower construction costs**—The district has higher-than-average expenditures for its facilities due to a growing student population. To control these new building construction costs, FBISD uses building prototypes or standards. This maximizes the efficiency of its school buildings by reducing architectural fees and limiting building construction costs.
- **E-commerce**—E-commerce technology allows the district to order and receive goods and services on line, which reduces paperwork and speeds up transactions. It also provides more efficient management of large amounts of information, up-to-the-minute order tracking and reduced business-to-business costs. FBISD uses e-commerce technology to procure office supplies, eliminate paper, accelerate delivery and negotiate better prices.
- **Technology stipends**—FBISD has developed a stipend program that attracts and retains technical staff. Often after the district trains technicians, they move into the business field for more pay. In addition to reimbursing the technical staff members for their certification, training and awards, the district provides a \$1,500 annual stipend for each test successfully completed towards technical certification.
- **Family literacy**—FBISD established the Family Literacy Even Start Program to integrate early childhood education, parenting education and adult education into a program that serves at-risk students and economically disadvantaged families. The program provides a vehicle for parents, school and community to break the cycle of illiteracy. This family-centered education program enables parents

to become partners in their children's education, helps children reach their full potential and provides literacy training for parents. The program also uses collaborative partnerships to involve parents and community members in reducing illiteracy among at-risk students.

- **Student safety programs**—The Before It's Too Late program trains high school counselors to teach middle school children about drugs and alcohol. Through Operation Kick-It program, selected inmates from the Texas Department of Criminal Justice share their experiences with drugs, alcohol and violence with FBISD students. The Gang Resistance Education and Training program teaches middle school students to resolve conflicts without violence and resist peer pressure to join gangs.

FBISD police officers teach an eight-hour STAND/Dabblers Program for first-time offenders between the ages of 10 and 16. Local judges require these children and their parents to participate in this program, which includes visiting the Juvenile Detention Center, watching videos related to their offenses, writing an essay on preventing future recurrences and hearing success stories from role models.

- **Improved attendance rates**—By implementing the Assisting Student Attendance Program, FBISD reduced the number of trancies by notifying parents of student absences and conducting home visits. As a result, the district increased its average daily attendance (ADA) from 95.8 percent in 1998-99 to 96.5 percent in 1999-2000. FBISD received \$827,892 in additional state aid for 1999-2000 for this increase in its middle school and high school ADA.
- **Education Foundation**—In 1992, FBISD established the FBISD Education Foundation, a nonprofit organization, to support innovative academic and staff development projects. A 39-member volunteer board of directors made up of local business, industry and community leaders governs the foundation. In 1998-99, the foundation awarded

more than \$70,000 in grants to promote innovative classroom instructional projects that are not funded through regular school budgets. In February 1999, the Education Foundation received the Texas Association of Partners in Education's Bright Idea/Outstanding Community Partnership award for its valuable contribution to FBISD's education initiatives.

Low meal prices—The district has generated a food service fund balance of more than \$3 million without increasing meal prices in 10 years.

What Is TSPR?

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

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

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

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

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

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

have had more than one year to implement TSPR recommendations.

EXECUTIVE SUMMARY

In March 2000, at the request of the Fort Bend Independent School District (FBISD) Board of Trustees, Texas State Comptroller Carole Keeton Rylander began a performance review of FBISD. This review signaled the second time a school district's Board of Trustees took advantage of legislation enacted during the 1999 Legislative Session, which requires a district to pay 25 percent of the review's cost if a majority of the board requests the review.

After nearly six months of work, this report identifies FBISD's exemplary programs and suggests concrete ways to improve district operations. If fully implemented, the Comptroller's 90 recommendations could result in net savings of nearly \$11 million over the next five years.

Improving the Texas School Performance Review

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

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

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

- Ensure students and teachers receive the support and resources necessary to succeed;
- Identify innovative ways to address the district's core management challenges;
- Ensure administrative duties are performed efficiently, without duplication, and in a way that fosters education;

- Develop strategies to ensure the district's processes and programs are continuously assessed and improved;
- Challenge any process, procedure, program or policy that impedes instruction and recommend ways to reduce or eliminate obstacles; and
- Put goods and services to the "Yellow Pages Test": government should do no job if a business in the Yellow Pages can do that job better and at a lower cost.

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

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

TSPR in Fort Bend ISD

On November 8, 1999, the FBISD Board of Trustees passed a resolution to request a review and pay up to \$87,500 toward the estimated \$350,000 cost. Superintendent Don Hooper followed up with a formal request of the review on December 7, 1999. On January 10, 2000, the Comptroller and the FBISD board president signed an interlocal agreement. TSPR began its review March 2, 2000.

The Comptroller's office selected Resource Consultants, Inc. (RCI), an Austin, Texas-based consulting firm, to assist the agency with this review. The TSPR team interviewed district employees, school board members, parents, business leaders and community members and held public forums in all seven of FBISD's high schools. To obtain additional comments, the review team conducted focus group sessions with parents, teachers, principals, business leaders and representatives from community organizations. The Comptroller also received letters from a wide array of parents, teachers and community members, and staff received calls to the Comptroller's toll-free hotline.

As a part of the review, 108 central administrators and support staff; 70 principals and assistant principals; 148 teachers and teacher aides; 272 parents; and 1,199 students completed written surveys. Details from the surveys and public forums appear in Appendices A through H. In addition, the Comptroller contracted with Telesurveys Research Associates of Houston, Texas to conduct a random telephone survey of 400 Fort Bend County households. These results are found in Appendix C.

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

FBISD selected peer districts for comparisons based on similarities in student enrollment, student performance and community and student demographics. The selected peer districts were Aldine, Austin, Katy, Plano, Round Rock and Cypress-Fairbanks ISDs. TSPR also compared FBISD to other school district averages in TEA's Education Service Center, Region 4, to which FBISD belongs and to the state as a whole.

During its six-month review, TSPR developed 90 recommendations to improve operations and save taxpayers \$23.3 million by 2004-05. Cumulative net savings from all recommendations (savings minus recommended investments or expenditures) would reach nearly \$11 million by 2004-05.

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.

Acknowledgments

The Comptroller's office and RCI wish to express appreciation to the FBISD Board of Trustees, Superintendent Don Hooper, district employees, students, parents and community residents who helped during the review. Special thanks go to Mike Seale, associate superintendent of Business and Finance, and Mary Ann Simpson, associate superintendent of Community Relations, who jointly served as FBISD's liaisons. They arranged for office space, equipment and meeting rooms, organized the findings meeting, and responded to data requests and accommodated the review team's needs.

Fort Bend ISD

Fort Bend ISD is the 10th largest school district in Texas, serving nearly 53,000 students in the communities of Sugar Land, Missouri City, Stafford and Houston. It encompasses 174 square miles in northwest Fort Bend County and serves a culturally diverse student population where students come from families who speak 65 different languages. FBISD has seven high schools, three alternative education campuses, nine middle schools and 33 elementary schools, for a total of 52 campuses. FBISD also has an extended day care facility, a natatorium, a central administration building, three warehouses, two transportation barns and five other facilities.

In 1999-2000, FBISD's minority student composition was 60 percent; with 28 percent African American, 17 percent Hispanic, 15 percent Asian/Pacific Islander, and the Category entitled *Other* comprised less than 1 percent. Anglo students represent about 40 percent of the district's population. Nearly 21 percent of FBISD's students were classified as economically disadvantaged, compared to the state average of almost 49 percent in 1998-99.

FBISD has experienced significant growth in its student enrollment. FBISD served 52,904 students during 1999-2000, a 4-percent increase from the 1998-99 enrollment of 50,890. From 1995-96 to 1999-2000, the district's enrollment increased by 31.5 percent (**Exhibit 1**). District officials expects enrollment to increase to 60,808, or 15 percent by 2004-05.

Exhibit 1
FBISD's Five-Year Enrollment
1995-96 through 1999-2000

Year	Actual Student Enrollment	Percent Increase
1995-96	40,223	
1996-97	46,881	16.6%
1997-98	49,093	4.7%
1998-99	50,890	3.7%
1999-2000	52,904	4.0%

Sources: FBISD Facilities and Planning Department; AEIS.

In 1999-2000, FBISD's property value reached \$174,181 per student, compared to the state average of \$198,149 and a regional average of \$221,286 per student (**Exhibit 2**). The district's 1998-99 tax rate is \$1.67 (\$1.32 maintenance and operations plus \$0.35 debt service).

Exhibit 2
1999-2000 District Property Value per Pupil
1998-99 Percent Passing the TAAS
FBISD Versus Peer Districts, Region 4 and the State

District Name	1999-2000 Enrollment	1999-2000 Property	Rank hv	Percentage of Students	Rank hv
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		Value per Pupil	Value	Passing TAAS	Performance
Aldine	50,890	\$130,644	7	78.4	6
Austin	52,904	\$379,193	2	68.0	7
Cypress- Fairbanks	60,491	\$224,582	4	89.0	3
Fort Bend	52,904	\$174,181	6	83.7	5
Katy	32,338	\$205,828	5	90.8	1
Plano	45,565	\$452,056	1	90.2	2
Round Rock	30,132	\$274,191	3	87.3	4
Region 4		\$221,286		78.4	
State of Texas		\$198,149		78.3	

Source: PEIMS 1990-2000; AEIS 1998-99; Texas Comptroller of Public Accounts 1999-2000 Property Tax Values.

Since 1995, FBISD consistently has received an annual rating of "Academically Acceptable" from the Texas Education Agency (TEA). It has not had a single low performing campus since 1994-95. In 1999-2000, the district had 12 schools rated *exemplary*, 15 schools rated *recognized* and 23 schools rated *acceptable*. Clements High School and First Colony Middle School (a United States Department of Education Blue Ribbon School) and 10 elementary schools received TEA's *exemplary* rating.

In 1998-99, 83.7 percent of all FBISD students passed the TAAS compared to 66.5 percent in 1994-95. The performance gains over this same period are even more significant for African American and Hispanic students and economically disadvantaged students. FBISD's Asian American population is well-represented in the district's advanced placement courses in high school.

In 1999-2000, the district employed a staff of 6,150 employees, with teachers accounting for 3,236 or nearly 53 percent of FBISD staffing. The student-to-teacher ratio is 16.3:1 compared to the state average of 15.2:1. The district had expenditures of \$284.7 million in 1998-99; in 1999-2000, that figure increased to \$319.6 million. In 1998-99, 50 percent of FBISD's revenues were generated locally, 41 percent came from the state and 3 percent came from the federal government. Some 6 percent came from other sources.

In 1999-2000, FBISD spent 49.4 cents of every tax dollar on classroom instruction compared to the state average of 52 cents. FBISD's spending pattern is a marked improvement over 47.8 cents in 1998-99. The district's lower than average instructional expenditures are due in part to facilities and its growing student population, where the district is building about one school per year. In 2001-02 the district will open four new schools (one high school, two middle schools and one elementary school). Per-pupil expenditures in 1999-2000 were \$5,976, up from \$5,561 in 1998-99.

Exemplary Programs and Practices

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

Model strategic planning. FBISD's six-step strategic planning process contains detailed action plans that include implementation strategies, timelines and responsibility assignments. The district's budget is based on priorities set in the strategic plan, and the community participates in setting goals.

Holding the line on legal costs. By employing an in-house attorney to handle routine administrative legal matters, as well as manage and monitor the fees and services of outside counsel, FBISD has effectively controlled its legal fees.

Conflict of Interest. The FBISD board strengthened its conflict of interest policy, which prohibits district employees from having a substantial business interest that could potentially conflict with their job responsibilities. The policy requires all management-level employees with primary purchasing responsibility to submit conflict of interest affidavits annually whether they have interests to disclose or not.

Exceptional community relations. The Community Relations staff has developed and implemented a wide array of community service programs designed to increase community participation and promote positive relationships between the district and its volunteers. The program's goals include (but are not limited to) increasing student achievement, increasing parental involvement in education, and encouraging students and the community to participate in charitable activities.

Education Foundation. In 1992, FBISD established the FBISD Education Foundation, a nonprofit organization, to support innovative academic and

staff development projects. A 39-member volunteer board of directors made up of local business, industry and community leaders governs the foundation. In 1998-99, the foundation awarded more than \$70,000 in grants to promote innovative classroom instructional projects that are not funded through regular school budgets.

Improving family literacy. FBISD established the Family Literacy Even Start Program to integrate early childhood education, parenting education and adult education into a program that serves at-risk students and economically disadvantaged families. The program provides a vehicle for parents, school and community to break the cycle of illiteracy. This family-centered education program enables parents to become partners in their children's education, helps children reach their full potential and provides literacy training for parents. The program also uses collaborative partnerships to involve parents and community members in reducing illiteracy among at-risk students.

Managing health plan costs. FBISD uses several strategies to control the overall cost of health care. The district bids out health insurance every three years and requires brokers and agents to sign agreements that define the agents' duties and responsibilities. The district also contracts directly with medical providers, which gives FBISD say in setting rates. Finally, the district conducts annual claims audits with its third-party provider and has found payment accuracy rates of 100 percent, which validates its vigorous attempts to hold costs in check.

Keeping workers' compensation costs low. FBISD's initiatives through its Workers' Compensation Committee have reduced the district's costs. The committee, composed of department heads and supervisory personnel, developed and implemented safety initiatives to control claims successfully. The initiatives include revising workers' compensation guidelines, shifting authority for safety to supervisors and supporting them with training while involving employees in safety initiatives. Involving employees in accident investigations raises safety awareness among all employees and offers them a stake in reducing accidents and lowering costs.

E-commerce. E-commerce technology allows the district to order and receive goods and services online, which reduces paperwork, while speeding up transactions. It also provides more efficient management of large amounts of information, up-to-the-minute order tracking and reduced business-to-business costs. FBISD uses e-commerce technology to procure office supplies, eliminate paper, accelerate delivery and negotiate better prices.

Print Shop efficiency. The print shop operates on a complete cost recovery basis that produces operating profits, provides high quality services and charges competitive prices.

Financial awards received. FBISD's comprehensive annual financial report has been awarded certificates of achievement from the Government Finance Officers Association and the Association of School Business Officials for 1995-96, 1996-97 and 1997-98.

Lower construction costs. FBISD controls new building construction costs by using building prototypes or standards that maximize the efficiency of its school buildings.

Low meal prices. The district has generated a food service fund balance of more than \$3 million without increasing meal prices in 10 years.

Transportation automation. FBISD uses computer programs to help the Transportation Department run smoothly and effectively. The district uses routing software, maintenance scheduling software and fueling software to keep the district's fleet running smoothly.

Student safety programs. The Before It's Too Late program trains high school counselors to teach middle school children about drugs and alcohol. Through Operation Kick-It program, selected inmates from the Texas Department of Criminal Justice share their experiences with drugs, alcohol and violence with FBISD students. The Gang Resistance Education and Training program teaches middle school students to resolve conflicts without violence and resist peer pressure to join gangs.

FBISD police officers teach an eight-hour STAND/Dabbler Program for the first-time offenders between the ages of 10 and 16. Local judges require these children and their parents to participate in this program, which includes a 'reality' visit to the Juvenile Detention Center, watching videos related to their offenses, writing an essay on preventing future recurrences and hearing success stories from role models.

Improved attendance rates: By implementing the Assisting Student Attendance Program to reduce the number of trancies by notifying parents of student absences and conducting home visits, the district increased its average daily attendance (ADA) from 95.8 percent in 1998-99 to 96.5 percent in 1999-2000. FBISD received \$827,892 in additional state aid for 1999-2000 for increasing its middle school and high school ADA.

Technology stipends. FBISD has developed a stipend program that attracts and retains technical staff. Often after the district trains technicians, they

move into the business field for more pay. In addition to reimbursing the technical staff members for their certification, training and awards, the district provides a \$1,500 annual stipend for each test successfully completed towards technical certification.

Key Findings and Recommendations

District management and governance. A number of board members said they feel managed by the superintendent and excluded from decision-making. Several recommendations are aimed at improving the relationships among and between board members and the superintendent. Some target team building, additional continuing education opportunities and retreats for the strategic planning process.

Site-based management. While site-based decision making (SBDM) is working well at the school level and principals enjoy considerable support from area superintendents, central office limits principals' involvement on initiatives that affect school administration and operations, such as curriculum, technology and the assistant principal selection process. Adding principals' representation at cabinet meetings will ensure their involvement in the district's SBDM process.

Campus administrative staffing guidelines. FBISD uses a staffing benchmark that does not specifically define administrative staffing ranges for elementary, middle and high schools. By applying a staffing allocation formula as a baseline for assigning administrative staff to schools, one that considers student enrollment at individual campuses, FBISD could reduce its staffing by 26.5 assistant principals, and 40.5 clerks and secretaries, saving more than \$7.5 million over a five-year period.

Cultural diversity. The FBISD community is multi-cultural and multi-ethnic and many members of the public perceive that the district has not been sufficiently sensitive to its diversity. In response, the board approved funding for 2000-01 to provide intensive districtwide diversity training. While one-time training is a good start, FBISD must develop long-term strategies that allow teachers and administrators to recognize the growing diversity of the district.

School health services. FBISD employs 51 registered nurses, plus 33 clinical assistants and spends \$3.7 million annually to provide health services to nearly 53,000 students. Some nurses are performing non-related clerical work because their nursing duties do not keep them sufficiently busy. FBISD should first develop a ratio and staffing guideline for school nurses that consider student enrollment and then consider contracting with a local health care provider to manage its school health

program. Austin ISD's costs were greatly reduced, and service levels remained high under an arrangement with local hospitals and agencies.

School counselors staffing. Campuses do not have a sufficient number of counselors, and FBISD's counselors spend 97 percent of their time on non-related administrative, monitoring and testing activities. TEA recommends counselors devote at least 35 percent of their time at middle schools and 20 percent of their time at high schools to curriculum guidance activities. The district also should reassign administrative activities to clerical staff so counselors can reduce the backlog of student caseloads. To comply with the recommended ratio of one counselor for every 350 students, the district would need to hire 54 additional counselors, phased in over five years.

Gifted and Talented identification. The number of FBISD students identified as gifted and talented (GT) varies widely among schools. GT students are under-represented at several individual schools, a number of which have the highest minority populations. To ensure all classes at each grade are similar in size, principals have the authority to assign students who are not identified as GT, considered "fillers," to the gifted and talented program. The district should tighten up its procedures for GT identification to alleviate the prevailing problem of under- and over-representation in GT programs.

Teacher shortages. FBISD's Area I schools, located on the east side of the district, suffer from significant teacher shortage. By the end of the first six weeks of class in 1999-2000, Area I had 21 unfilled teacher positions and 43 long-term substitutes. These figures represent two-thirds of the total unfilled teacher positions in FBISD and more than half of the long-term substitutes used in the district for that period. Providing a one-time signing bonus of \$1,500 to attract qualified permanent teachers could result in immediate improvement in teacher vacancies that have not been filled through traditional recruiting efforts.

Teacher pay increase. Despite the district's efforts in 1999-2000 to give teachers an additional \$1,000 above the state-mandated \$3,000 increase, FBISD teacher salaries are still slightly lower than its peers. By exceeding average peer district salaries, the district's ability to attract and retain qualified teachers would be enhanced. The district should be able to use some of the savings identified in this report to fund those needed increases.

Ombudsman. Despite FBISD's grievance procedures for resolving parental and community complaints at the source, continuing up the chain of command, until they are finally resolved, individuals are still frustrated with the process and find it difficult to resolve issues to their satisfaction.

Hiring an ombudsman could help parents and community members "negotiate the system" as well as provide an avenue for sharing ideas and concerns and enhancing two-way communication between the Fort Bend community and the district.

Facilities master plan. The district has no comprehensive facilities master plan for building construction and maintenance. As a growing district that passed a \$264 million bond in 1999, failure to have detailed plans can lead to cost overruns, poor building practices, building in the wrong locations or building the wrong kind of schools.

Vault services. FBISD paid more than \$104,000 to its bank in vault service fees for rolling coins, strapping currency, processing coin orders and preparing Federal Reserve Bank deposits. By performing these services in house, the district could save \$35,000 annually.

Ineffective internal audit. FBISD's internal audit function is not operating according to internal audit standards; auditors do not conduct audits on key, high-risk operational areas, and it lacks independence because it does not report directly to the board. Rather than producing audits in a prescribed audit format, FBISD produces its findings in interoffice memorandum. The district would benefit from a balanced audit approach that involves an annual audit planning process based on a formal risk assessment of FBISD's operations, programs, systems and controls, and switching its reporting relationship to a standing audit committee of the board.

Budget monitoring. FBISD department heads have difficulty monitoring their budgets. Monthly department budget reports exclude the major expenditures for salaries and stipends. Although this information is available from separate reports, effective budget monitoring is made unnecessarily difficult. Correcting this problem and providing budget reporting training for department heads should improve management effectiveness.

Budget amendment policy. FBISD does not always request board approval of expenditures that exceed the budget, which violates the Texas Education Code. In order to comply with state law, the board should hold the superintendent accountable for ensuring the board approves any changes in the budget.

Purchasing laws. In 1998-99, FBISD spent more than \$17 million on goods and services that, in aggregate, exceeded the mandatory \$25,000 that state law requires must be competitively bid. A sampling of purchase orders found 8 percent failed to follow purchasing laws for purchases of more than \$25,000 in aggregate. The district can solve this problem by

implementing a commodity code system, which will allow the district to comply with purchasing laws and reduce purchase costs by more than \$400,000 over five years.

Purchase cooperatives. While FBISD participates in some purchasing cooperatives, it does not have a policy to encourage participating in purchasing cooperatives or to encourage using historically underutilized businesses. Adopting such policies could save the district \$1.5 million over five years.

Small purchases. All purchases in FBISD require completing requisitions and purchase orders. The district spends \$38 to process each purchase order, regardless of the size of the purchase. Implementing a procurement card system for purchases less than \$500 would eliminate almost two-thirds of the districts purchase orders, improve billing and vendor payments and save the district almost \$300,000 over five years.

Breakfast participation. While lunch participation rates remain at desirable levels, only 8 percent of all FBISD students are eating breakfast at school compared to 16 to 20 percent in other larger urban or suburban districts. Studies show conclusively that breakfast is important to attendance, discipline and student performance. Students benefit from breakfast, whether economically disadvantaged or not, while the district enjoys increased revenues. Opportunities to improve breakfast participation could increase local and federal funding to the district and bring in more than \$300,000 annually in revenues.

Food service staffing. The district is not measuring the productivity of its food service program against an industry standard or a district-developed standard. Based on meals served per labor hour, FBISD could reduce staff and save more than \$300,000 annually.

Transportation contract. FBISD contracts with a private company to manage its transportation operations. The district's four-page contract with the company does not contain mechanisms for evaluating the vendor's performance, nor does it set acceptable performance standards. The district should revise its request for proposal and negotiate subsequent contracts to contain performance standards for monitoring and evaluating the effectiveness and efficiency of the contractor. Specifically, the district should offer targets for holding transportation costs in check and include incentives for achieving savings over previous years.

Police officer deployment. "Having individuals in the right place at the right time to intervene" is one of the principles of TSPR's *Keeping Texas Children Safe in Schools*. Rather than assigning an equal number of police

officers to all schools, FBISD should deploy police officers based on student enrollment and student incidents at schools.

Increase E-Rate funds. The federal Universal Service Fund for Schools and Libraries, commonly known as E-rate, provides discounts to schools and libraries on telecommunications services. When FBISD receives E-rate funds the district reduces the Technology Department's budget by the amount of funds received. This creates a disincentive for the department to seek more E-rate funds as evidenced by the fact that FBISD is receiving less than its peers. Assuming FBISD could obtain \$390,000 in grants, E-rate funds and private/community donations annually, it could fund its technology projects without the need for a tax increase.

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. Proposed investments of additional funds usually are related to increased efficiencies or savings or improved productivity and effectiveness.

TSPR recommended 90 ways to save FBISD \$23.3 million in gross savings over a five-year period. Reinvestment opportunities will cost the district \$12.3 million during the same period. Full implementation of all recommendations in this report could produce net savings of nearly \$11 million by 2004-05.

	number of regular board meetings to one meeting per month. p. 30							
3	Create a minimum of three standing committees of the board. p. 31	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4	Improve executive reporting formats for the board. p. 33	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5	Provide specific and targeted continuing education opportunities to board members. p. 34	(\$2,500)	(\$2,500)	(\$2,500)	(\$2,500)	(\$2,500)	(\$12,500)	\$0
6	Conduct annual retreats with the board as a part of the ongoing strategic-planning process. p. 38	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7	Apply policies on staff performance related to student achievement fairly and consistently across the district. p. 46	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8	Implement minimum staffing guidelines for elementary, middle and high schools to reflect differences in enrollment. p. 55	\$444,395	\$1,777,580	\$1,777,580	\$1,777,580	\$1,777,580	\$7,554,715	\$0
9	Improve cultural diversity at all	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	levels within the district's workforce and offer ongoing diversity training. p. 58							
10	Add principals' representation from elementary, middle and high schools to the superintendent's cabinet. p. 61	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Totals-Chapter 1		\$439,395	\$1,772,580	\$1,772,580	\$1,772,580	\$1,772,580	\$7,529,715	\$0

Chapter 2-Educational Service Delivery and Performance Measures

11	Hire a full-time secretary for the Grants Coordinator. p. 79	(\$13,310)	(\$13,310)	(\$13,310)	(\$13,310)	(\$13,310)	(\$66,550)	\$0
12	Review all instruction-related board policies every five years and ensure that policies match actual district practices. p. 82	\$0	\$0	\$0	\$0	\$0	\$0	(\$2,624)
13	Require campus principals to develop and implement dropout prevention programs. p. 84	\$0	\$0	\$0	\$0	\$0	\$0	\$0
14	Update the curriculum plan to include completion dates for the development of district assessments. p. 85	\$0	\$0	\$0	\$0	\$0	\$0	\$0

15	Review criteria and procedures used for identifying students for the gifted and talented program. p. 89	\$0	\$0	\$0	\$0	\$0	\$0	\$0
16	Update the Gifted/Talented 5-Year Improvement Plan. p. 90	\$0	\$0	\$0	\$0	\$0	\$0	\$0
17	Identify sources of funding to reduce Advanced Placement examination fees to encourage minority participation in the Advanced Placement program. p. 93	\$0	\$0	\$0	\$0	\$0	\$0	\$0
18	Hold sending principals accountable for providing complete information for special education students reassigned to Behavior Learning Center by including compliance as a criterion in professional evaluation. p. 98	\$0	\$0	\$0	\$0	\$0	\$0	\$0
19	Require bilingual/ESL students to practice with old TAAS tests	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	throughout the year to guide instruction. p. 102							
20	Provide Grades 4 and 5 bilingual/ESL teachers with detailed performance analyses of alternative assessment data in a timely manner, and provide training so data can be used for instructional planning. p. 103	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21	Reassign non-counseling duties currently performed by counselors to non-certified personnel. p 105	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22	Hire additional counselors to provide adequate counseling services to students. p. 106	\$0	(\$386,300)	(\$969,750)	(\$1,545,200)	(\$2,086,020)	(\$4,987,270)	\$0
23	Evaluate school-based Career and Technology Education programs according to special criteria, including enrollment patterns. p. 112	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24	Use an annual review of	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	Individual Academic and Career Plans for students in Grades 8-12 to improve student program planning. p. 113							
25	Provide training to teachers to use campus-level detailed TAAS performance analysis in effective instructional planning. p. 118	\$0	\$0	\$0	\$0	\$0	\$0	\$0
26	Implement staffing allocation guidelines for school nurses and clinical assistants that is based on student health needs and student enrollment. p. 121	\$106,295	\$182,221	\$182,221	\$182,221	\$182,221	\$835,179	\$0
27	Analyze the cost-benefit impact of contracting with a local health facility to manage the school health program. p. 122	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Totals-Chapter 2	\$92,985	(\$217,389)	(\$800,839)	(\$1,376,289)	(\$1,917,109)	(\$4,218,641)	(\$2,624)

Chapter 3-Personnel Management

28	Provide a one time signing bonus of \$1,500 for teachers recruited to fill positions in high-need campuses. p. 139	\$0	(\$31,500)	(\$15,750)	(\$7,875)	(\$3,938)	(\$59,063)	\$0
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29	Establish policies and procedures that address excessive absences, and provide incentives to teachers with good attendance. p. 140	\$49,936	\$49,936	\$49,936	\$49,936	\$49,936	\$249,680	\$0
30	Develop a formal turnover reduction plan and track the results. p. 144	\$0	\$0	\$0	\$0	\$0	\$0	\$0
31	Revise the district's compensation philosophy and strategy to include a framework for the design of employee compensation. p. 150	\$0	\$0	\$0	\$0	\$0	\$0	\$0
32	Raise FBISD teacher salaries to exceed average peer district salaries. p. 152	\$0	(\$1,618,000)	(\$1,618,000)	(\$1,618,000)	(\$1,618,000)	(\$6,472,000)	\$0
33	Centrally coordinate staff development functions, such as identifying staff development activities and facilitating of employee training. p. 157	\$0	\$0	\$0	\$0	\$0	\$0	\$0
34	Develop and offer a new employee orientation to all new district employees on a	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	quarterly basis. p. 160							
	Totals-Chapter 3	\$49,936	(\$1,599,564)	(\$1,583,814)	(\$1,575,939)	(\$1,572,002)	(\$6,281,383)	\$0

Chapter 4-Community Involvement

35	Administer the parent and employee satisfaction surveys every other year instead of annually and follow up with department heads and campus administrators to ensure results are being used constructively. p. 169	\$0	\$12,800	\$0	\$12,800	\$0	\$25,600	\$0
36	Create an ombudsman position as a means of establishing better two-way communication between the district and the community. p. 171	(\$24,512)	(\$49,023)	(\$49,023)	(\$49,023)	(\$49,023)	(\$220,604)	\$0
37	Broadcast district board meetings on a local cable television station. p. 174	\$0	\$0	\$0	\$0	\$0	\$0	\$0
38	Establish pilot parental involvement agreements at schools where parental involvement has been low. p. 181	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	Totals-Chapter 4	(\$24,512)	(\$36,223)	(\$49,023)	(\$36,223)	(\$49,023)	(\$195,004)	\$0
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Chapter 5-Facilities Use and Management

39	Create a consolidated comprehensive facilities master plan, and annually monitor the district's progress toward implementation. p. 196	\$0	\$0	\$0	\$0	\$0	\$0	\$0
40	Reassess current and future building plans and reallocate dollars to areas where facilities are needed to address enrollment and capacity needs. p. 199	\$0	\$0	\$0	\$0	\$0	\$0	\$0
41	Develop and distribute a utility cut-off manual to Maintenance staff. p. 205	\$0	\$0	\$0	\$0	\$0	\$0	(\$1,000)
42	Sell district vehicles that are driven less than 10,000 miles per year. p. 209	\$0	\$0	\$0	\$0	\$0	\$0	\$6,000
43	Complete the lighting, ballast and exit light retrofit program on all remaining schools. p. 212	\$0	\$169,800	\$169,800	\$169,800	\$169,800	\$679,200	\$0
	Totals-Chapter 5	\$0	\$169,800	\$169,800	\$169,800	\$169,800	\$679,200	\$5,000

Chapter 6-Asset and Risk Management

44	Perform vault	\$25,593	\$35,155	\$35,155	\$35,155	\$35,155	\$166,213	\$0
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	services in-house with existing staff. p. 220							
45	Convert the operating account to a controlled disbursement account. p. 221	\$13,609	\$18,146	\$18,146	\$18,146	\$18,146	\$86,193	\$0
46	Acquire portfolio management software to streamline investment management and accounting. p. 222	(\$5,100)	(\$5,100)	(\$5,100)	(\$5,100)	(\$5,100)	(\$25,500)	(\$500)
47	Expand investment procedures to include a discussion of the control activities necessary to ensure that management's objectives for safeguarding district investments are met. p. 224	\$0	\$0	\$0	\$0	\$0	\$0	\$0
48	Develop strategies to increase participation in the next benefit survey. p. 233	\$0	\$0	\$0	\$0	\$0	\$0	\$0
49	Reconsider the decision not to renew the contract with FBISD's former Section 403(b) and Section 457 plan administrator. p. 235	\$0	\$0	\$0	\$0	\$0	\$0	\$0

50	Reinstate post-offer pre-employment screening as a means of reducing workers' compensation claims and costs. p. 243	\$42,997	\$85,994	\$85,994	\$85,994	\$85,994	\$386,973	\$0
51	Develop a districtwide safety manual. p. 244	\$0	\$0	\$0	\$0	\$0	\$0	\$0
52	Develop additional workers' compensation performance measures, and consolidate existing measures on a single schedule for reporting and monitoring purposes. p. 246	\$0	\$0	\$0	\$0	\$0	\$0	\$0
53	Raise the fixed assets capitalization threshold to \$5,000 for assets accounted for in the Fixed-Asset Group of Accounts. p. 251	\$0	\$0	\$0	\$0	\$0	\$0	\$0
54	Assign location codes to areas within building such as offices, cubicles and workstations to expedite the process of locating fixed assets during the	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	physical inventory. p. 252							
	Totals-Chapter 6	\$77,099	\$134,195	\$134,195	\$134,195	\$134,195	\$613,879	(\$500)

Chapter 7-Financial Management

55	Prepare budget amendments when expenditures will exceed budgeted revenues. p. 262	\$0	\$0	\$0	\$0	\$0	\$0	\$0
56	Establish a budget-monitoring process and provide managers with monthly budget reports including salary and stipend information. p. 262	\$0	\$0	\$0	\$0	\$0	\$0	\$0
57	Create a standing audit committee of the board that directs and mentors the internal audit function in auditing and investigating operational and financial matters of the district. p. 266	\$0	\$0	\$0	\$0	\$0	\$0	\$0
58	Adopt a charter for the Internal Audit Department that references the Standards for the Professional Practice of Internal Auditing as promulgated by the Institute of Internal Auditors.	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	p. 267							
59	Adopt a formal audit plan based on a risk assessment of the FBISD organization to direct the Internal Audit Department's focus to the district's high-risk operational areas. p. 270	\$0	\$0	\$0	\$0	\$0	\$0	\$0
60	Hire one additional Internal Auditor. p. 271	(\$22,128)	(\$44,256)	(\$44,256)	(\$44,256)	(\$44,256)	(\$199,152)	\$0
61	Promptly review all differences between purchase orders, receiving reports and invoices listed on the weekly exception report to expedite vendor payments. p. 273	\$9,859	\$9,859	\$9,859	\$9,859	\$9,859	\$49,295	\$0
Totals-Chapter 7		(\$12,269)	(\$34,397)	(\$34,397)	(\$34,397)	(\$34,397)	(\$149,857)	\$0

Chapter 8-Purchasing and Warehouse Services

62	Implement a commodity code system to monitor and ensure compliance with purchasing regulations. p. 286	\$23,923	\$95,692	\$95,692	\$95,692	\$95,692	\$406,691	\$0
63	Update the purchasing procedure manual to reflect processes and forms required by	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	Totals-Chapter 9	\$1,410,204	\$1,801,643	\$1,801,643	\$1,801,643	\$1,801,643	\$8,616,776	\$0
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Chapter 10-Transportation

78	Add performance measures to the contract for managing the Transportation Department to ensure that the contractor is responsible for managing the department effectively and efficiently. p. 346	\$0	\$0	\$0	\$0	\$0	\$0	\$0
79	Apply special education transportation costs for transporting students to proper budgetary codes. p. 347	\$0	\$0	\$0	\$0	\$0	\$0	\$0
80	Issue a directive that all Transportation personnel must report all overtime according to district policy and ensure that supervisors are monitoring compliance. p. 348	\$0	\$0	\$0	\$0	\$0	\$0	\$0
81	Centralize purchasing to one terminal and designate persons authorized to order and dispense parts. p. 352	\$16,758	\$33,516	\$33,516	\$33,516	\$33,516	\$150,822	\$0
82	Establish clearly	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	defined guidelines for receiving, dispensing, ordering and entering parts into the system. p. 353							
83	Provide ASE certification training for all FBISD mechanics. p. 354	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Totals-Chapter 10	\$16,758	\$33,516	\$33,516	\$33,516	\$33,516	\$150,822	\$0

Chapter 11-Safety and Security

84	Schedule monthly meetings of the director of administrative services, the chief of Police, the safe schools specialist, and community services officers to share information, coordinate programs, and establish priorities for the district's prevention and intervention programs. p. 362	\$0	\$0	\$0	\$0	\$0	\$0	\$0
85	Establish a formal system to monitor and consistently apply the Discipline Management Plan. p. 365	\$0	\$0	\$0	\$0	\$0	\$0	\$0
86	Allocate campus-based police officers based upon an analysis	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	of campus enrollment and historical incident data. p. 371							
	Totals-Chapter 11	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Chapter 12-Computers and Technology

87	Develop an accurate student-to-computer ratio. p. 386	\$0	\$0	\$0	\$0	\$0	\$0	\$0
88	Revise the long-range technology plan to include measurable performance targets and implementation strategies that are linked to the budget. p. 388	\$0	\$0	\$0	\$0	\$0	\$0	\$0
89	Identify funding strategies to fully fund the district's long-range technology goals and dedicate money obtained through E-Rate and other grants to this end. p. 391	\$390,000	\$390,000	\$390,000	\$390,000	\$390,000	\$1,950,000	\$0
90	Enhance the Comprehensive Information Management System training to include the capabilities of specific modules in the system. p. 395	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Totals-Chapter	\$390,000	\$390,000	\$390,000	\$390,000	\$390,000	\$1,950,000	\$0

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TOTAL FOR ALL CHAPTERS

TOTAL SAVINGS	\$2,773,608	\$5,144,531	\$5,131,731	\$5,144,531	\$5,131,731	\$23,326,132	\$6,000
TOTAL COSTS	(\$127,100)	(\$2,209,539)	(\$2,777,239)	(\$3,344,814)	(\$3,881,697)	(\$12,340,389)	(\$4,124)
NET SAVINGS (COSTS)	\$2,646,508	\$2,934,992	\$2,354,492	\$1,799,717	\$1,250,034	\$10,985,743	\$1,876

5 Year Gross Savings	\$23,332,132
5 Year Gross Costs	(\$12,344,513)
Grand Total	\$10,987,619

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

This chapter of the report reviews the organization and management of the Fort Bend Independent School District (FBISD) in five major sections.

- A. Governance
- B. Planning
- C. District Management
- D. School Management and Site-Based Decision-Making
- E. Policies and Procedures

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

The staff is responsible for managing the day-to-day implementation of the plans approved by the board and recommending modifications to ensure the district operates effectively. The superintendent, as the chief executive officer of the district, recommends the staffing levels and the amount of resources necessary to operate and accomplish the board's goals and objectives.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

A. GOVERNANCE

FBISD's Board of Trustees consists of seven members. Trustees are elected to three-year terms on a rotating basis. Two are elected each year, one from each side of the district; Positions 1, 2 and 3 on the west and Positions 5, 6 and 7 on the east. The at large Position 4 is elected every third year. Because the board is elected at large and by position, all residents of the district vote for all seven members.

The current board is listed in **Exhibit 1-1**.

Exhibit 1-1
FBISD Board of Trustees
2000-01

Fort Bend School Board Members	Title	Term Expires	Full Years of Service as of 8/2000	Occupation
Jane Clarke	President	2002	7 Years	Registered Nurse
Sue Hauenstein	Vice President	2003	3 Years	Community Volunteer
Steve Smelley	Secretary	2001	3 Years	Sales
Cynthia Knox	Member	2002	4 Years	Public Relations
Bruce Bain	Member	2003	4 Years	Marketing
Rita Drabeck	Member	2001	8 Years	Education Consultant
Arthur L. Pace, Sr.	Member	2002	5 Years	Education Consultant

Source: FBISD Superintendent's Office, May 2000 and FBISD Web site <http://www.fortbend.k12.tx.us>.

Board meetings are held semi-monthly on the second and fourth Monday of each month. Regular meetings are held at 7:00 p.m. in the boardroom of the Administration Building, located at 16431 Lexington Blvd. The public is welcome to attend all meetings, and citizens wishing to address the board must complete an audience participation request card, stating briefly

the subject they wish to address. A FBISD staff member is responsible for ensuring that the request card is complete and submitted to the board. Each citizen's comments are limited to three minutes. Groups of more than three people wishing to address the same item must appoint one person to represent the group's view to the board. Citizens cannot comment on individual personnel or individual students in public sessions. The board will not deliberate, discuss or make decisions on public comments unrelated to items on the meeting agenda.

The board president and superintendent develop the agenda for board meetings. Agenda items, however, come from a variety of sources including suggestions by board members, the superintendent, or items presented by members of the superintendent's cabinet. Individual board members submit to the board president in advance any item they want considered on the agenda. The board president, alone, can place an item on the agenda. Two or more board members must request an item for the agenda before it is placed on the agenda by the board president.

The superintendent and members of the cabinet, beginning one week before the regularly scheduled semi-monthly board meetings, organize the agenda for a draft posting, which will be shared with the board president on the Monday before the regularly scheduled board meeting. The superintendent and cabinet members prepare a "discussion" agenda for the first meeting of the month to provide the opportunity for the board to discuss and question non-routine items before they are brought back to them at the second meeting of the month for approval. The board secretary compiles the agenda books according to the finalized posting agenda that includes all supporting documents. The board secretary delivers the agenda books to board members on the Wednesday before the regularly scheduled Monday meeting. Each board member has from Thursday through Monday to contact the superintendent or cabinet members with any questions or clarifications they need about information in the agenda book.

The superintendent's secretary is the board secretary and prepares the official minutes of all open meetings. The board secretary, along with other board members, review the official minutes of all meetings for accuracy and completeness prior to approval. FBISD makes both audio and videotapes of open meetings and keeps them on file for 12 to 18 months.

The board secretary prepares a certified agenda, listing topics discussed in closed session, and keeps this information on file in the superintendent's office. Neither audio, nor videotapes are made during closed session.

FINDING

To improve communication, each board member is provided a fax machine and notebook computer with individual e-mail addresses for use at their respective homes. The notebook computer provides access to FBISD's Intranet and allows the superintendent, administrators and constituents to electronically communicate with board members when necessary. Board members report that the notebook computers, e-mail and online access to FBISD's Intranet and TASBs Policy Online service have significantly improved communication.

COMMENDATION

Installing fax machines in the homes of board members and providing notebook computers with e-mail and online access to FBISD's Intranet contributes to open communication between the board, superintendent and his cabinet and the community.

FINDING

In March 2000, the board implemented an "electronic agenda" that is displayed on notebook computers at board meetings. The system provides each board member, the superintendent and cabinet members electronic access to the agenda, items stored on CD-ROMs and FBISD's Intranet during board meetings. Hard copies of the agenda, without all supporting attachments are provided for the public. The electronic agenda has eliminated the need for substantial amounts of paper typically used to provide supporting documentation to the board.

COMMENDATION

FBISD provides access to supporting documentation through its Intranet creating a paperless environment.

FINDING

Generally, board members take advantage of continuing education, with all members receiving more than the minimum number of hours required by law. **Exhibit 1-2** presents an overview of the minimum annual continuing education requirements prescribed by the Texas Association of School Boards (TASB) for new, as well as experienced board members.

**Exhibit 1-2
Overview of Continuing Education Requirements
For School Board Members**

Type of Continuing Education	First Year Board Member	Experienced Board Member
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Local District Orientation	Required within 60 days of election or appointment	Not required
Orientation to the Texas Education Code	3 hours	Not required
Update to the Texas Education Code	Incorporated into Orientation to the Texas Education Code	After legislative session: of sufficient length to address major changes
Team-building Session/Assessment of Continuing Education Needs of the Board-Superintendent Team	At least 3 hours	At least 3 hours
Additional Continuing Education, based on assessed need and Framework for School Board Development	At least 10 hours	At least 5 hours
Total Minimum Number of Hours	16 hours, plus local district orientation	8 hours, plus update

Source: Texas Association of School Boards, Leadership Team Services January 28, 2000.

Each board member exceeded the minimum number of continuing education hours required by law for the reporting periods January 1, 1998 to December 31, 1998 and January 1, 1999 to January 15, 2000. **Exhibit 1-3** presents the total continuing education hours accrued by each board member by reporting period.

Exhibit 1-3
Continuing Education Hours Attended by Board Members

Board Member	Continuing Education Hours		
	1/1/98 - 12/31/98	1/1/99 - 1/15/00	Total
Bruce Bain	22.25	19.00	41.25
Jane Clarke	46.25	55.50	101.75
Rita Drabeck	62.75	20.00	82.75
Sue Hauenstein	42.00	51.00	93.00
Cynthia Knox	21.50	23.50	45.00
Arthur Pace, Sr.	26.75	40.50	67.25
Steve Smelley	23.25	14.00	37.25
Total Hours	244.75	223.50	468.25
Average Hours Per Member	34.96	31.93	66.89

Source: Texas Association of School Boards, Board Member Continuing Education Summary for reporting period indicated.

COMMENDATION

FBISD's board members consistently exceed the minimum continuing education requirements for experienced board members established by TASB, attending an average of four times the minimum hours of continuing education hours required over the past two years.

FINDING

A majority of board members feel there is an absence of trust among board members, which results in poor communication within the board as a unit. Most thought there were individual members with personal agendas that affected their ability to govern the district as a whole. Additionally, some board members said that efforts initiated by individual board members to build trust among the board have not been effective.

Board members also have varied opinions about the manner in which the superintendent communicates with the board. The board appears to be evenly split on the effectiveness of the superintendent's communication with the board and the level of trust between the board and superintendent. During interviews, some board members graded the communication as excellent; while others graded it as poor to fair. However, most believe that the relationship between the superintendent and the board could be improved.

Several members of the board attended Tier Two Team-Building sessions sponsored by the Texas Association of School Boards in 1998 and 1999. However, some board members suggested that the board receive additional, concentrated training on how to understand differences in their respective personalities and how to work together in spite of those differences. Moreover, other board members said a facilitator is needed to provide training in conflict resolution to improve the relationship between the board and superintendent.

Recommendation 1:

Provide additional team-building training to board members and the superintendent.

Extensive team building training must be conducted at a neutral site by an objective, mutually agreed upon facilitator. The initial session should be held immediately, with a follow-up session within six months. To

overcome the distrust among board members, team-building activities must include:

- Identifying the origins of mistrust;
- Allowing individual board members to "vent" their frustrations in an organized, productive manner and offer their solutions;
- Identifying the personality profiles of each board member and superintendent;
- Listening and conflict resolution techniques; and
- Building consensus among board members to commit to work as a team for the good of the district.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president of the board assigns the superintendent the responsibility for collecting information about team-building training for the board.	September 2000
2.	The superintendent and board president identify at least three team-building facilitators who are qualified to lead board retreats and request proposals from each.	September - October 2000
3.	The superintendent identifies a neutral facility that accommodates a two-day retreat for 10 people.	October 2000
4.	The board president, in conjunction with the superintendent, selects a team-building facilitator and the facility for the retreat.	October 2000
5.	The board approves the selection of the facilitator and neutral facility, and selects the date of the retreat from a list of available dates.	October 2000
6.	The board and superintendent attend a team-building retreat.	November 2000
7.	The board and superintendent attend a second team building retreat, with annual retreats thereafter.	June 2001 and annually thereafter

FISCAL IMPACT

FBISD budgeted \$10,000 for board training and travel during 1999-2000. An additional \$2,500 per year in the board training budget would supplement team-building training.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
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Provide team-building training to board members and the superintendent.	(\$2,500)	(\$2,500)	(\$2,500)	(\$2,500)	(\$2,500)
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FINDING

FBISD's board meets twice each month, requiring agenda material to be prepared by the superintendent's cabinet by the Wednesday before each Monday board meeting. The board reviews all information items that potentially will result in recommendations in the first board meeting of the month. Voting occurs on those same items in the second board meeting of the month. This practice is both redundant and inefficient.

Preparing for two board meetings each month places an administrative burden on cabinet members responsible for preparing board agenda items for both meetings. Members of the superintendent's cabinet estimate that they spend at least 40 hours each month preparing for or attending regular board meetings.

The Houston ISD is four times the size of FBISD and regular school board meetings are held once each month.

Recommendation 2:

Reduce the number of regular board meetings to one meeting per month.

Reducing the number of regular board meetings to one regular board meeting per month will enable the superintendent's cabinet members to spend more time managing and administering FBISD.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent drafts a local board policy revision reducing the number of regular board meetings to one regular meeting per month.	October 2000
2.	The board approves the revision to local policy.	November 2000
3.	The board establishes regular meeting dates and times for regular board meetings.	November 2000
4.	The board begins to meet once each month for its regular meetings.	January 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Although the board meets twice each month, there are no standing committees that serve as working sessions for board members and the superintendent's cabinet. Standing committees, appropriately configured, allow the board to have an open interaction with the superintendent and administrative team to better understand how policy decisions relate to district administration and operations. Accordingly, questions about administrative and operational issues and their effect on school district policy can be discussed in considerable detail and resolved by standing committees without prolonging regular board meetings.

Without a workable standing committee structure, the board routinely questions information and materials provided by the cabinet during regular board meetings. The use of standing committees has been criticized by some school boards whose members believe that an element of trust among board members, the superintendent and administrative team is required for the committees to be effective.

Recommendation 3:

Create a minimum of three standing committees of the board.

The board should consider creating three standing committees: (1) curriculum and instruction (2) facilities and technology, and (3) planning, budget and finance.

Because the instruction-related costs consist primarily of teachers' salaries, all personnel matters and instructional programs should be reviewed and discussed in the same committee. Since facilities must be wired for technology, and computer equipment represents a substantial capital investment, these two areas can be reasonably combined into one standing committee. Moreover, because planning and budgeting must be linked to the availability and allocation of financial resources, these areas can be reasonably combined into one committee as well. Standing committees should be appointed annually, and each committee should have the following memberships:

- One or two board members;
- Superintendent or his designee (the superintendent will be an ex-officio member of all committees);

- At least one or more members of the superintendent's cabinet primarily responsible for the area covered by the standing committee; and
- At least one or more community advisors with specific expertise in operational and administrative functions covered by the committee.

Each committee should be responsible for reviewing action items and information items to be presented to the board during regular board meetings. Committee meetings will be the forums for board members and the superintendent's cabinet to engage in extended discussion and clarification of policy issues. Actions taken by the committees will be presented to the full board for ratification.

More significantly, community members will be allowed to attend committee meetings because they will be open to the public and can potentially provide valuable input for the board. For example, during the facilities planning process, community participants would be allowed input at committee meetings when the board and superintendent's cabinet deems it appropriate.

The length of regular board meetings will not appreciably increase given the efficiencies gained through effectively managing the standing committee process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent drafts a local board policy creating three standing committees.	November 2000
2.	The board approves the revision to local policy.	December 2000
3.	The board establishes regular meeting dates and times for the three standing committees.	December 2000
4.	The board president appoints a different member of the board to serve as chairperson of each of the three standing committees.	January 2001
5.	The board begins to meet once each month for its standing committee meetings.	February 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The majority of board members are satisfied with the executive-level reports they receive in their board agenda packets. In fact, most said they had input into designing reporting formats for the presentation of budget data.

The review team reviewed and analyzed a sample of board agenda packets for the August 9 and 23, 1999, October 11 and 25, 1999, December 13, 1999 and the February 14 and 28, 2000 meetings. **Exhibit 1-4** summarizes executive-level reports included in each of the agenda packets reviewed.

Exhibit 1-4
Executive-Level Reports Included in Board Agenda Packets

Regular Board Meeting Date	Executive-Level Reports Included
August 9, 1999	<ul style="list-style-type: none"> • <i>Interim Financial Statement of Revenues and Expenditures, June 30, 1999</i> - Report is sorted by major object code and function code and contains a schedule of fund balance reductions that shows budgeted draw downs of fund balance. Annual budget, year-to-date actual amounts, remaining balance, year-to-date percent of budget and prior year-to-date percent of budget are presented for each revenue and expenditure category. • <i>Tax Office Monthly & Year to Date Collection Report, June 30, 1999</i>- Report presents balance forward, current tax collections, delinquent tax collections and adjustments for the County Education District and Independent School District for the current month, prior months and year-to-date. The report also shows the percentage of taxes collected for the two previous years. • <i>Analysis of Current Year Tax Collections</i> - Report consists of a bar graph depicting the percentage of taxes collected through June 30 of the first year of collections for six years.
August 23, 1999	<ul style="list-style-type: none"> • <i>Enrollment Report, First Week of School</i> - Report shows attendance by grade level, by school for the first week of school ended August 17, 1999. • <i>Comparison of Attendance, 1994-95 through 1999-2000</i> - Report consists of a line graph depicting changes in enrollment for the first 10 days of school over a six-year period. • <i>Tax Office Monthly & Year-to-Date Tax Collection</i>

	<i>Report, July 31, 1999.</i>
October 11, 1999	<ul style="list-style-type: none"> • Agenda packet contained no executive-level reports.
October 25, 1999	<ul style="list-style-type: none"> • <i>Investment Portfolio Report, June 1, 1999 through August 31, 1999</i> - Report includes investment portfolio totals by fund, with grand totals for book value and market value as well as the percentage of the portfolio in cash, TexPool, Lone Star, LOGIC, Repurchase Agreements, U. S. Agency Securities and Commercial Paper. Also includes descriptions of each investment, shows investment activity by fund and a maturity schedule as of August 31, 1999. • <i>Annual Investment Recap, 1998-1999</i> - Report shows interest earned by investment, by fund and a line graph interest rate comparison for pooled funds, FBISD investments and six-month Treasury Bills.
December 13, 1999	<ul style="list-style-type: none"> • <i>Tax Office Monthly & Year-to-Date Tax Collection Report, October 31, 1999.</i>
February 14, 2000	<ul style="list-style-type: none"> • <i>Tax Office Monthly & Year-to-Date Tax Collection Report, December 31, 1999.</i>
February 28, 2000	<ul style="list-style-type: none"> • <i>Interim Financial Statement of Revenues and Expenditures, November 30, 1999</i>

Source: FBISD Board of Trustees, Regular Meeting Agenda for dates indicated.

Exhibit 1-4 shows that periodic financial information is routinely provided to the board in the form of interim financial reports, tax collection reports and investment portfolio reports. Although the majority of board members are satisfied with the executive-level reports highlighted above, the review team learned that agenda materials prepared for the board do not contain enough information about the management and operations of FBISD to allow board members to make informed decisions. For example, the Interim Financial Statement of Revenues and Expenditures includes variables such as the annual budget, year-to-date actual expenditures, remaining budget balance, year-to-date percent of budget balance used and prior year's percentage of budget expended. It

does not, however, present budget versus actual expenditure comparisons with accompanying comparative analysis between years or percentage differences between years presented for executive-level review.

Additionally, the board agenda packet does not contain a monthly summary of education-related program performance data such as the number of students participating in specific educational programs, comparative funding of specific programs between years, anticipated funding in subsequent years, and actual versus planned program performance. Some board members said they want to see more performance reporting data and information on student discipline.

Recommendation 4:

Improve executive reporting formats for the board.

The board must work with the superintendent and his cabinet to enhance the existing executive-level reporting formats to provide board members with pertinent summary data to make informed decisions. The format should take into account the information needs of specific board members and include comparative summary-level reports prepared by the superintendent's cabinet. **Exhibit 1-5** presents examples of summary-level executive management reports that will be helpful to the board.

**Exhibit 1-5
Examples of Summary-Level Executive Management Reports**

Report Title	Sample Contents
Budget Control	<ul style="list-style-type: none"> • Summary of departmental budgets by function, with columns for prior-year actual amounts, adopted budget, revised budget, projected balance at year-end and associated variances. • Departmental performance measures, including the status of performance measures for the month. • Summary section highlighting operational or administrative issues affecting performance goals.
Financial Management	<ul style="list-style-type: none"> • Revenue and expenditure data showing columns for current and prior-year actual amounts for similar periods. • Notes explaining significant variances of interest to board members. • Bar graphs and pie charts depicting

	<p>comparative revenue and expenditure information.</p> <ul style="list-style-type: none"> • Administrative cost ratios, cost per student, transportation costs per mile, food and labor cost per meal, and other data, compared to prior years. • Monthly reconciliation of fund balance, including specific items increasing or decreasing fund balance. • Summary of monthly grant activity, including number and dollar value of grants submitted, number and dollar value of grants awarded and the ratio of grants awarded to grants submitted-all compared to prior years. • Notes explaining significant variances.
<p>Education Program Performance/Student Discipline</p>	<ul style="list-style-type: none"> • Comparative data related to performance such as annual graduation rates, dropout rates and TAAS scores by school. • Comparative funding of specific education programs between fiscal years (Compensatory Education, Gifted and Talented and Vocational Education). • Actual vs. planned performance, with accompanying notes explaining significant variances between planned and actual performance. • Monthly incidents by school, by ethnicity and gender compared to the same month the previous year. • Monthly hearings and related disposition by school, by ethnicity and gender compared to the same month in the previous year. • Monthly referrals to alternative education settings by school, by ethnicity and gender compared to the same month in the previous year.

Source: Developed by McConnell, Jones, Lanier & Murphy LLP.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board identifies critical management information desired by board members and designates the type format	October 2000
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	and content of executive management reports.	
2.	The superintendent, in conjunction with the cabinet, develops draft executive-level reports for review and comment by the board.	October - November 2000
3.	The board suggests the appropriate revisions, and the cabinet finalizes the reporting formats.	December 2000 - February 2001
4.	The superintendent submits executive-level management reports to the board monthly.	March 2001 and monthly thereafter

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Although each of FBISD's board members far exceeded the minimum continuing education hours required by law, most board members said continuing education needs to be taken from a variety of sources to provide them different points of view. Most board members said they would prefer continuing education that is more relevant to specific governance responsibilities and issues. For example, board members cited the need for additional training related to student discipline and managing diversity that could be received from outside sources that would give them a different perspective on governance in these areas.

Recommendation 5:

Provide specific and targeted continuing education opportunities to board members.

Each year, the superintendent and board president should survey individual board members to obtain input about the types of continuing education training they would like to attend to enhance their governance skills and effectiveness as board members that will supplement TASB-sponsored training sessions. This training should be over and above the minimum requirements and must be tailored to address specific types of training requested by board members.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board president requests input from individual board members about specific continuing education training they	November 2000
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	wish to attend.	
2.	The board president directs the superintendent to summarize board members' training requests and collect information related to specific work shops or seminars from a variety of sources.	December 2000 - January 2001
3.	Each quarter, the superintendent informs the board president of specific training opportunities relevant to board members' requests as they become available.	February 2001 and each quarter thereafter
4.	The board president sends quarterly e-mail correspondence to each board member listing relevant training opportunities.	February 2001 and each quarter thereafter
5.	Board members attend training sessions based on topics of interest to them.	February 2001 and each quarter thereafter

FISCAL IMPACT

An additional \$2,500 annually in the board's training budget would supplement more targeted continuing education.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Provide specific and targeted continuing education opportunities to board members.	(\$2,500)	(\$2,500)	(\$2,500)	(\$2,500)	(\$2,500)

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

B. PLANNING

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

The superintendent is primarily responsible for FBISD's planning effort. The superintendent and members of cabinet establish district goals and review them with the board. The superintendent directs a planning process in which FBISD stakeholders are brought together on an ongoing basis to review the goals and objectives, provide constructive input and review the progress of the strategic plan. Through its strategic planning process, FBISD solicits community input, refines its district vision and mission, establishes new goals and objectives as necessary and regularly reports progress toward achieving the goals and objectives to the board and community.

FINDING

The superintendent implemented a strategic planning process in FBISD based on the Schewhart/Deming Cycle. The following excerpt from *Public Relations for School Leaders*, co-authored by the superintendent, establishes the foundation for the superintendent's philosophy on strategic planning:

W. Edwards Deming was famous for his twentieth century philosophy of quality. His 14-point philosophy and his planning cycle are credited with assisting the nation of Japan in rising to world heights as an economic superpower after World War II. In its simplicity, the planning cycle is known as "plan, do, check, act."

Deming introduced the cycle in Japan in 1950 under the name of the Schewhart Cycle, crediting Walter A. Shewhart with its concept. This cycle became known in Japan as the Deming Cycle and serves as the foundation for the superintendent's strategic planning process.

According to the superintendent: "in the cycle 'plan' means to address a series of questions at the outset of the process to effect a change or test. 'Do' means to carry out the change or test decided on. 'Check' means to observe the effects of the change or test. 'Act' means that the results are studied to see what can be learned from the activity and to determine what might be predicted about future actions."

FBISD's *District Strategic Plan 2000-2005*, using the Deming Cycle as its underlying foundation, was developed using a six-step process that included: (1) planning the plan, (2) situational analysis and diagnosis, (3) goal-setting, (4) action planning, (5) budgeting and (6) writing and publishing the plan. Each step contained discrete activities that culminated in a strategic plan containing goals and objectives. Input was obtained from various stakeholder groups including students, staff, parents and the community. The process was exhaustive and inclusive, with meticulous planning and execution by the district. FBISD's *District Improvement Plan 1996-2000* served as FBISD's strategic plan before the *District Strategic Plan 2000-2005* was developed. Both plans used the six-step strategic planning process.

Exhibit 1-6 presents the chronology of the *District Strategic Plan 2000-2005* with specific descriptions of each of the six steps and related activities.

Exhibit 1-6
FBISD District Strategic Plan 2000-2005
Six-Step Strategic Planning Process

Steps and Timing	Activities
<p>Step 1 - Plan the Plan September - November 1998</p>	<p>FBISD established planning teams to complete the strategic plan and identified their respective roles, determined timelines, and developed task maps. Task maps are detailed and show the project title, starting date, target completion date and actual completion date. Task maps also list task force committee members, define the project objectives and project expected results. Discrete tasks are also listed with individual responsibility assignments, start dates, target completion dates, actual completion dates and an area for planning notes.</p>
<p>Step 2 - Situational Analysis and Diagnosis February 23, 1999 - February 25, 1999 March 9, 1999</p>	<p>FBISD conducted a series of community meetings, focus groups and surveys throughout the district to obtain stakeholder input at the outset of the planning process. These activities are considered district needs assessments and include specific sessions with students (February 23, 1999), district staff (February 25, 1999), parents and</p>

Spring 1999 August 1999	community members (March 9, 1999) and employee and parent satisfaction surveys (spring 1999). Additionally, during the situational analysis and diagnosis phase, FBISD cabinet members engaged in the planning process reviewed the Academic Excellence Indicator System Report (AEIS) and national, state and district priorities (August 1999) before the goal setting phase.
Step 3 - Goal Setting April - November 1999	FBISD used information gathered from its stakeholders and analysis of AEIS data and related national, state and district priorities to establish the district's goals. The superintendent and cabinet reviewed these goals with the board for its input, shared the goals with stakeholders and refined them as appropriate.
Step 4 - Action Planning September 1999 - January 2000	FBISD administrators developed tactical plans to implement the strategic direction contemplated by the goals and objectives established during the goal setting phase of the process. Action planning considers the interrelationships of time, money, human resource capabilities and efficiencies to ensure proper implementation. FBISD uses task maps as an integral component of its action planning.
Step 5 - Budgeting March - July 2000	FBISD allocated budget resources to the eight goals included in the <i>District Strategic Plan 2000-2005</i> . Budget resources were allocated based on priorities established during the goal setting and action planning steps.
Step 6 - Writing Publishing and Sharing the Plan with Stakeholders January - July 2000	FBISD wrote and published its strategic plan, thereby, clarifying in writing the strategic plan and communicating to stakeholders the direction in which the district is headed to improve student achievement. After publishing the plan and sharing it with stakeholders, FBISD treats the plan as a "living document" through which it continuously monitors and reports the progress toward implementation with quarterly updates to the board and district stakeholders.

Source: FBISD District Strategic Plan 2000-2005.

Through its six-step strategic planning process, FBISD developed a strategic plan containing a mission and vision, belief statements, goals and objectives, supported by detailed action plans in the form of project task maps containing implementation strategies, timelines and responsibility assignments. The 2000-2001 budget is developed based on priorities established in the *District Strategic Plan 2000-2005*. FBISD's goals are

organized into five strategic areas. **Exhibit 1-7** presents FBISD's goals organized by strategic area.

Exhibit 1-7
District Strategic Plan 2000-2005
District Goals by Strategic Area

Strategic Area	Goal
Instructional Strategy	<ul style="list-style-type: none"> • FBISD will promote and expect students to meet high standards of achievement consistent with the district's vision and mission. • FBISD will foster character development for students, which supports the expectations of our community.
Service Strategy	<ul style="list-style-type: none"> • FBISD will build community support through effective communications and stakeholder involvement.
Organization & Management Strategy	<ul style="list-style-type: none"> • FBISD will attract, develop and retain quality staff for all district jobs. • FBISD will accomplish its vision and mission through the effective assignment of all personnel.
Fiscal Strategy	<ul style="list-style-type: none"> • FBISD will accomplish its vision and mission in a way that is fiscally responsible to all stakeholders.
Research and Development Strategy	<ul style="list-style-type: none"> • FBISD will collect, process and analyze data and research findings to improve all aspects of the district. • FBISD will foster creativity and innovation throughout the district.

Source: District Strategic Plan 2000-2005.

As shown in **Exhibit 1-7**, FBISD chose to narrow its strategic focus to eight goals as a result of its exhaustive strategic planning process. Each of these goals is accompanied by specific objectives that will be implemented to ensure that they are achieved. For example, the second goal under the district's organization and management strategy will be accomplished by implementing the following objectives:

- Develop a framework for appropriate and efficient campus schedules.
- Systematically examine the roles, responsibilities and work schedules for all district personnel.
- Improve staff effectiveness through the use of stakeholder feedback, training and resources.
- Improve the criteria, process and timeline for staff allocation.

FBISD's model six-step strategic planning process refines a potentially voluminous strategic plan into a manageable document that focuses on specific goals and objectives fashioned from districtwide stakeholder input.

Since FBISD recently completed and published its strategic plan in April 2000, quarterly monitoring and reporting activities required by Step 6 began in July 2000. The superintendent and members of his cabinet will present quarterly updates to the board and district stakeholders detailing FBISD's progress toward implementing the plan.

COMMENDATION

FBISD uses a model strategic planning process that includes extensive community participation in goal setting, in-depth diagnosis and analysis of community input, critical action planning and the allocation of budget resources to specific goals and objectives.

FINDING

The majority of board members were not as involved as they would like to have been in establishing a shared vision for the *District Strategic Plan 2000-2005*. Board members said they were included in the goal-setting process after the strategic-planning process was underway. The superintendent and his cabinet initiated and led the strategic-planning effort with input from various stakeholder groups within the community, but a strategic-planning retreat with the board was not held at the beginning of the process. Consequently, most board members said the vision in the plan is not necessarily a "shared vision" because of their lack of initial involvement. In fact, some board members said the framework for the strategic plan (including goal setting) was already complete before it was ever presented to the board. As a result, the board insisted on being involved in the goal-setting process.

Team members reviewed FBISD's Board Major Activities and Retreat Calendar that is provided annually to the board. This calendar shows the month in which major board activities and retreats take place in a given year. The calendar shows that annual board retreats are scheduled in

February, June and November. The February retreat is scheduled to discuss the budget, review goals and address "other" inputs. The board retreat for teambuilding and goal setting, reviewing the Code of Ethics and reviewing Team Operating Procedures is scheduled for June. The board retreat for self-appraisal is scheduled for November. The superintendent views the February and June board retreats as opportunities for the board to be constructively engaged in goal setting for the district's strategic-planning process.

In a memo to board members dated November 3, 1999, the superintendent discussed various topics, including the board's view of its lack of involvement in the goal-setting process. In the memo, the superintendent reminds the board that "four or five attempts have been made to provide an avenue for the board to be actively engaged in the development of goals." The memo goes on to say that goal-setting time was scheduled for the board on May 14 and 15, with May 15 specifically reserved for the board to set goals for the district. However, the board met on Friday, May 14 and did not meet on Saturday, May 15 because of the heavy load of activities for that time of the year. Additionally, the board indicated that it was not ready to determine new goals until the closeout of the present District Improvement Plan, which was scheduled for December 6, 1999.

The superintendent went further to say that he was seeking the best way to appropriately engage the board in the goal-setting function and asked for the board's help. Finally, he apologized for not making the board feel that it "has had a chance to set goals to guide the district" because "prior boards did not seem to want this level of involvement."

Recommendation 6:

Conduct annual retreats with the board as a part of the ongoing strategic-planning process.

A basic tenet of the governance process is to include the board at the outset of the strategic planning process to establish a shared vision with the superintendent. This shared vision is the basis for conducting ongoing strategic-planning activities that ultimately involve stakeholders throughout the district. Annual visioning retreats will constructively engage the board in the strategic-planning process and result in a "shared" vision for the district. These sessions should be led by a facilitator and become an ongoing part of the strategic-planning process. Board members must make a commitment to allocate time from their schedules to participate in the visioning retreat over a period of one to two days.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and board president combine the strategic planning retreat with the team-building retreat and have the facilitator lead a visioning session to establish a shared vision for the district.	October 2000
2.	The superintendent and board president agree to a specific month in which the visioning session will be held, preferably in conjunction with the annual team-building retreats.	November 2000
3.	The board and superintendent attend team-building and visioning retreats.	November 2000
4.	The board conducts annual visioning retreats.	Annually as agreed

FISCAL IMPACT

This recommendation could be implemented with existing resources. FBISD budgeted \$10,000 for board training and travel during 1999-2000.

Chapter 1

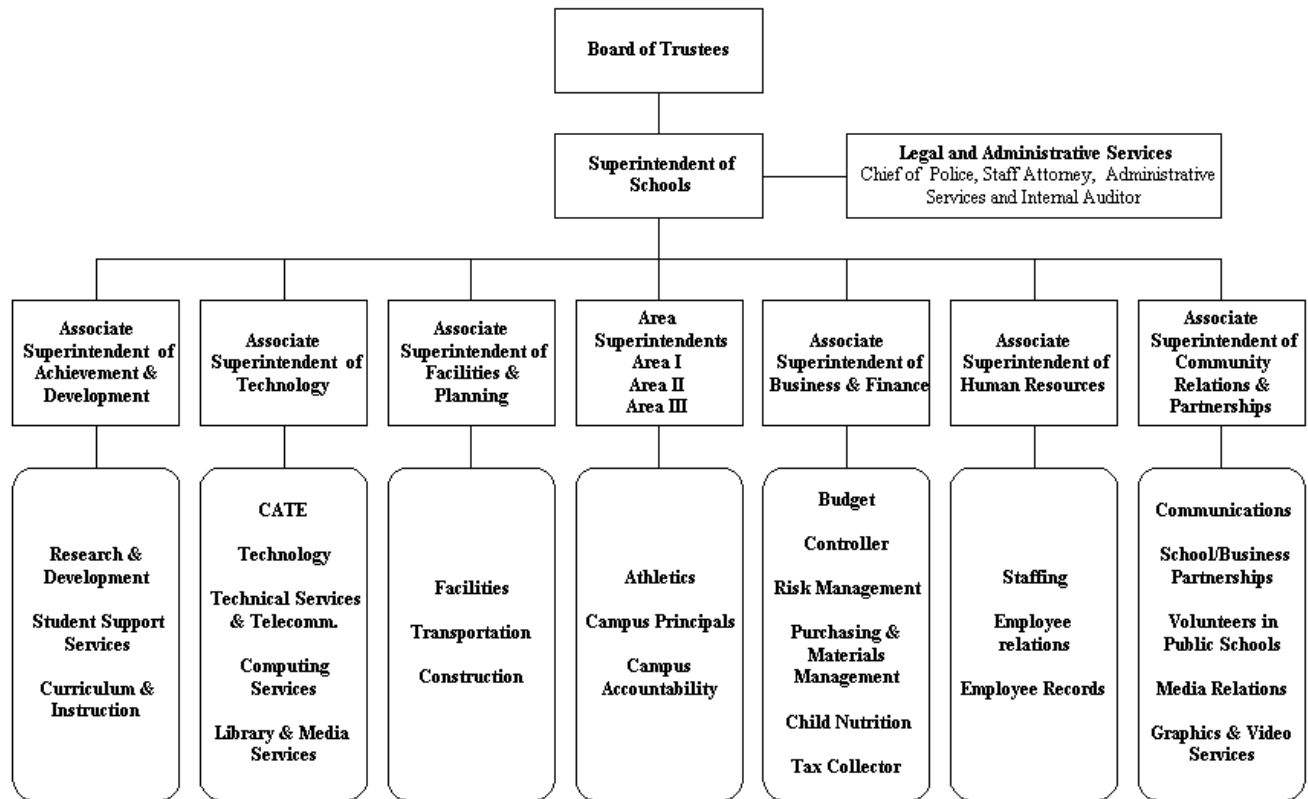
DISTRICT ORGANIZATION AND MANAGEMENT

C. DISTRICT MANAGEMENT (PART 1)

Dr. Don W. Hooper has served as FBISD superintendent for the past five and one-half years and is the chief executive officer of the district. The superintendent's cabinet is the district's executive leadership team responsible for day-to-day operations and administration. The cabinet consists of the associate superintendent of Achievement and Development, associate superintendent of Technology, area superintendents for Areas I-III, associate superintendent Facilities and Planning, associate superintendent of Business and Finance, associate superintendent of Human Resources and the associate superintendent of Community Relations.

Exhibit 1-8 presents FBISD's organization.

Exhibit 1-8
FBISD Organization
1999-2000



Source: FBISD Superintendent's Office.

The superintendent meets with the cabinet each Monday morning. Cabinet meetings typically last two to four hours and include extensive discussions of issues affecting administration and

operation of the district, the issuance of directives by the superintendent, status reports by cabinet members and planning for semi-monthly board meetings.

The superintendent's management philosophy relies on the concept of executive stewardship, which he describes in a book he co-authored entitled, *Public Relations for School Leaders*, (2000). According to Dr. Hooper, executive stewardship is the balance between leadership and management. To achieve this balance, the superintendent needs to empower cabinet members to be open, free and creative, as well as focused enough to define and accomplish specific objectives. In striking this balance, the superintendent's management philosophy views leadership development and accountability to be crucial to the success of FBISD.

FINDING

FBISD has a relatively flat organization structure that places specific emphasis on cross-functional teaming. The superintendent formed an Executive Steering Team (EST) to act as the management leadership that is responsible for streamlining the district. The purpose of the EST is to provide FBISD team activities that meet the needs of the district's customers while ensuring that activities that do not contribute to performance are eliminated. As a result, EST's mission is to transform FBISD into a learning organization that quickly responds to dynamic, complex demands for efficiency and accountability, while maintaining the district's focus on student success. For example, the functions of the EST include:

- Streamlining the work of the district;
- Making continuous learning a part of every job;
- Identifying and selecting major issues to be addressed by specialty teams;
- Establishing expectations and timetables for the results of special projects;
- Ensuring resources are available for project success such as training, time and funding and allocating sufficient meeting time for projects;
- Determining the criteria for evaluating the process of using project teams to solve problems;
- Monitoring the demands of leadership and management time, coordination of activities and participation of team members;
- Identifying and selecting participants for team projects;
- Leading and managing the process of updating the district's ongoing improvement plan; and
- Monitoring the progress of student success and making adjustments to continuously improve student success, while maintaining a balance between achievement and development.

The EST is a tool for continuous improvement to ensure that FBISD's overall organization is productive by working with and through people and by delegating authority to accomplish desired objectives. Using the EST as a continuous improvement team that develops a series of self-directed work groups, the superintendent has opened communication among units within the district, used cross-functional teams to eliminate "turf" battles and encouraged feedback from administrators throughout the district. Additionally, it is important to note that administrative

rank and corresponding decision-making authority within the organization is not considered when teams are configured and leaders selected.

COMMENDATION

FBISD has a streamlined organization structure using self-directed work teams to effectively manage district operations, enhance interdepartmental communication and encourage continuous feedback from administrators throughout the district.

FINDING

The superintendent requires all cabinet members to complete and submit to him weekly plans that list specific objectives, which each one plans to accomplish by the end of the week. The plan also lists activities that are required to accomplish the objectives, along with each activity's priority and estimated date and time it will be completed. Additionally, the plan lists scheduled meetings and correspondence for the week. At least 50 percent of cabinet members' time must be left unscheduled to allow for unforeseen situations, such as parent conferences, special requests, unscheduled meetings, and the like. The cabinet members and superintendent use the weekly plan as a management tool to ensure that each remains focused on accomplishing the overall goals and objectives of the district.

COMMENDATION

FBISD cabinet members and administrators use mandatory weekly planners as an effective planning and management tool to ensure they remain focused on the district's goals and activities.

FINDING

In keeping with his philosophy that leadership development is critical to FBISD's success, the superintendent uses a variety of private sector leadership training and management techniques to develop administrators who can manage FBISD. These techniques are used to implement and manage processes that contribute to the overall quality and efficiency of district management and operations.

Examples include techniques originated by Stephen Covey, W. Edwards Demming and Peter Drucker. FBISD's administrative leadership team, consisting of assistant principals through the superintendent's cabinet, receives annual training through "Architecture of Leadership Sessions" (ALS) that focus on leadership, executive stewardship, planning and scheduling, decision-making, process improvement, quality management, motivation, performance appraisal and conflict resolution. ALS training is designed to increase leadership capacity throughout the organization and is based on the following principles:

- Leadership is key to organizational improvement.
- Organizational improvement means people improvement. Leaders improve their organization by developing their people.

- Leadership can be learned.
- Effective leaders share a common set of traits and behaviors.
- Administrators must exhibit both management and leadership capabilities. One must know how and when to manage or lead appropriately.
- Leaders motivate all stakeholders towards a common vision for the future. These visions are translated into goals for their organizations and expectations for people.
- Quality systems involve training, focusing on and monitoring achievement, establishing alignment and measuring processes.

Exhibit 1-9 presents a sample of ALS training scheduled for the administrative leadership team during 1998-99 and 1999-2000.

**Exhibit 1-9
Architecture
of Leadership
Training Sessions,
1998-1999
and 1999-2000**

Month/Date	Management Training Session
September 16, 1998	Data Enhanced Decision-Making
October 7, 1998	Executive Stewardship
November 4, 1998	Risk and Motivation: Falling Through the Cracks
November 18, 1998	Forging the Link Between Cause and Commitment: Covey Path Finding
December 2, 1998	Covey Leadership: Panel of Principals
April 7, 1999	Leaders as Staff Developers
June 3, 1999	Honoring Success/Start-Stop-Keep
September 1, 1999	Identification of Leadership/Administrator Proficiencies and Training Recommendations
October 6, 1999	NSCI Live Forum on School Improvement
December 1, 1999	Leadership Gifts
January 12, 2000	Peter Drucker on Leadership and Dealing with Hornets
February 2, 2000	Revisiting "Quality" in Education
February 16, 2000	Ruby Payne Training: "A Framework for Understanding Children from Poverty"

Source: Architecture of Leadership Sessions Training Schedule, 1998-1999 and 1999-2000.

FBISD also has a Future Principals Academy for assistant principals that uses identical leadership training techniques to develop principals from within the organization. This academy leverages the managerial and leadership skills of FBISD central and school administrators to provide innovative training to assistant principals. The district finds that assistant principals who complete the training offered by the Future Principals Academy are often more qualified than sitting principals in other districts to become principals within FBISD.

COMMENDATION

FBISD uses best practices private sector management techniques to manage district operations, provide leadership training for its administrators and promote continuous improvement practices.

FINDING

The review team conducted focus groups with elementary and middle school principals in Areas I-III and individual interviews of seven high school principals. Additionally, the review team conducted self-administered surveys of a total of 69 principals and assistant principals throughout FBISD. Based on input received during the focus groups and survey results, principals feel that both the superintendent and central administration is very supportive of them. During focus groups and individual interviews, the overwhelming majority of principals told the review team the superintendent provided them the resources necessary to administer their schools and area superintendents are available to them on an as needed basis and will come to their schools whenever needed.

Seventy-nine percent of respondents to the principal and assistant principal survey either agreed or strongly agreed that central administration supports the education process. Moreover, 85 percent of respondents either agreed or strongly agreed that the superintendent is a respected and effective instructional leader.

Verbatim comments recorded from the principal and assistant principal survey also support the general feelings about the level of support from the central administration. Sample verbatim responses include:

- "Fort Bend is an outstanding district. Central administration works hard to see that all your needs are met. I am proud to have been a part of this great organization."
- "I feel fortunate to work in a district that has strong leadership, high standards for curriculum and support from central administration."
- "Fort Bend does a fine job educating students in such a fast-growing area with such a diverse population. As a principal, I feel supported by the school board, administration and my patrons. Our children are learning things in a good place to learn. Are we perfect? No, but our district continually strives to improve and make the most of all kids."

COMMENDATION

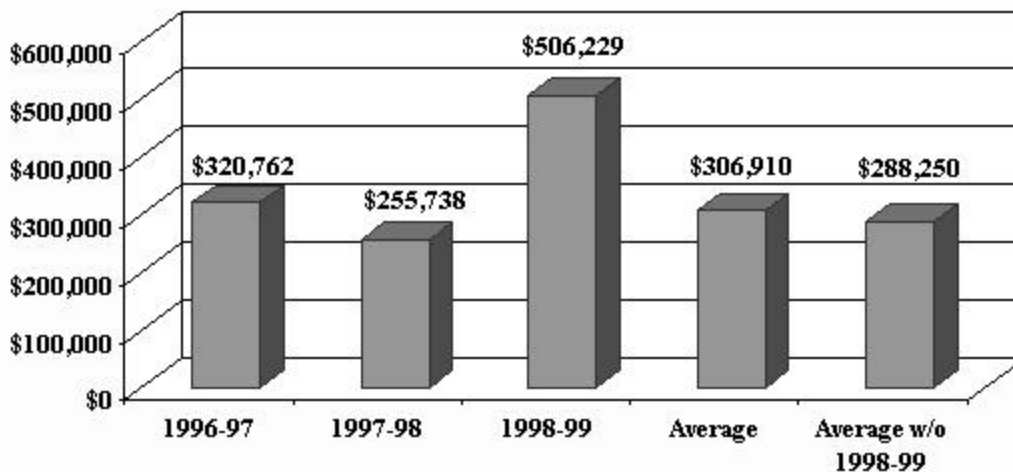
FBISD's central office provides school principals the support services necessary to improve student achievement throughout the district; cabinet members and administrators are continuously available to them on an as-needed basis.

FINDING

FBISD has an in-house staff attorney to control the cost of legal fees and related expenses. The staff attorney provides direct legal support and advice to administrators and campus personnel with contractual matters, employee grievances, student discipline hearings, interpretation of board policy, employment and Equal Employment Opportunity matters, Workers' Compensation, Open Records and Open Meetings Act issues and special education matters.

Additionally, the staff attorney conducts investigations of alleged incidents of serious misconduct, including sexual harassment, employee assaults of students or fellow employees, felonies or offenses involving moral turpitude. The staff attorney also coordinates and monitors services provided by outside legal counsel, particularly services related to special education matters, litigation and special legal matters requiring outside expertise. **Exhibit 1-10** summarizes legal fees paid to outside counsel by FBISD for the past three years.

Exhibit 1-10
Legal Fees Paid to Outside Counsel
1996-97, 1997-98 and 1998-99



Source: FBISD Legal Fee Run, 4/3/2000.

As shown in **Exhibit 1-10**, FBISD's legal fees averaged \$306,910 over the past three years, notwithstanding a 98-percent increase in legal fees between 1997-98 and 1998-99. Outside legal fees increased between 1997-98 and 1998-99 because of an employee lawsuit (\$70,000), an investigation requested by the Texas Education Agency related to suspected erasures on TAAS for three schools (\$50,000) and condemnation proceedings and lawsuits to acquire land to build new schools (\$60,000).

If the unusual year of 1998-99 were excluded from the calculation of average legal fees, FBISD's average legal fees for 1996-97 and 1997-98 would total \$288,250. This figures compares favorably with school districts of similar size. For example, Cypress-Fairbanks ISD hired an in-house attorney in November 1996 and average legal expenses for the 1996-97, 1997-98 and 1998-99 school years dropped from \$329,475 to \$249,236.

COMMENDATION

FBISD employs a staff attorney to handle routine legal matters and effectively control the costs of legal fees and expenses paid to outside counsel.

FINDING

FBISD central administration has engaged in "selective policy initiatives" for specific areas of the district. In July 1998 and February 1999, the former Area I superintendent told principals that schools with "acceptable" ratings that employment contracts for the principals would be held until the results of their TAAS scores were available. The Area I superintendent explained that the superintendent supported this action because several schools' TAAS scores had dropped from "recognized" to "acceptable" ratings and improvements in student performance needed to be made. Immediately following the February 1999 Area I principals meeting, 12 principals received a letter from the superintendent, dated March 8, 1999, stating: "As you are aware, based upon your supervisor's evaluation, it was my recommendation not to extend your contract. Therefore, for the 1999-2000 school year, your contract status will be the second year of a two-year contract." Area I principals also said that the statement, "based upon your supervisor's evaluation," is not accurate because they were not formally evaluated by the previous Area I superintendent based on 1998 TAAS results. Rather they were orally informed that their contracts would be held. **Exhibit 1-11** presents a scanned copy of the letter received by Area I principals.

Exhibit 1-11 Letter to Area I Principals Regarding

Contract Status for the 1999-2000 School Year



DON W. HOOPER, Ph.D.
Office of the Superintendent

March 9, 1999

Dear

At its board meeting on March 8, 1999, the Board of Trustees of Fort Bend ISD approved the recommendations regarding renewal and extension of term contracts of employment. As you are aware, based upon your supervisor's evaluation, it was my recommendation not to extend your contract. Therefore, for the 1999-2000 school year, your contract status will be the second year of a two-year contract.

I am sure you will continue to work with your Area Superintendent to further the mission of Fort Bend Independent School District to ensure a positive learning environment and overall student success.

Sincerely,

A handwritten signature in cursive script that reads "Don W. Hooper".

Don W. Hooper, Ph.D.
Superintendent

FORT BEND INDEPENDENT SCHOOL DISTRICT • 16431 Lexington Blvd. • Sugar Land, Texas 77479 • (281) 634-1006 • Fax (281) 634-1700
E-mail: dhooper@mail.idt.net *** <http://www.fortbend.k12.tx.us>

Source: FBISD Superintendent.

More significantly, Area II and Area III principals in schools with "acceptable" ratings did not receive the same letter, nor did they receive a verbal warning that their contracts would be held pending the receipt of TAAS results. During focus group discussions, Area II and Area III elementary principals and middle school principals confirmed that this particular initiative was selectively implemented in Area I. Verbatim comments recorded in the self-administered principal and assistant principal survey also supported comments from elementary and middle school principal focus groups.

The superintendent said the decision to not to extend Area I principals' contracts and to treat the 1999-2000 year as the second year of a two-year contract was a "pilot" initiative for Area I to determine if the pressure of "non-renewal" would focus their attention on improving student performance. He also said that the cabinet, board and principals throughout the district were aware that this was a pilot. From the superintendent's perspective, pilots in certain areas of a school district were perfectly acceptable and, after evaluating the results in Area I, the district decided not to implement the initiative districtwide.

Based on the results of elementary and middle school focus groups, interviews with high school principals and members of the superintendent's cabinet, the policy decision to pilot contract non-renewal for principals of "acceptable" schools in Area I was selectively implemented. Moreover, the pilot initiative was not communicated clearly to the cabinet and principals throughout the district. Neither members of the cabinet, nor principals throughout the district were aware that non-renewal of principals' contracts in Area I--contingent upon receipt of TAAS results-- was a pilot initiative. In fact, principals told members of the review team that they were notified of the Area I action by their colleagues.

Recommendation 7:

Apply policies on staff performance related to student achievement fairly and consistently across the district.

FBISD should implement all policy initiatives affecting student performance consistently across the district to ensure that all areas are treated equitably. In the future, pilot initiatives should be implemented districtwide and the related purpose for implementing the initiative should be clearly communicated to cabinet members, principals and any other employee groups that may be affected. This process will eliminate the perception that one area is handled differently from other areas within the district.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent drafts a policy requiring all initiatives affecting student performance to be implemented consistently throughout the district.	November 2000
2.	The board approves the policy.	November 2000
3.	The superintendent implements the policy and issues a memorandum indicating that all policy initiatives affecting student performance will be implemented districtwide.	December 2000
4.	The superintendent directs cabinet members to communicate all policy initiatives affecting student performance to principals throughout the district as necessary.	January 2001 and Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

FBISD does not use an administrative staffing allocation model as a baseline for assigning school administrative support positions. Rather, the district uses its annual budget process to determine school administrative staffing needs. The process is outlined in FBISD's *Campus Personnel Budget Process Information 2000-2001 Personnel Budget Requests*. In this document each principal is required to review its current staffing levels, assess future staffing needs and make staffing requests for the

2000-01 school year. The document includes specific information to help principals make staffing assessments. This information includes a budget timeline, instructions and overview of the budget process, rosters of professional and paraprofessional staff currently at the school, staffing benchmark data obtained from a national survey compiled by the Educational Research Service and a Staff Allotment Request Form.

Exhibit 1-12 shows FBISD's staffing process and related timelines outlined in *Campus Personnel Budget Process Information, 2000-2001 Personnel Budget Requests*.

Exhibit 1-12 FBISD Staffing Process 2000-01

Timeline	Activities
February 1, 2000	Begin advanced 200-2001 employment in critical areas.
March 28, 2000	Personnel budget information to be reviewed with principals at area meetings.
March 28 - April 5, 2000	Campus principals develop budget requests under guidance of area superintendents.
April 7, 2000	Area superintendents forward campus packet to Human Resources
April 8-9, 2000	Human Resources compiles campus personnel budget request from hard copies.
April 10, 2000	Principals meet with Human Resources to prioritize non-teaching personnel requests.
April 11, 2000	Area superintendents meet to consider campus personnel budget requests and make tentative recommendations.
April 11, 2000	Human Resources Committee meetings with principals to review requests as needed.
April 14, 2000	Area superintendents review campus personnel budget recommendations from Human Resources.
April 17, 2000	Area superintendents review campus personnel budget approvals; makes decisions on next steps.
April 18, 2000	Recommendations for 2000-2001 personnel budget submitted to the

	superintendent for review and approval.
April 18, 2000	Preparation of board agenda item.
April 19, 2000	Board agenda item due in superintendent's office.
April 24, 2000	Board action on personnel budget recommendations.
April 27-28, 2000	Principals/supervisors notified of board action on personnel budget recommendations.

Source: FBISD Campus Personnel Budget Process Information, 2000-2001 Personnel Budget Request.

TSPR obtained staffing benchmark data from a national survey compiled by the Educational Research Service, which is used to compare staffing levels for each school with those found in large-sized school districts across the nation. The document cautions principals that benchmark data is to be used only for comparative purposes because school and district priorities and needs, together with financial data, will be the basis for determining final staffing allocations for the next school year.

The school administrative staffing benchmarks included in the document are broad for various categories of school administrators and cannot be used to effectively compare administrative positions. For example, benchmark data shows a range of one assistant principal for every 550.4 students to one assistant principal for every 1,472.6 students.

The benchmarks do not define the respective ranges for elementary, middle and high schools. As a result, the benchmark data is not useful to individual schools in determining the appropriate baseline staffing for school administrative positions.

Even though staffing benchmark data is provided in the *Campus Personnel Budget Process Information, 2000-2001 Personnel Budget Requests*, FBISD's superintendent's philosophy is to staff schools based on need and other considerations--such as school safety and district leadership training--as long as the positions can be justified. Accordingly, each elementary, middle and high school is assigned assistant principal positions in varying numbers without considering enrollment because the district's staffing philosophy requires assistant principals to be responsible for instruction and school safety.

Further, the assistant principal position is used as a training ground for future leadership positions within the district. As a result, when baseline school administrative staffing is established, FBISD does not use an allocation model based on enrollment to provide equity in schools throughout the district. For example, all elementary schools are assigned one assistant principal regardless of enrollment. Middle schools are assigned between three and four assistant principals without considering variances in enrollment. High schools are also assigned assistant principals without adequately considering enrollment.

Exhibits 1-13 through 1-15 show the existing administrative staffing for FBISD elementary, middle and high schools.

Exhibit 1-13

FBISD School Staffing Selected Administrative Positions for Elementary Schools, 1999-2000

School	Enrollment	Principal	Asst. Prin.	Counselor	Nurse	Librarian	ITS	Paraprof.
Lakeview	470	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Meadows	483	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Blue Ridge	514	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Austin Parkway	533	1.0	1.0	1.0	1.0	1.0	0.5	2.0
Dulles	538	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Lantern Lane	570	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Commonwealth	618	1.0	1.0	1.0	1.0	1.0	0.4	2.0
Sienna Crossing	620	1.0	1.0	1.0	1.0	1.0	0.5	2.0
Quail Valley	645	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Colony Bend	660	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Sugarmill	664	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Mission Bend	673	1.0	1.0	1.5	1.0	1.0	1.0	2.0
Settlers Way	675	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Townewest	685	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Hunters Glen	688	1.0	1.0	1.0	1.0	1.0	1.0	2.0
E. A. Jones	695	1.0	1.0	1.5	1.0	1.0	0.5	2.0
Oyster Creek	700	1.0	1.0	1.0	1.0	1.0	0.5	1.0
Briargate	702	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Burton	724	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Arizona Fleming	746	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Pecan Grove	753	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Highlands	768	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Mission Glen	775	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Glover	788	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Palmer	798	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Barrington Place	801	1.0	1.0	1.0	1.0	1.0	0.5	2.0
Colony Meadows	803	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Brazos Bend	803	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Ridgemont	810	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Mission West	860	1.0	1.0	1.5	1.0	1.0	0.5	2.0
Ridgegate	910	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Lexington Creek	944	1.0	1.0	1.0	1.0	1.0	0.5	2.0
Walker Station	979	1.0	2.0	1.0	1.0	1.0	1.0	2.0
Total	23,395	33.0	34.0	34.5	33.0	33.0	28.9	64.0

Source: FBISD Campus Organization Charts for Elementary Schools, 1999-2000.

Exhibit 1-14 FBISD School Staffing

Selected Administrative Positions for Middle Schools, 1999-2000

School	Enrollment	Principal	Asst. Prin.	Counselor	Nurse	Librarian	ITS	Paraprof.
Quail Valley	1,146	1.0	3.0	3.0	1.0	1.0	2.0	5.0
Missouri City	1,180	1.0	3.0	3.0	1.0	1.0	2.0	6.0
Christa McAuliffe	1,233	1.0	4.0	3.0	1.0	1.0	2.0	6.0
Dulles	1,420	1.0	3.0	3.0	1.0	1.0	2.0	5.0
Hodges Bend	1,433	1.0	3.0	3.0	1.0	1.0	2.0	5.0
Sugar Land	1,485	1.0	3.0	3.0	1.0	1.0	2.0	6.0
Lake Olympia	1,627	1.0	3.0	3.0	1.0	1.0	2.0	6.0
First Colony	1,729	1.0	3.0	3.0	1.0	1.0	2.0	6.0
Macario Garcia	2,034	1.0	4.0	4.0	1.0	1.0	2.0	5.0
Total	13,287	9.0	29.0	28.0	9.0	9.0	18.0	50.0

Source: FBISD Campus Organization Charts for Middle Schools, 1999-2000.

**Exhibit 1-15
FBISD School Staffing
Selected Administrative Positions for High Schools, 1999-2000**

School	Enroll.	Principal	Asst. Prin.	Counselor	Registrar	Nurse	Libr.	ITS	Paraprof.
L. V. Hightower	1,572	1.0	4.0	3.0	1.0	1.0	2.0	1.0	8.0
Willowridge	1,941	1.0	4.0	5.0	1.0	1.0	2.0	2.0	10.0
John Foster Dulles	2,077	1.0	4.0	5.0	1.0	1.0	2.0	2.0	10.0
Elkins	2,174	1.0	5.0	5.0	1.0	1.0	2.0	2.0	12.0
I. H. Kempner	2,601	1.0	5.0	6.0	1.0	1.0	2.0	2.0	10.0
Clements	2,745	1.0	5.0	5.0	1.0	1.0	2.0	2.0	12.0
Stephen F. Austin	3,011	1.0	6.0	6.0	1.0	1.0	2.0	2.0	12.0
Total	16,121	7.0	33.0	35.0	7.0	7.0	14.0	13.0	74.0

Source: FBISD Campus Organization Charts for High Schools, 1999-2000.

The review team compared school administration staffing guidelines in peer districts selected by FBISD administrators to FBISD's school administration staffing allocation methodology. Cypress-Fairbanks ISD and Round Rock ISD both use campus staff allocation formulas that consider student enrollment.

Exhibits 1-16 and **1-17** present sample campus allocations for staffing middle schools in Cypress-Fairbanks and Round Rock ISDs.

**Exhibit 1-16
Peer District Comparisons
Sample for Middle Schools in Cypress-Fairbanks ISD**

Student Enrollment	Principal	Assistant Principals	Counselors	Clerical/Support
0 - 1349	1.0	2.0	3.0	7.0

1250 - 1649, Free and Reduced Lunch exceeds 20% and mobility index exceeds 10.0	1.0	3.0	4.0	7.0
1350 - 1649	1.0	3.0	3.0/4.0*	7.0
1550 - 1649, Free and Reduced Lunch exceeds 20% and mobility index exceeds 10.0	1.0	4.0	4.0	7.0
1650+	1.0	4.0	4.0	7.0

Source: Cypress-Fairbanks ISD Campus Staff Allocations, 2000-01 School Year
 *Schools with enrollment fewer than 1,550 students allocated 3.0 counselors
 Enrollment greater than 1,550 allocated 4.0 counselors.

Exhibit 1-17
Peer District Comparisons
Sample for Middle Schools in Round Rock ISD

Student Enrollment	Principal	Assistant Principals	Counselors	Clerical/Support*
0 - 499	1.0	1.0	1.0	5.0/6.0
500 - 749	1.0	1.0	2.0	6.0/7.0
750 - 999	1.0	1.5	3.0	7.0/8.0
1000 - 1249	1.0	2.0	4.0	8.0/9.0
1250 - 1499	1.0	2.5	5.0	9.0/10.0
1500 - 1749	1.0	3.0	5.0	10.0/11.0

Source: Round Rock ISD Superintendent's Staffing Guidelines, January 4, 2000.
 *Round Rock ISD has a basic clerical/support allocation of 5.0 FTE. One support staff position is added when enrollment reaches 450 students and additional support staff is added for each 249 students above 450.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

C. DISTRICT MANAGEMENT (PART 2)

The Southern Association of Colleges and Schools (SACS) accredits more than 12,000 public and private institutions, from pre-kindergarten through the university level, in 11 states in the Southeastern United States (including Texas) and in Latin America. SACS is one of only six such regional accrediting organizations in the United States recognized by the U. S. Department of Education. Member institutions are accredited through one of SACS' three commissions, the Commission on Colleges, the Commission on Secondary and Middle Schools and the Commission on Elementary and Middle Schools. SACS recommends *minimum* personnel requirements for elementary schools, based on enrollment, in its 1999-2000 *Policies, Principles, and Standards for Elementary Schools Accredited by the Commission on Elementary and Middle Schools*.

The minimum standards for elementary schools are outlined in Standard F:20 and presented in **Exhibit 1-18**.

Exhibit 1-18
SACS Minimum Personnel Requirements for Elementary Schools
SACS Standard Reference F:20

Membership	Principal, Headmaster, President	Professional Admin, or Supv. Assistants	Library or Media Specialists	Library Aide or Clerk	Secretaries or Clerks
1 - 263	.5	0	.5	0	.5
264 - 439	1.0	0	1.0	0	1.0
440 - 659	1.0	0	1.0	.5	1.0
660 - 879	1.0	.5	1.0	1.0	1.5
880 - 1099	1.0	1.0	1.0	1.0	1.5
1100 - 1319	1.0	1.5	1.0	1.0	2.0
1320+	1.0	2.0	1.0	1.0	2.0

Source: SACS Policies, Principals, and Standards for Elementary Schools Accredited by the Commission

on Elementary and Middle Schools, 1999-2000 School Year, Standard F:20.

SACS also recommends *minimum* personnel requirements for middle schools, based on enrollment, in its 1999-2000 *Policies, Principles, and Standards for Middle Schools Accredited by the Commission on Secondary and Middle Schools*. The minimum standards for middle schools are outlined in Standard F:21 and presented in **Exhibit 1-19**.

Exhibit 1-19
SACS Minimum Personnel Requirements for Middle Schools
SACS Standard Reference F:21

Membership	Principal, Headmaster, President	Admin, or Supv. Assistants	Guidance Professionals	Library or Media Specialists	Library Aide or Clerk	Secretaries or Clerks
1 - 249	.5	0	.5	.5	0	.5
250 - 499	1.0	.5	.5	1.0	.5	1.0
500 - 749	1.0	1.0	1.0	1.0	1.0	1.0
750 - 999	1.0	1.0	2.0	1.0	1.0	1.5
1000 - 1249	1.0	1.5	2.5	1.0	1.0	2.0
1250+	1.0	2.0	3.0	1.0	1.0	2.0

Source: SACS Policies, Principals, and Standards for Middle Schools Accredited by the Commission on Secondary and Middle Schools, 1999-2000 School Year, Standard F:21.

SACS further recommends *minimum* personnel requirements for high schools, based on enrollment, in its *Standards for Secondary Schools, 1998 Edition*. The minimum standards for high schools are outlined in Standard 4.10.1 and presented in **Exhibit 1-20**.

Exhibit 1-20
SACS Minimum Personnel Requirements for High Schools
SACS Standard Reference 4.10.1

Membership	Principal	Admin	Guidance	Librarians	Secretaries
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	Headmaster, President	or Supv. Assistants	Professionals	or Media Specialists	or Clerks
1 - 299	1.0	0	.5	.5	1.0
300 - 499	1.0	.5	.5	1.0	1.5
500 - 649	1.0	.5	1.0	1.0	2.0
650 - 749	1.0	1.0	1.0	1.0	2.5
750 - 999	1.0	1.0	2.0	1.0	3.5
1000 - 1249	1.0	1.5	2.5	2.0	4.0
1250 - Up	1.0	(A)	(A)	(A)	(B)

Source: SACS Commission on Secondary and Middle Schools, Standards for Secondary Schools, 1998 Edition

(A) SACS recommends adding one position for each additional 250 students over 1,249.

(B) SACS recommends adding one clerical position for each additional 400 students over 1,249.

Based on SACS' minimum standards referenced in **Exhibits 1-18** through **1-20**, FBISD is overstaffed with assistant principals in elementary and middle schools and understaffed with assistant principals in its high schools. The district is also understaffed with secretaries and clerks in its elementary schools and overstaffed with secretaries and clerks in its middle and high schools. **Exhibits 1-21** through **1-23** compare FBISD's staffing for assistant principals and secretaries and clerks to SACS minimum standards.

Exhibit 1-21
FBISD Elementary Schools
Comparison of SACS Standards to Actual Staffing

for Assistant Principals and Secretaries and Clerks

School	Enrollment	Assistant Principal Positions			Secretary and Clerk Positions		
		Per SACS	Actual	Difference	Per SACS	Actual	Difference
Lakeview	470	-	1.0	(1.0)	1.5	2.0	(0.5)
Meadows	483	-	1.0	(1.0)	1.5	2.0	(0.5)
Blue Ridge	514	-	1.0	(1.0)	1.5	2.0	(0.5)
Austin Parkway	533	-	1.0	(1.0)	1.5	2.0	(0.5)
Dulles	538	-	1.0	(1.0)	1.5	2.0	(0.5)
Lantern Lane	570	-	1.0	(1.0)	1.5	2.0	(0.5)
Commonwealth	618	-	1.0	(1.0)	1.5	2.0	(0.5)
Sienna Crossing	620	-	1.0	(1.0)	1.5	2.0	(0.5)
Quail Valley	645	-	1.0	(1.0)	1.5	2.0	(0.5)
Colony Bend	660	0.5	1.0	(0.5)	2.5	2.0	0.5
Sugarmill	664	0.5	1.0	(0.5)	2.5	2.0	0.5
Mission Bend	673	0.5	1.0	(0.5)	2.5	2.0	0.5
Settlers Way	675	0.5	1.0	(0.5)	2.5	2.0	0.5
Townewest	685	0.5	1.0	(0.5)	2.5	2.0	0.5
Hunters Glen	688	0.5	1.0	(0.5)	2.5	2.0	0.5
E. A. Jones	695	0.5	1.0	(0.5)	2.5	2.0	0.5
Oyster Creek	700	0.5	1.0	(0.5)	2.5	1.0	1.5
Briargate	702	0.5	1.0	(0.5)	2.5	2.0	0.5
Burton	724	0.5	1.0	(0.5)	2.5	2.0	0.5
Arizona Fleming	746	0.5	1.0	(0.5)	2.5	2.0	0.5
Pecan Grove	753	0.5	1.0	(0.5)	2.5	2.0	0.5
Highlands	768	0.5	1.0	(0.5)	2.5	2.0	0.5
Mission Glen	775	0.5	1.0	(0.5)	2.5	1.0	1.5
Glover	788	0.5	1.0	(0.5)	2.5	2.0	0.5
Palmer	798	0.5	1.0	(0.5)	2.5	2.0	0.5
Barrington Place	801	0.5	1.0	(0.5)	2.5	2.0	0.5
Colony Meadows	803	0.5	1.0	(0.5)	2.5	2.0	0.5
Brazos Bend	803	0.5	1.0	(0.5)	2.5	2.0	0.5
Ridgemont	810	0.5	1.0	(0.5)	2.5	2.0	0.5
Mission West	860	0.5	1.0	(0.5)	2.5	2.0	0.5
Ridgegate	910	1.0	1.0	-	2.5	2.0	0.5
Lexington Creek	944	1.0	1.0	-	2.5	2.0	0.5
Walker Station	979	1.0	2.0	(1.0)	2.5	2.0	0.5
Total	23,395	13.5	34.0	(20.5)	73.5	64.0	9.5

Source: Compiled from SACS Standards and Campus Organization Charts.

Exhibit 1-21 compares actual staffing to SACS minimum standards for elementary schools and shows that FBISD's elementary schools have 20.5 more full-time equivalent positions (FTE) for assistant principals and 9.5 FTE fewer secretarial and clerical positions throughout the district.

Exhibit 1-22
FBISD Middle Schools
Comparison of SACS Standards to Actual Staffing

for Assistant Principals and Secretaries and Clerks

School	Enrollment	Assistant Principal Positions			Secretary and Clerk Positions		
		Per SACS	Actual	Difference	Per SACS	Actual	Difference
Quail Valley	1,146	1.5	3.0	(1.5)	3.0	5.0	(2.0)
Missouri City	1,180	1.5	3.0	(1.5)	3.0	6.0	(3.0)
Christa McAuliffe	1,233	1.5	4.0	(2.5)	3.0	6.0	(3.0)
Dulles	1,420	2.0	3.0	(1.0)	3.0	5.0	(2.0)
Hodges Bend	1,433	2.0	3.0	(1.0)	3.0	5.0	(2.0)
Sugar Land	1,485	2.0	3.0	(1.0)	3.0	6.0	(3.0)
Lake Olympia	1,627	2.0	3.0	(1.0)	3.0	6.0	(3.0)
First Colony	1,729	2.0	3.0	(1.0)	3.0	6.0	(3.0)
Macario Garcia	2,034	2.0	4.0	(2.0)	3.0	5.0	(2.0)
Total	13,287	16.5	29.0	(12.5)	27.0	50.0	(23.0)

Source: Compiled from SACS Standards and Campus Organization Charts.

Exhibit 1-22 compares actual staffing to SACS minimum standards for middle schools and shows that FBISD's middle schools have 12.5 more FTEs for assistant principals and 23.0 more FTEs for secretarial and clerical positions throughout the district.

**Exhibit 1-23
FBISD High Schools
Comparison of SACS Standards to Actual Staffing
for Assistant Principals and Secretaries and Clerks**

School	Enrollment	Assistant Principal Positions			Secretary and Clerk Positions		
		Per SACS	Actual	Difference	Per SACS	Actual	Difference
L. V. Hightower	1,572	2.5	4.0	(1.5)	5.0	8.0	(3.0)
Willowridge	1,941	4.5	4.0	0.5	6.0	10.0	(4.0)
John Foster Dulles	2,077	4.5	4.0	0.5	6.0	10.0	(4.0)
Elkins	2,174	5.5	5.0	0.5	6.0	12.0	(6.0)
I. H. Kempner	2,601	6.5	5.0	1.5	7.0	10.0	(3.0)
Clements	2,745	7.5	5.0	2.5	8.0	12.0	(4.0)
Stephen F. Austin	3,011	8.5	6.0	2.5	9.0	12.0	(3.0)
Total	16,121	39.5	33.0	6.5	47.0	74.0	(27.0)

Source: Compiled from SACS Standards and Campus Organization Charts.

Exhibit 1-23 compares actual staffing to SACS minimum standards for high schools and shows that FBISD's high schools have 6.5 fewer FTEs for assistant principals and 27.0 more FTEs for secretarial and clerical positions throughout the district.

Exhibit 1-24 presents a calculation of the salaries and benefits for assistant principal classifications and clerk and paraprofessional classifications.

Exhibit 1-24
**Calculation of Salary and Benefits for Clerical,
 Paraprofessional and Assistant Principal Classifications**

Variable	Clerks and Paraprofessionals				ES AP	MS AP	HS AP
	PG2	PG3	PG4	PG5	PG24	PG25	PG26
Minimum Daily Rate	\$62.04	\$66.23	\$70.70	\$75.47	\$213.90	\$226.09	\$238.97
Number of Days	184	184	226	226	210	210	210
Salary Before Benefits	\$11,415	\$12,186	\$15,978	\$17,056	\$44,919	\$47,479	\$50,184
Workers' Comp/Unemployment Ins. Rate	X 0.0055	X 0.0055	X 0.0055	X 0.0055	X 0.0055	X 0.0055	X 0.0055
Salary Before Medical Benefits	\$11,478	\$12,253	\$16,066	\$17,150	\$45,166	\$47,740	\$50,460
Medical Benefits (\$147 x 12 Months)	+ \$1,764	+ \$1,764	+ \$1,764	+ \$1,764	+ \$1,764	+ \$1,764	+ \$1,764
Total Minimum Salary, Plus Benefits	\$13,242	\$14,017	\$17,830	\$18,914	\$46,930	\$49,504	\$52,224

Source: FBISD 1999-2000 Salary Schedule.

Workers' Compensation Rate = 1 percent; Unemployment Insurance Rate = .01 percent

ES AP = Elementary Assistant Principals; MS AP = Middle School

Assistant Principals; HS AP = High School Assistant Principals; PG =

Pay Grade

Recommendation 8:

Implement minimum staffing guidelines for elementary, middle and high schools to reflect differences in enrollment.

Implementing minimum staffing guidelines for elementary, middle and high schools to reflect differences in enrollment among schools will allow FBISD to equitably distribute baseline administrative staffing before applying its "needs-based" analysis. Additionally, the district will be able to allocate more budget resources to the classroom after thoroughly assessing each school's administrative requirements using an equitable allocation base.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of Human Resources reviews existing campus staffing for elementary, middle and high schools and compares to SACS standards to determine baseline needs for individual schools.	November 2000
2.	The associate superintendent of Human Resources, in conjunction with the assistant superintendents for Areas I, II and III, develops minimum campus staffing allocations for elementary, middle and high schools that consider enrollment and the unique needs of each school.	December 2000 - January 2001
3.	The superintendent approves the staffing allocation guidelines for elementary, middle and high schools and freezes hiring for any overstaffed positions and makes appropriate transfers of personnel pending full implementation in the coming school year.	January 2001
4.	The superintendent implements staffing guidelines for elementary, middle and high schools in 2001-02 budget process.	March 2001

FISCAL IMPACT

The fiscal impact of this recommendation assumes that FBISD uses SACS guidelines to develop baseline campus staffing to realign its current administrative staffing for assistant principals, secretaries and clerks for elementary, middle and high schools. FBISD must determine how the administrative staff reductions and additions will be distributed to the respective elementary, middle and high schools. Some staffing reductions, approximately one-fourth, can be achieved in 2000-2001, but full reductions are not estimated to occur until 2001-02.

The fiscal impact calculation assumes that secretaries and clerks will be classified as PG2 positions, using the minimum daily rate and the minimum number of days to determine the base salary before benefits. Recognizing the critical function of PEIMS specialists and assistants in FBISD, TSPR does not recommend that any PG5 positions be eliminated.

The minimum daily rate and the minimum number of days are used to determine assistant principals' base salary before benefits.

<i>Potential Fiscal Impact of Eliminating/Adding Assistant Principal Positions:</i>				
	Elementary	Middle	High	Total
Existing Assistant Principal Positions	34.0	29.0	33.0	96.0
SACS Standard	(13.5)	(16.5)	(39.5)	(69.5)
Difference Over (Under) SACS Standard	20.5	12.5	(6.5)	26.5
Minimum Salary, Plus Benefits	\$46,930	\$49,504	\$52,244	-
Annual Savings	\$962,065	\$618,800	(\$339,586)	\$1,241,279
<i>Potential Fiscal Impact of Eliminating/Adding Secretary and Clerk Positions:</i>				
	Elementary	Middle	High	Total
Existing Secretary and Clerk Positions	64.0	50.0	74.0	188.0
SACS Standard	(73.5)	(27.0)	(47.0)	(147.5)
Difference Over (Under) SACS Standard	(9.5)	23.0	27.0	40.5
Minimum Salary, Plus Benefits	\$13,242	\$13,242	\$13,242	-
Annual Savings	(\$125,799)	\$304,566	\$357,534	\$536,301
Grand Total Annual Savings	\$836,266	\$923,366	\$17,948	\$1,777,580

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Implement minimum staffing guidelines for elementary, middle and high schools to reflect differences in enrollment.	\$444,395	\$1,777,580	\$1,777,580	\$1,777,580	\$1,777,580

FINDING

FBISD is a growing district with considerable ethnic, religious and economic diversity. Although the district promotes cultural diversity in its publications and public pronouncements, some principals and administrators said FBISD is not as sensitive to cultural diversity as it could be. For example, teachers, school administrators and central administrators do not mirror the diversity of the student population. **Exhibit 1-25** compares the ethnic diversity of teachers, students and administrative staff.

Exhibit 1-25
Ethnicity of FDISD Teachers, Students
and Administrative Staff
1999-2000 (As of 2/1/00)

	Teachers		Students		Administrative Staff	
	Number	Percentage	Number	Percentage	Number	Percentage
Anglo	2,358	72.86%	21,098	39.86%	216	68.57%
Hispanic	190	5.87%	9,090	17.17%	24	7.61%
African-American	620	19.16%	14,717	27.80%	71	22.53%
Asian / Pacific Islander	61	1.88%	7,931	14.98%	4	1.26%
Native American	7	0.23%	76	0.14%	0	0%
Other	0	0%	23	0.04%	0	0%
Total	3,236	100%	52,935	100%	315	100%

Source: Director of Employee Records, FBISD Human Resources.

Exhibit 1-25 shows that FBISD has a 60 percent minority student population, but only 27 percent of its teachers and 31 percent of its administrators are ethnic minorities. More significantly, Hispanic students and Asian/Pacific Islander students represent 17 percent and 15 percent, respectively, of the student population, but only 6 percent of teachers and 8 percent of administrators are Hispanic and 2 percent of teachers and 1 percent of administrators are Asian/Pacific Islanders.

District administrators told the review team it is difficult to achieve "one-to-one" diversity ratio among teachers, administrators and students in certain ethnic categories because of the available pool of candidates for teaching and administrative positions. The administrators point to their efforts to recruit Asian/Pacific Islander and Hispanic teachers and administrators as opposed to African American teachers and administrators. The percentage of African American teachers and administrators more closely relates to the percentage of African American students within the district, while the percentages of Asian/Pacific Islander and Hispanic teachers and administrators is significantly lower than their respective percentages of FBISD's student population.

The superintendent formed the committee for Racial Harmony for Student Success in July 1998 to demonstrate the district's commitment to diversity. The committee's goals are:

- To create an environment that facilitates and encourages safe and open dialogue on racial harmony so that students will be sincerely open and equipped to work and live in a diverse world;
- To expand and improve curriculum and character education in a way that encourages and promotes communication and acceptance of cultural diversity so that students' self-esteem and academic achievement are enhanced;
- To create trust and respect among all segments of the community in a way that empowers them to embrace diversity so that a common ground of harmonious relationships is developed, thus promoting the opportunity for all students to succeed; and
- To examine and modify administrative hiring practices in the district in a way that reflects community diversity so that high-quality educational leaders can be placed in key roles.

The committee for Racial Harmony and Student Success meets twice each year, once in the fall and again in the spring.

Although the Committee for Racial Harmony and Student Success conducts semi-annual meetings, some principals and administrators told the review team that extensive, ongoing diversity initiatives targeted to hiring, promotion and training are just beginning to be implemented for management, administrative and teaching positions throughout the district. For example, the board approved a \$68,000 contract to a private vendor to deliver diversity training to district administrators during its June 12, 2000 board meeting.

Even though teachers are trained to cope with classrooms of diverse students, one principal said that some teachers are having a difficult time

understanding how to deal with cultural differences, which affects school management.

Recommendation 9:

Improve cultural diversity at all levels within the district's workforce and offer ongoing diversity training.

FBISD should capitalize on the efforts of the Committee for Racial Harmony and Student Success by developing a district management strategy to increase the number of minorities in central administration and school administration in all areas of the district. The strategy should include aggressively recruiting and mentoring minority employees to facilitate internal promotions.

This strategy also should be supplemented with concentrated diversity training at all levels within the district to ensure that administrators, teachers, paraprofessional and auxiliary employees understand how to work with cultural, religious and economic differences within the district's workforce.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent forms a task force chaired by the associate superintendent for Human Resources to evaluate diversity within the current workforce at all levels and develop a districtwide strategy to enhance diversity.	November 2000
2.	The associate superintendent of Human Resources, through the task force, evaluates diversity in the district's workforce compared to the diversity of the student population and communities served.	December 2000 - January 2001
3.	The associate superintendent of Human Resources develops a management strategy to enhance diversity so the district's central administration, school management, teachers and employees reflects the cultural diversity of the student population and students served, including training initiatives.	February 2001 - March 2001
4.	The superintendent approves the districtwide management strategy to enhance diversity.	March 2001
5.	The associate superintendent of Achievement and Development develops extensive cultural diversity training.	March - July 2001
6.	The associate superintendent of Achievement and Development implements ongoing diversity training for all levels within the district's workforce.	August 2001 and Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

D. SCHOOL MANAGEMENT AND SITE-BASED DECISION-MAKING

Effective schools meet the needs of communities they serve. Population diversity, economic and ethnic backgrounds of the students, special service requirements, adequacy of facilities, staffing resources and instructional priorities of the community, all contribute to shaping the unique organization of each school.

State law requires a site-based model for decision-making in Texas school districts. The Texas Education Code specifies many requirements for site-based decision-making (SBDM), including the following:

- District improvement plan and campus improvement plans must be developed, reviewed and revised annually.
- District and campus performance objectives that, at minimum, support state goals and objectives must be approved annually.
- Administrative procedures or policies must 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.
- District and school-based decision-making committees must be actively involved in establishing administrative procedures.
- Systematic communications measures must be put in place to obtain broad-based community, parental and staff input and to provide information to those persons regarding the recommendations of the district-level committee.
- Administrators regularly consult with the district-level committee on the planning, operations, supervision and evaluation of the district's educational program.

SBDM provides a mechanism for teachers, parents and community members to assist central and campus administrators in improving student performance. Additionally, schools must have adequate resources and flexibility to develop programs that are tailored to meet the unique needs of the students they serve.

FINDING

FBISD's SBDM model includes the Academic Advisory Council, which serves as the District Education Improvement Council and Campus-Based

Leadership Teams (CBLT). CBLTs serve as the primary decentralized decision-making committees for FBISD schools and include teachers, parents and community members as required by the Education Code. The superintendent's cabinet, in cooperation with the Academic Advisory Council, is responsible for developing FBISD's District Improvement Plan (DIP), while each CBLT is responsible for developing individual campus improvement plans.

FBISD's most recent DIP was entitled *FBISD District Improvement Plan 1996-2000* and contained the district's strategy for student success. This plan was recently updated with the District Strategic Plan 2000-2005, which currently serves as the DIP because it addresses the district's instructional strategy for student improvement in considerable detail. CBLTs complete FBISD's campus improvement plans annually and each plan is tied to the strategic goals and related objectives included in the District Strategic Plan 2000-2005. Each member of the CBLT must sign an affidavit confirming that they participated in the process that culminated in the development of campus improvement plans. Each principal then submits the campus improvement plans to central administration where they are reviewed to ensure individual school goals are consistent with the district's strategic goals.

Site-based decision-making (SBDM) within FBISD is working well with respect to the campus-based leadership teams. Each CBLT member receives a SBDM Resource Guide and targeted training by principals each year. On page 31 of the SBDM Resource Guide, FBISD presents a detailed SBDM matrix outlining the responsibilities of each element at each level of the SBDM process. The matrix defines the respective authority in the SBDM process for six functional categories that are essential to the effective administration and management of a school district.

The six functional categories include planning, budgeting, curriculum, staffing patterns, staff development and school organization. The six functional categories are further divided into sub-functions. The matrix organizes the six functional categories along the vertical axis and a group of letters (defined in a legend) assigns the level of responsibility on the horizontal axis to the CBLT, principal, administration, Academic Advisory Council, superintendent's cabinet and board of trustees. For example, in determining budget allocations for administrative and instructional technology, the CBLT and principal have input responsibility, central administration makes a recommendation to the superintendent's cabinet for a budget decision and the board approves the final budget allocation for technology. The model is easy to read and understand, and makes lines of authority and decision-making clear at all levels. As a result of the district's SBDM model, principals report that

CBLTs understand their respective roles and provide valuable advice to principals throughout the SBDM process.

Eighty-five percent of the respondents to the principal and assistant principal survey and 55 percent of the respondents to the teacher survey either agree or strongly agree that site-based budgeting is used effectively to extend the involvement of principals and teachers in the SBDM process. Although 56 percent of the respondents to the parent survey had no opinion, 31 percent of the respondents either agree or strongly agree that site-based budgeting is used effectively to extend the involvement of principals and teachers in the SBDM process. Survey results show that members of the CBLTs generally feel that they are involved in the SBDM process.

COMMENDATION

FBISD's effective implementation of site-based decision-making processes has increased the involvement of parents, teachers and community members at the school level by providing resource guides and annual training for members of each campus -based leadership team.

FINDING

Although principals report that SBDM is working effectively within the CBLTs at the school level with well-trained and committed team members, some feel their authority as the chief executive of their school is limited because FBISD's central office seldom provides the opportunity for them to contribute their ideas on initiatives that ultimately affect their respective schools. Curriculum changes and new technology initiatives were cited as examples of instances in which they were either consulted at the end of the decision-making process or not consulted at all. Principals also said there are instances in which they are assigned assistant principals and have little to no involvement in the selection and evaluation process. The SBDM Matrix in the SBDM Resource Guide specifically provides for CBLT and principals' input for all curriculum changes and technology initiatives, with the principals having the responsibility to recommend curricula that meets the specific needs of their students.

Some principals even feel that FBISD is moving toward central office micromanagement because central administration has not clearly defined the point at which control over SBDM at the school level ends and central administration control begins. This contributes to misunderstanding of the SBDM roles and responsibilities of central administration and the schools.

Recommendation 10:

Add principals' representation from elementary, middle and high schools to the superintendent's cabinet.

District administrators should follow the district's SBDM matrix to ensure that all participants in the SBDM process are allowed appropriate input at their respective levels of responsibility. Following the district's matrix will continuously reinforce the roles and responsibilities promulgated in the Education Code for each level of responsibility and authority within the SBDM process.

Adding principals' representation to the superintendent's cabinet on a rotating basis will allow FBISD's principals to have a representative voice at cabinet-level meetings when decisions are made that affect school administration and operations.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the cabinet and district administrators to use FBISD's SBDM matrix more effectively.	September 2000
2.	The superintendent creates seats on the superintendent's cabinet for one elementary, middle and high school principal on a rotating basis.	September 2000
3.	District administrators begin to use FBISD's SBDM matrix more effectively.	October - 2000
4.	The principals begin attending select cabinet meetings at the discretion of the superintendent.	October 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

E. POLICIES AND PROCEDURES

FBISD contracts for policy development with the Texas Association of School Boards (TASB). Any policy designated in the policy manual as "Legal" has been developed by TASB to comply with various legal sources of authority defining local district governance. Local policies developed by or for the district to reflect decisions of the local board of trustees are designated as "Local." Policy updates are issued by TASB on a regular basis for local review and action to help ensure that the district's policies remain current.

Administrative procedures and regulations are accessible online through FBISD's Intranet. Each department manager is responsible for updating administrative and operational procedures. The director of Administrative Services serves as the "content author" that coordinates updates from the various department managers to ensure that FBISD's Intranet is continuously updated.

FINDING

FBISD subscribes to TASB's "Policy On Line" service, which enables FBISD to publish its policy manual on the Internet with "read only" access. The electronic document is secure and TASB's Policy Service, as directed by FBISD, can only make changes to the policy manual. Users navigate the district's policy manual by accessing a FBISD-specific table of contents that lists every policy the district is using. This list is in alphabetical order and to see a specific policy, the user merely "clicks" on the list. There also is a search engine available that allows users to look for a word or phrase, with search results showing a list of policies and titles containing the word or phrase, which can be selected with a "click" as well.

Local policies approved by the board are submitted to TASB's Policy On Line service where they are electronically posted on TASB's Policy On Line Web site under FBISD's district number. The Web address for accessing FBISD's Board Policy Manual is www.tasb.org/policy/pol/private/079907. The word "private" appears in the Web address only to indicate that the policy manual is for a specific school district and does not restrict the public's access to the Web site.

FBISD has a comprehensive policy manual that has been updated for all legal and local policies through Update 62, dated December 7, 1999.

COMMENDATION

FBISD uses the Internet to maintain an up-to-date policy manual and expand access of that manual to administrators, teachers, parents, students and the community.

FINDING

FBISD maintains its administrative procedures and regulations on line through its Intranet, which is commonly referred to as the "pipeline." Once employees log on to the FBISD network, they can search the district's administrative procedures and regulations with the "click" of a mouse. The procedures are organized using the same alphabetical indexing system that is used in the board policy manual to ensure consistency for legal policy, local policy and related administrative procedures and regulations. For example, Section C of the manual is legal and local policy related to business and support services. The administrative procedures and regulations related to specific legal and local policies are indexed on line under "C - Business and Support Services."

COMMENDATION

FBISD uses its internally developed Intranet to maintain up-to-date administrative procedures manuals and provide on line access to district administrators and employees.

FINDING

FBISD's Local Policy DBD, issued November 9, 1998 is the district's conflict of interest policy. The policy states: "An employee shall not accept or solicit any gift, favor, service or other benefit that could be reasonably construed to influence the employee's discharge of assigned duties and responsibilities." The policy states: "An employee shall not have a personal financial interest, business interest or any other obligation that in any way creates a substantial conflict with the proper discharge of assigned duties and responsibilities or that creates a conflict with the best interest of the district." Local Policy DBD also requires employees who believe they have a conflict of interest to disclose, in writing to their supervisor any past or present business relationship with any vendor or bidder, regardless of the nature or amount, before board action is taken on a procurement in which such vendor or bidder participates.

In September 1999, FBISD's board strengthened its conflict of interest policy by approving Local Policy DBD-R requiring the superintendent, cabinet, budget managers, principals, directors, coordinators, assistant director of purchasing, buyers, budget officer and any other employees

with primary purchasing responsibility to complete a DBD-E Conflict of Interest Disclosure Form. The Conflict of Interest Disclosure form is to be submitted to the internal auditor by September 15th each school year, whether there are matters to disclose or not. They also are required to submit additional forms when there are additional matters to disclose. All other employees are required to submit the Conflict of Interest Disclosure Form when they have matters to disclose.

The internal auditor informed the review team that no substantial interests were disclosed on affidavits received as of April 13, 2000.

COMMENDATION

FBISD strengthened its local conflict of interest policy to require all management-level employees and employees with primary purchasing responsibility to annually submit to the district's internal auditor a Conflict of Interest Disclosure Form, whether there are matters to disclose or not.

Chapter 2

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES

This chapter reviews Fort Bend Independent School District's (FBISD) educational service delivery and performance measures in eight sections.

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

To deliver educational services effectively requires a school district to make maximum use of its human and financial resources. School districts also must adopt relevant, up-to-date board policies that direct the management of the instructional process, the design and ongoing maintenance of appropriate curricular programs and the provision of resources, adequate to support the programs implemented. Moreover, assessment data must be used to evaluate and monitor programs.

BACKGROUND

FBISD is the 10th largest school district in the state. Located 17 miles west of Houston, FBISD encompasses 174 square miles in northwest Fort Bend County. In 1999-2000, FBISD served 52,904 students at 52 locations, 33 elementary schools, nine middle schools, seven high schools, a technical education center, an alternative learning center, and an alternative high school of choice. **Exhibit 2-1** indicates the number of schools in FBISD by level and grades served. In 2001-02, FBISD will open one new high school, two new middle schools and one elementary school.

Exhibit 2-1
FBISD Schools by Level and Grades
1999-2000

Level	Grades Served	Number of Schools
Elementary Schools	K-5	33
Middle Schools	6-8	9

High Schools	9-12	7
Districtwide Schools	Varies	3
Total		52

Source: FBISD.

During 1999-2000, FBISD employed 3,226 teachers, 242 campus administrators, 52 central administrators, 241 professional support employees, 346 educational aides and 2,033 auxiliary personnel. The percentage of total staff represented by both teachers and professional support is slightly higher in FBISD than in the state as a whole and, conversely, slightly lower for central administration and educational aides. The percentage of minority teachers and teachers with advanced degrees is slightly higher in FBISD than it is statewide. The percentage of the teaching staff with 11 or more years of experience is lower than it is statewide. **Exhibits 2-2** and **2-3** provide data on staffing in FBISD.

**Exhibit 2-2
Staff Information
FBISD and State
1998-99**

Category	Percentage	
	FBISD	State
Staff		
Teachers	53.7	51.4
Professional Support	8.8	7.2
Campus Administration	2.4	2.5
Central Administration	0.7	0.9
Educational Aides	7.1	10.3
Auxiliary Staff	27.3	27.7
Total Minority	39.3	36.5
Turnover Rate (Teachers)	14.0	15.5
Race/Ethnicity (Teachers)		
African American	19.9	8.3
Hispanic	5.5	16.3

White	72.7	74.6
Other	1.9	0.8
Degree Status (Teachers)		
No Degree	1.7	1.3
Bachelors Degree Only	71.2	73.6
Masters Degree	26.3	24.7
Doctorate Degree	0.8	0.4
Experience (Teachers)		
0 Years Experience	7.8	7.7
1-5 Years Experience	27.8	26.7
6-10 Years Experience	19.2	17.7
11-20 Years Experience	28.8	27.5
20+ Years Experience	16.4	20.4

Source: 1998-99 Academic Excellence Indicator System (AEIS).

**Exhibit 2-3
Staff Information
FBISD and State
1998-99**

Staff Category	FBISD	State
Average Years of Experience (Teachers)	11.1	11.8
Average Years in District (Teachers)	6.5	8.0
Average Salary (Excluding Supplements)		
Beginning Teachers	\$26,268	\$25,586
1-5 Years Experience	\$29,593	\$27,748
6-10 Years Experience	\$32,575	\$31,470
11-20 Years Experience	\$37,644	\$38,005
Over 20 Years Experience	\$44,301	\$43,767
Average Salary (Excluding Supplements)		
Teachers	\$34,626	\$34,336
Professional Support	\$42,168	\$41,654

Campus Administration	\$61,512	\$53,427
Central Administration	\$72,689	\$64,583

Source: 1998-99 AEIS.

FBISD selected six Texas school districts to serve as peer districts for comparative purposes: Aldine, Austin, Cypress-Fairbanks, Katy, Plano and Round Rock. These districts share a number of similar characteristics. All are among the 33 largest districts in the state. All have experienced double-digit enrollment growth over the past five years. The growth rate in all but two district have been more than double the statewide growth rate. Conversely, the districts differ in several important ways. In three districts-Austin, Fort Bend and Aldine-Anglos compose a minority of student enrollment. In addition, the number of economically disadvantaged students was more than 50 percent in only one of the seven districts, Aldine (**Exhibit 2-4**).

Exhibit 2-4
Demographic Characteristics of FBISD
and Peer School Districts
1998-99

District	Student Enrollment	5-Year Enrollment Growth*	Racial/Ethnic Percentage				% Economically Disadvantaged
			% African American	% Hispanic	% Anglo	% Other	
Austin	79,496	10.9	17.4	44.1	35.7	2.8	49.0
Cypress-Fairbanks	58,044	20.3	9.4	20.4	62.5	7.7	19.2
Fort Bend	50,890	21.2	27.5	16.7	41.5	14.3	20.5
Aldine	49,453	13.6	35.7	47.3	13.6	3.4	70.5
Plano	44,229	26.5	6.3	8.1	74.2	11.4	8.6
Katy	30,126	33.7	5.0	14.1	76.1	4.8	10.9
Round Rock	28,464	24.4	7.2	16.0	71.0	5.8	14.9
State	3,945,367	9.5	14.4	38.6	44.1	2.9	48.5

Source: 1993-94 and 1998-99 AEIS. Five-year enrollment growth has been calculated from 1993-94 to 1998-99 student enrollments.

FBISD's student scores on the state-mandated Texas Assessment of Academic Skills (TAAS) have improved over the past few years. FBISD's property value per student is lower than the state average and lower than all but one of the peer districts, so it has relatively fewer resources than its peers to educate its students. FBISD ranks 5th in the percentage of students passing TAAS.

**Exhibit 2-5
Property Value per Pupil and
Percentage of Students Passing the TAAS
FBISD versus Peer Districts
1998-99**

District Name	Enrollment	Property Value per Pupil	Rank by Value	Percentage of Students Passing TAAS	Rank by Performance
Aldine	49,453	\$122,662	7	78.4	6
Austin	79,496	\$341,637	2	68.0	7
Cypress-Fairbanks	58,044	\$208,131	4	89.0	3
Fort Bend	50,890	\$162,699	6	83.7	5
Katy	30,126	\$190,980	5	90.8	1
Plano	44,229	\$415,571	1	90.2	2
Round Rock	28,464	\$252,917	3	87.3	4
State	3,945,367	\$190,769		78.3	

Source: 1998-99 AEIS.

Based on information in the Texas Education Agency's *1998-99 AEIS Report*, the budgeted instructional operating expenditures per student in FBISD was the lowest of the peer districts as well as that for Region 4 and the state. The percentage of the district's budgeted instructional expenditures was among the highest among the peer districts for gifted and talented education, career and technology education and bilingual/ESL education. The percent of total instructional expenditures

budgeted for special education was the second lowest among the peer districts. (Exhibit 2-6).

As indicated in Exhibit 2-7, the percentage of total budgeted operating expenditures in FBISD was the highest among peer districts for instructional leadership, school leadership, student support services, co-curricular/extracurricular activities and plant maintenance and operation but was the second lowest for instruction.

Exhibit 2-6
Budgeted Instructional Operating Expenditures
in FBISD and Peer School Districts
1998-99

District	Total Instructional Expenditures Per Student	Percent Regular Ed.	Percent Gifted & Talented	Percent Special Ed.	Percent Career & Tech. Ed.	Percent Bilingual/ ESL Ed.	Percent Compensatory Ed/ Other
Plano	\$3,706	72.1	1.5	19.9	2.6	3.8	0.1
Aldine	\$3,444	68.2	1.4	14.9	4.4	1.6	9.4
Round Rock	\$3,076	77.5	1.9	13.1	3.0	1.3	3.3
Cypress-Fairbanks	\$3,042	74.9	1.7	13.1	2.8	4.6	2.9
Katy	\$2,999	79.2	1.4	10.1	2.6	3.1	3.6
Austin	\$2,941	78.8	0.2	16.2	1.6	0.9	2.3
Fort Bend	\$2,753	76.6	1.8	11.7	3.0	3.2	3.6
Region 4	\$3,043	70.5	1.7	12.4	3.3	5.9	6.2
State	\$3,071	71.3	1.6	12.3	4.0	3.5	7.3

Source: 1998-99 AEIS.

Exhibit 2-7
Percentage of Total Operating Expenditures by Function
FBISD and Peer Districts
1998-99

Expenditure	Fort	Aldine	Austin	Cypress-	Katy	Plano	RoundRock	State
-------------	------	--------	--------	----------	------	-------	-----------	-------

Category	Bend			Fairbanks				
Instruction	55.3	58.8	57.9	59.8	59.6	53.9	61.2	57.5
Instructional-Related	3.2	2.1	2.3	2.6	3.1	5.0	2.2	3.0
Instructional Leadership	2.0	1.6	1.8	1.2	1.5	0.7	1.7	1.4
School Leadership	6.6	6.2	6.4	5.1	6.0	4.6	5.5	5.9
Student Support Services	5.1	5.0	3.8	5.0	4.9	4.1	4.8	4.4
Student Transportation	3.4	4.8	3.7	4.2	3.3	1.3	2.1	2.8
Food Service	4.1	6.2	6.8	5.1	4.4	3.2	5.1	5.6
Co/Extra Curricular	2.4	1.3	1.4	2.2	1.9	1.3	2.0	2.5
Central Administration	3.3	2.6	3.6	2.3	3.6	14.4	3.4	4.2
Plant Maintenance/Operations	12.7	9.5	10.3	11.3	10.2	9.3	10.6	11.1
Securing/Monitoring	0.8	0.4	0.8	0.5	0.8	0.6	0.4	0.6
Data Processing	1.1	1.5	1.3	0.6	0.7	1.6	1.0	1.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: 1998-99 AEIS.

Chapter 2

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES

A. STUDENT PERFORMANCE AND INSTRUCTIONAL PROGRAM DELIVERY (PART 1)

For instruction to be most effective, a school district must have a sound instructional management system in place. Instructional administrators must be held accountable for ensuring that resources allocated to instructional programs produce continual improvement in student performance. Adequate planning and evaluation systems must be developed so that instructional program success can be guaranteed.

The Texas Assessment of Academic Skills (TAAS) is a test used to measure student performance. It is administered in reading and mathematics in Grades 3-8 and 10; in reading and mathematics in Spanish in Grades 3 and 4; in writing in Grades 4, 8 and 10 and in science and social studies in Grade 8. End-of-course examinations are administered in Algebra I, Biology, English II and U.S. History.

TEA's 1999 accountability standards for schools include four ratings: exemplary, recognized, acceptable and low-performing. For a school to receive an exemplary rating, at least 90 percent of its students as well as 90 percent of its African American, Hispanic, Anglo and economically disadvantaged students must pass the TAAS reading, writing and mathematics subtests; the student attendance rate must be at least 94 percent; and the dropout rate must not be above 1 percent.

To receive a rating of recognized or acceptable, the passing rate on each of the three subtests must be 80 percent and 45 percent, respectively, with an attendance rate of at least 94 percent. A school's annual dropout rate cannot exceed 3.5 percent for it to be rated as recognized or 6 percent to be rated as acceptable.

TEA provides information on TAAS results as well as other demographic, staffing and financial data to school districts and the public annually through the Academic Excellence Indicator System (AEIS) report. TSPR has used the AEIS report to compare the performance of FBISD students with those in the peer districts, the state as a whole and in Region 4.

FINDING

FBISD has improved its student performance as measured by the TAAS. In 1994-95, seven FBISD schools were rated exemplary, nine were rated

recognized, 24 were rated acceptable, and one was rated low-performing. Based on the 1998-99 standard accountability ratings, 13 FBISD schools were rated exemplary, 12 schools were rated recognized, and 23 schools were rated acceptable. Two FBISD schools were rated low-performing during the five-year period between 1994-95 and 1998-99, McAuliffe Middle School in 1994-95 and Elkins High School in 1997-98. FBISD schools rated exemplary and recognized in 1994-95 and 1998-99 are shown in **Exhibit 2-8**.

Exhibit 2-8
TEA Ratings of FBISD Schools
1994-95 and 1998-99

	1994-95	1998-99	
Exemplary	Meadows Elem. Colony Bend Elem. Sugar Mill Elem. Settlers Way Elem. Pecan Grove Elem. Austin Parkway Elem. First Colony M.S.	Austin Parkway Elem. Barrington Place Elem. Colony Bend Elem. Colony Meadows Elem. Commonwealth Elem. Highlands Elem. Lexington Creek Elem.	Pecan Grove Elem. Settlers Way Elem. Sugar Hill Elem. Walker Station Elem. First Colony M.S. Clements H.S.
Recognized	Lakeview Elem. Dulles Elem. Highlands Elem. Colony Meadows Elem. Walker Station Elem. Glover Elem. Lexington Creek Elem. Arizona Fleming Elem. Clements H.S.	Brazos Bend Elem. Burton Elem. Arizona Fleming Elem. Glover Elem. Lakeview Elem. Lantern Lane Elem. Meadows Elem. Mission Glen Elem. Sienna Crossing Elem.	Townewest Elem. Dulles M.S. Garcia M.S.

Source: FBISD.

FBISD student performance as measured by TAAS passing rates improved between 1995 and 1999 on all subtests in all grades. The 1999 passing rates for FBISD students were higher on all subtests than the passing rates for students in Region 4 and the state. The largest increases between 1995 and 1999 were in math in grades 6, 7, 8 and 10 (**Exhibit 2-9**).

Exhibit 2-9
Percentage of Students Passing TAAS
In FBISD, Region and State
1994-95/1998-99

	READING		MATH		WRITING		ALL TESTS*	
Grade 3	1995	1999	1995	1999	1995	1999	1995	1999
District	85.4	90.5	77.0	88.3			73.0	84.2
Region 4	82.0	88.0	76.2	82.3			70.6	78.4
State	79.5	88.0	73.3	83.1			67.4	78.9
Grade 4								
District	86.9	94.6	80.2	92.5	91.8	93.1	74.4	86.4
Region 4	82.6	89.6	73.5	87.3	87.5	90.1	67.2	79.5
State	80.1	88.8	71.1	87.6	85.0	88.4	64.1	78.4
Grade 5								
District	84.4	93.2	78.5	93.7			74.2	89.8
Region 4	82.4	87.2	75.1	89.9			70.1	82.9
State	79.3	86.4	72.6	90.1			66.8	82.5
Grade 6								
District	81.2	88.4	68.2	87.5			65.5	83.0
Region 4	79.3	84.4	63.7	85.4			60.9	78.7
State	78.9	84.9	64.6	86.9			61.3	79.8
Grade 7								
District	81.3	86.3	65.6	85.8			63.5	80.4
Region 4	78.9	84.2	60.8	84.6			58.4	77.9
State	78.7	83.6	62.3	84.9			59.4	77.7
Grade 8								
District	79.3	91.2	60.0	87.0	76.5	88.7	51.9	70.7
Region 4	75.6	88.9	56.9	86.4	74.4	86.2	47.0	64.3
State	75.5	88.2	57.3	86.3	75.3	85.7	46.8	63.3
Grade 10								
District	80.1	92.3	64.9	86.5	85.6	93.1	60.2	82.3

Region 4	76.6	88.8	60.9	82.7	85.7	90.6	55.6	77.1
State	76.4	88.8	60.2	81.6	86.3	90.6	55.1	76.2
All Grades								
District	82.7	90.8	70.6	88.7	84.5	91.5	66.5	83.7
Region 4	79.6	86.6	66.6	85.3	82.3	88.8	61.8	78.4
State	78.4	86.5	65.9	85.7	82.0	88.2	60.7	78.3

Source: 1994-95 and 1998-99 AEIS. * Includes math, science, and social studies at grade 8.

FBISD students continue to show improvement on the TAAS as they progress through the FBISD educational system.

Of 29 elementary schools with comparable data, 18 (62 percent) registered gains between 1997 and 1999 in the passing rate in reading and 22 (76 percent) in math.

Six schools-Burton, Jones, Lakeview, Mission Bend, Quail Valley and Townewest-experienced double-digit gains in reading, and six schools-Burton, Lakeview, Mission Bend, Mission West, Ridgemont and Townewest-in math. Of the 11 schools registering losses in the percentage of students passing the reading subtest over the two-year period, six were of less than 3 percentage points, and all six maintained passing percentages of 90 and above. Seven schools registered losses in mathematics. However, losses at four of the seven schools were less than three percentage points, and all four maintained passing percentages of 90 or above. These data are provided in **Exhibit 2-10**.

Exhibit 2-10
Percentage of Students in Same Class Passing TAAS
Spring 1997/Spring 1999

School	Reading			Math		
	Grade 3 1997	Grade 5 1999	Gain (Loss)	Grade 3 1997	Grade 5 1999	Gain (Loss)
Arizona Fleming	89.5	93.1	3.6	82.7	92.1	9.4
Austin Parkway	100.0	94.5	(5.5)	98.8	95.6	(3.2)
Barrington	95.2	95.7	0.5	99.0	98.3	(0.7)

Place						
Blue Ridge	72.9	74.6	1.7	69.4	74.3	4.9
Brazos Bend	NA	95.8		NA	97.3	
Briargate	88.9	77.9	(11.0)	83.3	85.1	1.8
Burton	71.4	91.3	19.9	63.6	95.8	32.2
Colony Bend	96.0	95.1	(0.9)	93.5	98.8	5.3
Colony Meadows	99.2	96.8	(2.4)	98.3	97.4	(0.9)
Commonwealth	NA	100.0		NA	97.8	
Dulles	95.1	93.3	(1.8)	98.8	86.8	(12.0)
Glover	95.5	90.5	(5.0)	92.9	90.1	(2.8)
Highlands	97.2	100.0	2.8	94.4	96.9	2.5
Hunters Glen	90.6	85.3	(5.3)	90.8	91.3	0.5
Jones	65.2	85.6	20.4	74.2	83.9	9.7
Lakeview	84.0	95.7	11.7	86.0	98.3	13.3
Lantern Lane	94.4	94.1	(0.3)	91.0	92.9	1.8
Lexington Creek	96.3	98.5	2.2	99.1	99.3	0.2
Meadows	90.1	97.5	7.4	91.5	97.6	6.1
Mission Bend	83.1	97.0	13.9	81.9	99.0	17.1
Mission Glen	89.1	96.5	7.4	94.6	94.3	(0.3)
Mission West	81.2	84.2	3.0	81.7	95.0	13.3
Oyster Creek	NA	NA		NA	NA	
Palmer	91.8	97.2	5.4	95.9	97.1	1.2
Pecan Grove	99.3	98.8	(0.5)	97.0	99.4	1.6
Quail Valley	78.5	95.7	17.2	84.6	91.5	6.9
Ridgegate	80.8	72.6	(8.2)	86.5	71.9	(14.6)
Ridgemont	82.5	90.0	7.5	68.4	88.6	20.2
Settlers Way	98.0	95.9	(2.1)	98.0	98.4	0.4
Sienna Crossing	NA	96.8		NA	93.8	
Sugar Mill	94.9	99.0	4.1	99.0	100.0	1.0

Townewest	79.2	92.2	13.0	75.8	91.5	15.7
Walker Station	96.1	98.9	2.8	96.2	97.3	1.3
District	90.3	93.2	2.9	90.3	93.7	3.4
State	81.5	86.4	4.9	81.7	90.1	8.4

Source: FBISD. NA: Data not available: school not open in year indicated.

FBISD has used a number of instructional strategies to improve TAAS scores. **Exhibit 2-11** lists those mentioned most frequently in the schools' Goals and Objectives 1999-2000 for each level.

Exhibit 2-11
FBISD TAAS Improvement Strategies for 1999-2000

Level	Strategies Used
High School	<ul style="list-style-type: none"> • Disaggregating and analyzing TAAS data for classroom teachers. • Providing assistance (department chairs and instructional specialists) to teachers in creating TAAS-related lessons. • Incorporating mathematics activities into all subject area curriculums. • Incorporating TAAS objectives into all content area curricula. • Offering four local credit math courses for students who have not mastered eighth grade or exit-level TAAS math subtest. • Providing staff development for teachers on TAAS objectives. • Educating parents about TAAS so they can help students at home.
Middle School	<ul style="list-style-type: none"> • Disaggregating and analyzing TAAS data for classroom teachers. • Providing a full-year elective math lab for sixth, seventh and eighth grade students failing mathematics or the TAAS math subtest. • Using daily TAAS warm-ups by subject and grade level.
Elementary School	<ul style="list-style-type: none"> • Disaggregating and analyzing TAAS data for classroom teachers.

	<ul style="list-style-type: none"> • Implementing or continuing Teacher as Mentor (TAM) Program. • Implementing or continuing Creating Independence through Student-Owned Strategies (CRISS). • Monitoring TAAS performance on practice tests/meeting with teachers to determine need for additional student assistance. • Offering tutorials for students who are not mastering specific objectives. • Providing a TAAS-objectives focused learning environment that encourages academic excellence. • Providing strategies to meet needs of special populations' instructional and social needs. • Engaging in schoolwide programs and aligning the curriculum between grade levels.
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Source: FBISD.

COMMENDATION

The district uses a variety of strategies to help both teachers and students improve student academic performance.

FINDING

Well-written board policies on curriculum provide a focus for the entire district by establishing common standards for what is taught and evaluated. Such standards ensure the district's curriculum is consistent and provide a systematic basis for decision-making in all instructional settings. Such policies must be clearly and thoroughly communicated to staff and the community.

Strong curriculum management policies include statements that: provide clear direction for the staff; set a direction about how available resources are to be used to accomplish the organization's mission; and establish processes and structures by which decisions will be made. Such policies should provide greater local control of the curriculum and allow the district to respond to community needs.

FBISD has developed board policy, EG (Local) Curriculum Development, that provides the required direction for local management of curriculum. Included in the policy are statements related to:

- a definition of curriculum,
- the process to be used in curriculum development,

- the requirement that written curriculum documents are to be provided in all subject areas and courses offered,
- the expectation regarding alignment of the curriculum with instructional materials, classroom teaching, and the district assessment program,
- the provision for the professional development of staff, and
- the use of procedures that connect the budgetary process with curricular and program needs.

COMMENDATION

FBISD has adopted a well-written instructional policy that provides direction for curriculum management.

FINDING

Curriculum guides are intended to serve as work plans for teachers to use in their classrooms. These documents provide direction for teachers on student objectives, assessment methods, prerequisite skills, instructional materials and resources and classroom strategies. Well-written guides identify basic instructional resources and describe suggested approaches to delivering the content in the classroom.

To be effective, curriculum guides should be "user friendly" and easy to translate into day-to-day lessons. They should be up-to-date and contain elements important to a functional guide. They should include, at a minimum: clear and valid objectives; a curriculum that is relevant to the assessment program; a delineation by grade of essential skills; knowledge and attitudes; a delineation of major instructional resources and clear approaches to use in the classroom. After development, guides should be reviewed and revised, as needed, on a four-to-six year cycle to ensure they remain up-to-date and continue to contain the elements that are useful to teachers in the classroom.

FBISD made available for review a variety of materials that, in the district's opinion, provided either direction for instruction or insight into the curriculum development process. More than 400 separate documents in 17 boxes were listed as available for review. A significant number of those documents, however, were not guides or other materials that teachers could use in the classroom.

The course guides available for review for grades 9-12 were compared to the courses listed in the FBISD *1999-2000 High School Program Guide*. The comparative data are provided in **Exhibit 2-12**.

Exhibit 2-12
FBISD Courses Offered and Curriculum
Guides Available Grades 9-12

Subject	Courses Offered	Number of Guides Provided as Available for Review	Actual Number of Guides Available for Review	Guides Available for Review as a Percent of Courses Offered
Business Education	11	11	9	82%
Ag. Science & Technology	17	17	17	100%
Education	2	2	2	100%
Health Science Technology	3	3	3	100%
Home Economics	10	10	10	100%
Marketing Education	6	6	6	100%
Technology Education	9	9	9	100%
Trade/Industrial Education	8	8	8	100%
English	14	4	4	29%
Health/Science Education (Medical Science Academy)	11	11	11	100%
Technology Education (Engineering Academy)	9	8	8	89%
Electronic/Media Communications (Telecommunication/Media Academy)	9	0	0	0%
Art	7	0	0	0%
Dance	4	1	0	0%
Music	11	2	0	0%
Theatre Arts	5	4	0	0%
Foreign Language	33	31	31	94%
Journalism	6	1	0	0%
Mathematics	11	9	9	82%

Physical Education	5	0	0	0%
Science	14	4	4	29%
Social Studies	14	12	13	93%
Specialized Programs	9	0	0	0%
Speech	5	0	0	0%
Total	233	153	144	62%

Source: FBISD.

A curriculum guide supports each course offered. FBISD *Policy EG (Local) Curriculum Development* states, in part, "Subject-area written curriculum guides shall be developed locally for all grade levels, courses, or interdisciplinary subjects in the District. The guides shall be revised and presented to the Board for re-adoption in alignment with textbook adoptions, or sooner if necessary." However, of the 233 courses indicated in the *1999-2000 High School Program Guide* as being offered in Grades 9-12, only 144, or 62 percent, are supported by guides.

The district has begun a comprehensive process to develop curriculum and supporting curriculum guides. Based on the Texas Essential Knowledge and Skills (TEKS), each year curriculum is developed in identified content area around district priorities and the schedule for the adoption of state textbooks. The steps in the FBISD's process include:

- Identifying subject areas and grade levels for curriculum development.
- Determining the mission and goals for the subject area and grade level.
- Aligning the mission and goals with TEKS followed by teacher validation.
- Developing and, after one-year's use by teachers, revising course outlines.
- Developing benchmarks and district assessments and field testing assessments.
- Adding resources, materials and instructional activities and aligning state textbooks to the curriculum.
- Providing ongoing staff development to review and modify the curriculum developed.

The schedule developed by FBISD to complete all steps in the process is provided in **Exhibit 2-13**.

Exhibit 2-13
FBISD Completion Dates for
Development of Curriculum Guides

Subject Area	Completion Date
Physical Education, 8-12	1998
Foreign Language, 6-12	Fall 1999
Science, K-12	Spring 2000
English Language Arts, K-12	Summer 2000
Social Studies, K-12	Summer 2000
Mathematics, K-12	Spring 2001
English as a Second Language, K-12	Summer 2002
Career and Technology Education, 9-12	Summer 2002
Health, 1-12	2002
Business Education, 9-12	Summer 2003
Journalism, 9-12	Summer 2003
Technology Education, 9-12	Summer 2003
Fine Arts, K-12	2003

Source: FBISD.

COMMENDATION

FBISD has a process in place to develop up-to-date, complete curriculum guides and to conduct content area assessments.

Chapter 2

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES

A. STUDENT PERFORMANCE AND INSTRUCTIONAL PROGRAM DELIVERY (PART 2)

FINDING

The College Board's Scholastic Aptitude Test (SAT I) is designed to assess the academic skills that are deemed important to a student's college success. As a result, most colleges and universities use either the SAT or the American College Testing Program's (ACT) Assessment as a requirement for entry. More than two million high school students take the test annually.

The number of FBISD seniors who took the SAT I in 1999 rose by 21.8 percent over the 1997 total, from 1,819 to 2,215. During the same period, enrollment in FBISD increased 8.6 percent. FBISD students SAT I scores were higher than the state and regional average between 1996 and 1998 (**Exhibit 2-14**). Peer group information on SAT I and ACT scores for 1998-99 is provided in **Exhibit 2-15**.

**Exhibit 2-14
FBISD's SAT I Scores
1996 - 1998**

Entity	1996	1997	1998
FBISD	1,048	1,029	1,041
Region 4	1,006	1,003	1,003
State	993	992	992

Source: 1996-97 and 1998-99 AEIS.

**Exhibit 2-15
SAT I/ACT Scores in Peer Districts,
FBISD, State, and Region 4
1998-99**

District	Percent Tested	Percent at or Above 1,000	SAT I Average Score	ACT Average Score
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Aldine	54.5	12.6	890	21.2
Austin	62.6	42.6	1,063	21.4
Cypress-Fairbanks	73.4	39.4	1,050	22.1
Fort Bend	83.3	37.6	1,041	18.1
Katy	77.9	46.6	1,082	22.7
Plano	85.1	55.5	1,122	23.6
Round Rock	76.0	44.3	1,068	23.0
Region 4	64.0	31.5	1,033	20.8
State of Texas	61.7	27.2	992	20.3
Maximum	100.0	100.0	1,600	36.0

Source: 1998-99 AEIS.

FBISD ranked second lowest among its peer districts in its average SAT I and ACT scores although higher than the averages for both Region 4 and the state. However, the percentage of FBISD graduates who took either the SAT I or the ACT was exceeded by only one peer district, Plano, and was considerably higher than the percentage tested in either Region 4 or the state.

FBISD makes a variety of resources available to students for testing preparation. Information is available on a number of organizations that provide services for college planning and tutoring related to college/university placement tests. Since the 1980s, the district has worked with The Learning Systems, a Houston-based company that provides course preparation materials for the Pre SAT (PSAT) and SAT I. FBISD teachers are trained by The Learning Systems to teach the courses.

COMMENDATION

FBISD uses a variety of strategies to help students prepare for the PSAT, SAT I and ACT examinations.

FINDING

FBISD maintains a grants office. During its three years of operation, it has been instrumental in securing over \$4 million in external funding for the district. Responsibility for grant development is based on the size of the grant being sought. Grant requests of \$100,000 or larger are developed and submitted by the grants office. For requests of less than \$100,000, the grants office disseminates relevant information to the appropriate office or

department and provides assistance in developing the grant. Grants to teachers of \$1,500 or less as well as school site grants and grants to bring national experts to FBISD are made through the district's Education Foundation, a non-profit organization formed in 1992 to "fund educational projects and activities...beyond the budgetary limitations of the district."

To assist in the application process, the grants office provides staff information about the availability of grants and helps them prepare and submit the application. The office or department interested in applying for a grant must ensure that the grant will be directly related to one or more of the eight goals in the district improvement plan. The office also must complete an application and, after meeting with the grants coordinator to discuss the proposal, dedicate the resources necessary to write the proposal.

In addition to correlating the grant application directly to the district improvement plan, all grants must relate to one of the following goals:

- Provide the means for students to exceed standards of achievement through participation in relevant learning experiences.
- Reinforce student development through a character education indicator system.
- Integrate students' skills and experiences with emerging technologies.
- Improve communication with all district stakeholders.
- Increase volunteer involvement in the schools.
- Foster student success through the recruiting, employing, developing and retaining of employees.
- Provide safe and secure facilities.
- Provide direction for the effective use of resources.

The application packet developed by the grants office outlines the purpose of the grants process and provides information about sources of funding, procedures for submitting a proposal and proposal writing and follow-up. A checklist is included that outlines the major tasks to be completed in the preparation of a grant application. Information also is provided on how to access via the Internet data from sources, such as the state and federal government, corporations and philanthropic foundations. Information available to FBISD staff as of February 22, 2000 about funds available through the grants process is provided in **Exhibit 2-16**.

Exhibit 2-16
Funding Entities and Available Funds
As of 2-22-2000
FBISD

Area	Number of Funding Entities	Size of Grants Available (Annually)
General	72	\$500 to \$2,000,000
Arts	19	\$500 to \$50,000
Foreign Languages	3	Varies
Technology	29	\$1,000 to \$75,000
Special Education	5	\$4,000 to \$700,000
Mathematics	18	\$500 to \$75,000
Sciences	30	\$500 to \$5,000,000
Social Sciences	4	\$500 to \$1,000,000

Source: FBISD.

COMMENDATION

FBISD's grants office has helped to secure more than \$4 million in external funding by pursuing grants that support the district's goals and providing staff with extensive information that helps them prepare and submit grant applications.

FINDING

The staff of the grants office consists of a coordinator and half-time secretary. The grants office's involvement in obtaining grants of between \$1,500 and \$100,000 is limited due, in part, to a lack of time to provide appropriate oversight during the grant application process. With just half-time secretarial assistance, the amount of time the coordinator can spend researching the availability of grants, conducting staff development on the grants process and working with staff to prepare and submit grant proposals is limited.

Recommendation 11:

Hire a full-time secretary for the grants coordinator.

Expanding the secretarial position to a full-time position would permit the coordinator to provide more help to the staff when they apply for grants of between \$1,500 and \$100,000.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The grants coordinator prepares and recommends a job description for a full-time position.	November 2000
2.	The superintendent approves the position.	December 2000
3.	The Human Resources administrator advertises the position.	January-February 2001
4.	The full-time secretary position to the grants coordinator is filled.	March 2001

FISCAL IMPACT

The half-time secretary at the grants office works the other half-time on campus and receives full benefits. It is assumed that the part-time secretary will be made full-time at the grants office and the district would have to fill her part-time position on campus. Although the secretary is receiving full benefits because of her two part-time positions, the cost of this estimate is based on filling her part-time position on campus. Thus, the fiscal impact of implementing this recommendation would be \$13,310 (\$11,483 salary for PG 7 X .0055 workers compensation and unemployment insurance +\$1,764 for health insurance).

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Hire a full-time secretary for the grants coordinator.	(\$13,310)	(\$13,310)	(\$13,310)	(\$13,310)	(\$13,310)

FINDING

The district contracts with the Texas Association of School Boards (TASB) to help develop all board policies. TASB develops two kinds of board policies-Legal and Local. Legal policies are basically statutory requirements that all districts should follow. Thus, the board does not need to adopt them formally. On the other hand, the local policies are procedural policies to help the district comply with legal requirements. To be effective, TASB recommends the school boards adopt these local policies.

TASB recommends districts conduct comprehensive audits of their local policy manuals every five years to ensure policy statements match actual practice. TASB issues policy updates regularly to help districts ensure these policies remain current.

FBISD policies were first available online in June 1995 and have been Internet-accessible since January 1997. Before going online, TASB

reviewed the district's policy manual and determined all FBISD policies were up-to-date. However, no comprehensive audit of the policy manual was made during that review to establish if district policies were an accurate reflection of what was being practiced in the district. No record of a comprehensive audit of the FBISD policy manual was available from the district.

TSPR examined 65 policies and two exhibits in the district's policy manual that were determined to be instruction-related. The policies reviewed are listed in **Exhibit 2-17**.

Exhibit 2-17
FBISD Instruction-Related Board Policies

Policy	Policy Title
AE (Local)	Educational Philosophy/Mission Statement
AF (Exhibit)	Goals and Objectives
AF (Local)	Goals and Objectives
BAA (Legal)	Board Legal Status: Powers and Duties
BBD (Legal)	Board Members: Training and Orientation
BBD (Exhibit)	Board Members: Training and Orientation
BJA (Legal)	Superintendent: Qualifications and Duties
BJA (Local)	Superintendent: Qualifications and Duties
BQ (Legal)	Planning and Decision-Making Process
BQ (Local)	Planning and Decision-Making Process
BQA (Legal)	Planning and Decision-Making Process: District-Level
BQA (Local)	Planning and Decision-Making Process: District-Level
BQB (Legal)	Planning and Decision-Making Process: Campus-Level
BQB (Local)	Planning and Decision-Making Process: Campus-Level
BR (Legal)	Reports
CE (Legal)	Annual Operating Budget
CE (Local)	Annual Operating Budget

CMD (Legal)	Equipment and Supplies Management: Instructional Materials Care and Accounting
DAB (Local)	Employment Objectives: Objective Criteria for Personnel Decisions
DC (Legal)	Employment Practices
DC (Local)	Employment Practices
DMA (Legal)	Professional Development: Staff Development
DMB (Legal)	Professional Development: Special Programs Training
DP (Legal)	Personnel Positions
DP (Local)	Personnel Positions
EC (Legal)	School Day
EC (Local)	School Day
EEB (Legal)	Instructional Arrangements: Class Size
EEJA (Local)	Individualized Learning: Credit by Examination with Prior Instruction
EFA (Local)	Instructional Resources: Instructional Materials Selection and Adoption
EFAA (Legal)	Instructional Materials Selection and Adoptions: Textbook Selection and Adoption
EFAA (Local)	Instructional Materials Selections and Adoption: Textbook Selection and Adoption
EFB (Local)	Instructional Resources: Library Media Programs
EG (Local)	Curriculum Management
EGA (Legal)	Curriculum Development: Innovative and Magnet Programs
EHA (Legal)	Curriculum Design: Basic Instructional Program
EHAA (Legal)	Basic Instructional program: Required Instruction (All Levels)
EHAB (Legal)	Basic Instructional program: Required Instruction (Elementary)
EHAC (Legal)	Basic Instructional Program: Required Instruction (Secondary)
FHAC	Basic Instructional Program: Required Instruction (Secondary)

(Local)	
EHAD (Legal)	Basic Instructional Program: Elective Instruction
EHAD (Local)	Basic Instructional Program: Elective Instruction
EHB (Legal)	Curriculum Design: Special Programs
EHBA (Legal)	Special Programs: Special Education Students
EHBB (Legal)	Special Programs: Gifted and Talented Students
EHBB (Local)	Special Programs: Gifted and Talented Students
EHBC (Legal)	Special Programs: Compensatory/Accelerated Services
EHBC (Local)	Special Programs: Compensatory/Accelerated Services
EHBD (Legal)	Special Programs: Federal Title I Programs
EHBD (Local)	Special Programs: Federal Title I Programs
EHBE (Legal)	Special Programs: Bilingual Education/ESL
EHBE (Local)	Special Programs: Bilingual Education/ESL
EHBF (Legal)	Special Programs: Career and Technology Education
EHDC (Legal)	Extended Instructional Programs: Honors Program
EI (Legal)	Academic Achievement
EI (Local)	Academic Achievement
EIE (Legal)	Academic Achievement: Retention and Promotion
EIE (Local)	Academic Achievement: Retention and Promotion
EK (Legal)	Testing Programs
EKB (Legal)	Testing Programs: State Assessment Program

EKB (Local)	Testing Programs: State Assessment Program
FB (Legal)	Equal Educational Opportunities
FB (Local)	Equal Educational Opportunities
GA (Legal)	Access to Programs, Services, and Activities
GNB (Legal)	Relations with Educational Entities: Regional Education Service Centers
GNC (Legal)	Relations with Educational Entities: Colleges and Universities
GND (Legal)	Relations with Educational Entities: State Education Agency

Source: FBISD.

Most of FBISD's instruction-related policies are current. Thirty-nine (60 percent) of the 65 policies reviewed had "issue dates" within the last three years. An additional 18 policies (28 percent) were issued in 1995 or 1996. Of the remaining policies reviewed by TSPR, two (3 percent) were issued in 1991 and six (9 percent) in 1989 or earlier.

Recommendation 12:

Review all instruction-related board policies every five years and ensure that policies match actual district practices.

A current, up-to-date policy manual is important to effective district operations and to managing the instructional program. The district's contractual arrangement with TASB provides policy updates that result from changes occurring from legislative action, court decisions or rulings of the state education commissioner. However, to ensure that all policies, including those developed locally, are up to date, consistent with directions of the local board and community and reflect actual practice in the district, a comprehensive review of the district's policy manual should be undertaken at least every five years.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Administrative Services and the associate superintendent of Achievement and Development identify all instruction-related policies.	November 2000
2.	The associate superintendent of Achievement and Development and appropriate instructional staff review the	December 2000-February 2001

	policies for currency and relevance.	
3.	The superintendent contracts with the Texas Association of School Boards (TASB) to conduct a review of the district's instruction-related policies.	February 2001
4.	TASB conducts a review of the district's instruction-related policies to determine if policy statements are consistent with practice in the district.	March-April 2001
5.	The associate superintendent of Achievement and Development recommends any changes to the superintendent's cabinet for review.	May-June 2001
6.	The director of Administrative Services submits the changes to TASB Policy Services for formatting and rewrite.	July 2001
7.	The superintendent and appropriate staff reviews and recommends the policies received from TASB to the board for approval.	September-October 2001

FISCAL IMPACT

TASB provides policy updates to the district as a part of its contract for policy development and maintenance. A comprehensive audit of the district's instruction-related policies would require services of a TASB policy representative in addition to those provided in the contract. Based on a \$900 fee for a representative from TASB, \$104 for travel (320 miles round trip between Austin and Sugar Land X \$0.325 per mile = \$104) and \$120 for lodging and meals, and \$1,500 for one copy of the updated policy manual, the cost of implementing this recommendation would be \$2,624.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Review all instruction-related board policies every five years and ensure that policies match actual district practices.	(\$2,624)	\$0	\$0	\$0	\$0

FINDING

FBISD tracks students who leave school before graduation by having the student or the person legally responsible for the student complete a withdrawal or transfer form at the school from which the student is transferring. The official "leaver code" provided by TEA is logged into the district's central computer system. When a request for records is received from a receiving district, a notation is made on the "transcript screen"

showing the date and whether mail or fax was used to send the records. Any necessary modifications to leaver codes are made at the same time.

Each school in the district designates one or more individuals to follow up on students who leave during the school year. At the elementary level, the person designated is usually the ADA clerk. At the secondary level, an assistant principal or the ADA clerk most often is assigned that responsibility. It is the designated person's responsibility to review each month the ADA transaction list prepared by the district's Public Education Information Management System (PEIMS) office giving particular attention to any students who have left for improper reasons.

The methods FBISD schools use to follow up with students who have left school and the frequency of the follow-ups is left to the discretion of each school. Interviews show that some schools attempt to contact students leaving for improper reasons each week. Others follow up "if there is time." Most follow-up with students who have left for unacceptable reasons is handled through the FBISD's Police Department. Two officers serve as the district's primary truant officers and work with the schools on students as requested by school-based personnel.

District dropout recovery efforts are limited and are left to the individual campuses. FBISD offers two programs at Progressive High School. A pre-GED class is available to older students with limited credits to help prepare them for successful participation in the GED. An evening GED program is offered for which the district will waive the registration fee for any FBISD student who has left school and wishes to re-enroll. GED classes also are offered through the Family Literacy/Even Start Program located at the Education Complex. A proposal to duplicate the Progressive High School evening program at the Education Complex was supported in concept at the district level, but no funding was provided.

Several Texas school districts have experienced success with a variety of dropout recovery efforts. Over the past few years, Houston ISD has begun more than 100 programs aimed at reducing dropouts, many of which have been coordinated with businesses, community agencies and health organizations. It also operates several alternative high school programs, including a career-oriented GED program, a night school program and a community-based alternative school.

Socorro ISD operates a teen pregnancy program-called Project Recovery-which contracts with a private day care center to care for the babies of teen mothers while offering the student a variety of ways to complete high school. In 1999, Ysleta ISD began Project Volver (Spanish for "return"), a two-day phone-a-thon effort that resulted in more than 430 of 1,300 students who had left school before graduation re-enrolling in the district's

GED evening program at its dropout recovery center, Plato Academy. Although approximately 60, or 14 percent, of the returning students subsequently dropped out again, 10 of that number enrolled for a second time. There are currently 250 students on a waiting list due to a lack of space at the center.

Recommendation 13:

Require campus principals to develop and implement dropout prevention programs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Special Programs and appropriate staff contact Houston ISD, Socorro ISD, Ysleta ISD and Region 4 Education Service Center for general information on dropout recovery programs.	November-December 2000
2.	The director of Special Programs recommends to the associate superintendent of Achievement and Development individuals to serve on a committee to review and make recommendations on programs that could be duplicated in FBISD.	November 2000
3.	The committee reviews the literature on dropout recovery programs and information gathered from other district programs.	December 2000-February 2001
4.	The committee, through the director of Special Programs, recommends to the associate superintendent of Achievement and Development programs for possible implementation in FBISD with tentative budgets, implementation timelines and areas of responsibility.	March 2001
5.	The associate superintendent of Achievement and Development recommends to the superintendent's cabinet a plan of action to initiate one or more dropout recovery programs.	March-April 2001
6.	The superintendent submits the plan of action to the board for approval and consideration for start-up during 2001-02.	May-June 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The district has developed content-specific assessments in English, language arts for grades 1-3, mathematics for grades K and 2, Algebra I and social studies grade 7. District personnel said that local assessments are planned in English, language arts for grades 4-12 and in mathematics, science and social studies for grades 3-12 as well as other areas strongly recommended by teachers and administrators. However, the district's *Curriculum Development Process and List of Available Curriculum Guides 1997-2003* contains no mention of any planning for the development of local assessments for any of the English, language art courses, mathematics courses for grades 3-5 or six secondary science courses. No completion dates are provided for district assessments being developed in social studies for grades 3-6. In addition, there is no evidence that local assessments are planned in any other content area. District personnel said that the development of curriculum guides and accompanying assessments is being phased-in due to cost. However, no estimate of costs for the tasks to be completed is available. Without assessments, the district cannot measure the effectiveness of these core curriculum classes. Without specific dates to complete the assessments, the curriculum plan is incomplete.

Recommendation 14:

Update the curriculum plan to include completion dates for the development of district assessments.

The development of local assessments would be for all courses in English, language arts and mathematics for grades K-12 and science and social studies for grades 3-12.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Curriculum meets with the appropriate subject-area coordinators to develop appropriate timelines for development of all district assessments.	November 2000-February 2001
2.	The director of Curriculum recommends to the associate superintendent of Achievement and Development the timelines for developing all district assessments.	March 2001
3.	The associate superintendent of Achievement and Development recommends the timeline to the superintendent's cabinet.	April-May 2001
4.	The superintendent recommends the timeline to the board for approval.	June 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES

B. GIFTED AND TALENTED EDUCATION

Section 29.122 of the Texas Education Code states that school districts "shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level." Section 29.123 requires the State Board of Education (SBOE) to "develop and periodically update a state plan of the education of gifted and talented students" 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 gifted students.

As shown in **Exhibit 2-18**, the percentage of total student enrollment served and the percentage of teaching staff allocated to gifted and talented (G/T) programs in FBISD were the highest among the seven peer districts, Region 4 and the state. The percentage of budgeted instructional expenditures dedicated to G/T programs was the second highest among the peer districts and slightly higher than the averages for Region 4 and the state.

Exhibit 2-18
Percentage of Students, Teachers and Budgeted Instructional
Operating
Expenditures in Gifted/Talented Programs in FBISD and Peer
Districts
1998-99

District	G/T Student Enrollment	G/T Teachers	G/T / Budgeted Instructional Expenditures
Aldine	5.7	2.0	1.4
Austin	7.6	0.1	0.2
Cypress-Fairbanks	7.1	1.5	1.7
Fort Bend	11.8	8.4	1.8
Katy	7.3	1.8	1.4
Plano	8.1	1.4	1.5

Round Rock	7.4	0.8	1.9
Region 4	8.3	3.0	1.7
State Average	8.4	2.1	1.6

Source: 1998-99 AEIS.

Between 1996-97 and 1998-99, funds budgeted for instructional operating expenses in FBISD increased 15.4 percent for all programs, from \$117.2 million to \$135.2 million. During the same period, funds budgeted for the G/T program increased 2.8 percent, from \$2.4 million to \$2.5 million. However, because the increase in enrollment in the G/T program was more than twice the enrollment increase districtwide, the budgeted instructional operating expenditure for each student enrolled in FBISD's G/T program declined by 13.3 percent over the same two-year period, from \$478.83 to \$415.32. These data are provided in **Exhibit 2-19**.

Exhibit 2-19
FBISD Budgeted Instructional Operating Expenditures
1996-97/1998-99

	1996-97	1998-99	Percent Increase (Decrease)
Expenditures, All Programs	\$117,189,704	\$135,225,614	15.4
Student Enrollment	46,881	50,890	8.6
Expenditure per Student Enrolled	\$2,500	\$2,657	6.3
Expenditures, G/T Program	\$2,422,895	\$2,491,504	2.8
G/T Enrollment	5,060	5,999	18.6
Expenditure per G/T Student	\$478.83	\$415.32	(13.3)

Source: 1996-97 and 1998-99 AEIS.

FINDING

The district encourages all district teachers to obtain the 30 hours of initial staff development training required for teachers providing services to gifted and talented students as well as the six hours needed for annual update training. It has been the district's position that instructional strategies appropriate for use with gifted and talented students are also appropriate for other students. Although approximately 255 full-time equivalent teachers served students in the district's gifted and talented

program during 1998-99, district records indicate 800 teachers had received the 30 hours of initial staff development training through summer 1999.

COMMENDATION

FBISD has demonstrated a commitment to providing opportunities for all staff to receive staff development training related to teaching gifted and talented students.

FINDING

Students in FBISD establish eligibility for placement in the district's gifted and talented program based on quantitative and qualitative measures. The quantitative measures include two mental ability tests, the Cognitive Abilities Test and the Raven Progressive Matrices; and an achievement test, the Iowa Test of Basic Skills/Tests of Achievement and Proficiency. The qualitative measures used are the Parent/Student Nomination Form and the Teacher Nomination Form. An eligibility profile based on the student's scores on each of the assessment measures is developed and made available to Campus Selection Committees (CSCs).

Board policy, *EHBB (Local): Special Programs: Gifted and Talented Programs*, states: "evaluate each nominated student according to the established criteria and...select those students for whom placement in the gifted program is the most appropriate educational setting." The basis for placements is the individual student profile. Although students scoring in the top two of the five categories on the profile normally are placed in the gifted program, the CSC may place students in the program without regard to their profile scores. To ensure all classes in a grade level are similar in size, principals have the authority to assign students who are not identified as gifted and talented, or "fillers," to gifted and talented classes.

The number of FBISD students identified as gifted and talented varies widely among schools. At Briargate Elementary, only 9 students, or 1.2 percent of the enrollment, were identified as gifted and talented while at Commonwealth Elementary, 118 students, or 22.3 percent of the enrollment were identified. The six elementary schools with the lowest percentage of students identified as gifted and talented are: Briargate (1.2), Burton (2.6), Hunters Glen (1.2), Jones (2.7), Ridgeway (1.8), and Ridgemont (2.7). These schools were six of the eight schools with the highest percentages of minority students in the district. Conversely, the six elementary schools with the highest percentage of students identified as gifted and talented, Austin Parkway (12.2), Colony Bend (12.6), Colony Meadows (10.5), Commonwealth (22.3), Palmer (11.1), and Settlers Way

(9.7), were the six schools with the lowest percentages of minority students.

At the secondary level, the two middle schools with the lowest percentage of identified students, McAuliffe (9.3) and Missouri City (6.6), were the schools with the highest percentage of minority students, 99 percent at both schools. The middle schools with the highest percentage of identified students; First Colony (29.1) and Garcia (23.6) also had the lowest percentage of minority students, 39 percent and 37 percent, respectively. Similarly, of the district's high schools, the three schools with the lowest percentage of students identified as gifted also had the highest percentage of minority students.

Exhibit 2-20
FBISD Elementary Campus Enrollments and Students, Teachers, and
Instructional Budgets Dedicated to G/T Program
1998-99

Campus	Campus Enrollment (Percent Minority)	Number of G/T Students	Percent G/T Students of Total Enrollment	Budgeted Instructional Expenditures	Percent of Budgeted Instructional Expenditures	Number of G/T Teachers	Enrolled Students Per G/T Teacher
Arizona Fleming	785 (69.4)	33	4.2	\$29,672	1.4	9.2	85.3
Austin Parkway	524 (35.5)	64	12.2	\$62,532	3.7	6.0	87.3
Barrington Place	734 (48.1)	44	6.0	\$27,475	1.4	6.0	122.3
Blue Ridge	482 (98.8)	24	5.0	\$101,443	6.1	5.0	96.4
Brazos Bend	668 (46.7)	57	8.5	\$3,550	0.2	8.0	83.5
Briargate	733 (99.7)	9	1.2	\$3,850	0.2	4.8	152.7
Burton	687 (85.9)	18	2.6	\$19,207	1.1	7.0	98.1
Colony Bend	689 (31.2)	87	12.6	\$53,492	3.0	6.0	114.8
Colony Meadows	831 (36.5)	87	10.5	\$70,791	3.4	8.6	96.6
Commonwealth	529 (22.6)	118	22.3	\$6,029	0.4	7.9	67.0
Dulles	533 (56.8)	43	8.1	\$58,409	4.2	6.0	88.8
Glover	772 (98.2)	49	6.3	\$27,186	1.4	7.8	99.0

Highlands	823 (48.4)	63	7.7	\$45,988	2.2	4.8	171.5
Hunters Glen	653 (98.2)	8	1.2	\$24,242	1.4	6.0	108.8
Jones	679 (97.1)	18	2.7	\$68,262	3.8	0	--
Lakeview	635 (36.5)	36	5.7	\$39,907	2.2	5.4	117.6
Lantern Lane	615 (50.4)	52	8.5	\$58,913	3.6	4.9	125.5
Lexington Creek	924 (51.1)	78	8.4	\$20,387	1.0	5.9	156.6
Meadows	482 (40.7)	19	3.9	\$56,966	4.0	5.7	84.6
Mission Bend	703 (65.4)	45	6.4	\$46,437	2.2	4.9	143.5
Mission Glen	955 (72.4)	52	5.4	\$39,820	1.8	6.0	159.2
Mission West	830 (74.8)	43	5.2	\$18,634	0.9	4.5	184.4
Oyster Creek	No data	No data	No data	No data	No data	No data	No data
Palmer	791 (29.6)	88	11.1	\$17,556	0.9	9.0	87.9
Pecan Grove	836 (9.9)	59	7.1	\$26,367	1.3	5.0	167.2
Quail Valley	695 (62.4)	65	9.4	\$78,820	4.0	7.8	89.1
Ridgegate	898 (98.1)	16	1.8	\$50,192	2.3	0	--
Ridgemont	801 (98.0)	22	2.7	\$47,713	2.2	3.4	235.6
Settlers Way	683 (33.4)	66	9.7	\$101,765	5.5	4.9	139.4
Sienna Crossing	444 (65.1)	23	5.2	\$4,750	0.4	5.0	88.8
Sugar Mill	637 (22.9)	59	9.3	\$38,394	2.2	4.9	130.0
Townewest	693 (64.2)	21	3.0	\$79,850	3.9	4.8	144.4
Walker Station	1047 (34.7)	96	9.2	\$61,333	2.8	8.2	127.7
District	22,791	1,562	6.9			183.4	124.3

Source: 1998-99 AEIS Report. Oyster Creek opened 1999-2000.

Exhibit 2-21
Percentage of Gifted and Talented Students and
Percent of Minority Students at
FBISD Secondary Schools
1998-99

High School	Percent of	Percent
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	Students Identified as Gifted/Talented	Minority Students
Austin	12.9	47
Clements	24.3	41
Dulles	14.4	65
Elkins	12.3	52
Hightower	9.9	87
Kempner	10.9	51
Progressive	0	83
Willowridge	4.3	99
Dulles	21.2	54
First Colony	29.1	39
Garcia	23.6	37
Hodges Bend	16.2	71
Lake Olympia	19.3	60
McAuliffe	9.3	99
Missouri City	6.6	99
Quail Valley	22.2	61
Sugar Land	15.4	44

Source: 1998-99 AEIS.

Most research on giftedness shows that 3 to 5 percent of the population is gifted in one or more areas. In FBISD, 11.8 percent of the students are identified as gifted and talented; 6.9 percent at the elementary level, 18.8 percent at the middle school level and 13.3 percent at the high school level. These figures reveal that students have been over-identified districtwide for the FBISD gifted and talented program. However, gifted and talented students are under-represented at several individual schools, a number of which have the highest minority populations in FBISD. It should also be noted that having more than 10 percent of its students identified as gifted and talented could trigger a District Effectiveness and Compliance (DEC) audit by TEA.

Recommendation 15:

Review criteria and procedures used for identifying students for the gifted and talented program.

This will reduce problems associated with over and under identification.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The coordinator of Gifted/Talented develops and submits a plan for training appropriate staff on the characteristics of the under-represented to the associate superintendent of Achievement and Development through the director of Instructional Support Services for review and approval.	February-March 2001
2.	The associate superintendent of Achievement and Development submits the plan to the superintendent's cabinet for approval.	April 2001
3.	The superintendent submits the plan to the board for consideration for the 2001-02 budget.	May-June 2001
4.	The coordinator of Gifted/Talented and other appropriate staff conduct training for school-based personnel.	Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The district's five-year Gifted/Talented Improvement Plan (1997-2002) addresses all five components included in the Texas State Plan for the Education of Gifted/Talented Students. However, the document has not been updated since its development in 1996-97. The costs associated with completing the activities are listed as "none" or "to be determined," and there is no mention of the status of any of the activities, such as whether they have been completed or are still in progress. In addition, documentation provided by the district on completion of some of the activities shows that the completion dates, in some cases, have been modified from those contained in the five-year plan.

One purpose of any five-year improvement plan is to focus planning efforts on the activities necessary to securing the resources required to meet the program objectives. To achieve that objective most effectively, the plan must be evaluated and revised regularly to ensure tasks, completion dates and areas of responsibility are up-to-date and that the resource requirements are realistic.

Recommendation 16:

Update the Gifted/Talented 5-Year Improvement Plan.

Particular attention should be given to the status of completed activities and to any appropriate modifications to future activities with implementation costs provided where available.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The coordinator for Gifted/Talented recommends to the director of Instructional Support Services individuals to serve on a committee to update the Gifted/Talented 5-Year Improvement Plan.	November 2000
2.	The director of Instructional Support Services submits the recommended list of committee members to the associate superintendent of Achievement and Development for approval.	November-December 2000
3.	The committee updates the 5-year plan and submits it for review to the associate superintendent of Achievement and Development through the director of Instructional Support.	January-March 2001
4.	The associate superintendent of Achievement and Development submits the updated plan to the superintendent's cabinet for approval.	April 2001
5.	The superintendent submits the updated Gifted/Talented 5-Year Improvement Plan to the board for approval.	May-June 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The College Board's Advanced Placement (AP) Program provides high school students exposure to college-level materials and the opportunity to demonstrate mastery of the material through an examination. Although not required to take an AP course to take the AP exam or, conversely, to take the exam if enrolled in a course, many students attempt the AP examinations because a grade of 3, 4 or 5 generally qualifies the student to receive equivalent credit at colleges and universities that participate in the program. Teachers must receive special training to teach an AP course.

Advanced Placement (AP) courses offered in FBISD are approved through the same process, as are all other courses. Once approved, each course is offered at all of the district's high schools. The district provides funding for teacher training and curriculum development related to AP courses.

The counseling staff of each high school has the responsibility for scheduling AP examinations and serving as monitors during the exams.

Based on information provided by FBISD, minorities as a whole are under-represented in Advanced Placement (AP) classes in the district's high schools. For example, Clements has the lowest minority enrollment (39.4) and the highest percentage (46.0) of students enrolled in AP courses. Conversely, Willowridge has the highest minority enrollment (98.7) of the district's high schools and the second lowest percentage (13.9) of students in AP courses.

Although Hightower has Grades 9-11 only, it has the second highest percentage of minority students

(84 percent) and lowest percentage (10.4) of students enrolled in AP classes. These data are provided in **Exhibit 2-22**. It should be noted, however, that when considering ethnic groups individually, Asian-Americans are over-represented in AP courses, while African Americans and Hispanics are under-represented (**Exhibit 2-23**). The percentage of students in each of the district's high schools taking and passing AP courses with a grade of 3 or above is shown in **Exhibit 2-24**.

Exhibit 2-22
Enrollment by Course in Advanced Placement Courses by FBISD
High School
Second Semester 1999-2000

Course	Austin	Clements	Dulles	Elkins	Hightower	Kempner	Willowridge	District
English 3	133	178	59	79	56	101	35	641
English 4	102	160	40	45	0	75	28	450
Statistics	40	26	40	15	10	31	0	162
Calculus AB	103	159	32	78	0	57	14	443
Calculus BC	11	60	18	17	0	23	12	141
Computer Science	20	98	20	69	17	42	27	293
Biology 2	32	55	14	20	0	21	36	178
Chemistry 2	42	137	39	14	11	10	7	260
Physics 2	17	44	25	24	0	13	5	128
European History	18	0	0	0	0	0	0	18

US History	205	69	88	86	51	38	39	576
US Government	54	0	0	27	0	0	0	81
Economics	83	118	100	48	0	94	36	479
Psychology	58	45	0	25	0	17	1	146
Spanish 4	29	38	29	26	14	20	15	171
Spanish 5	20	21	8	7	0	0	0	56
Spanish 6	0	1	0	0	0	22	0	23
French 4	14	19	10	16	2	3	0	64
French 5	1	13	1	1	0	1	0	17
French 6	0	0	2	0	0	0	0	2
German 4	0	8	2	0	0	0	0	10
German 5	0	2	1	0	0	0	0	3
Latin 4	1	5	6	0	0	7	0	19
Studio Art	0	0	0	0	0	0	0	0
Art History	0	0	12	20	0	0	9	41
Total AP Enrollment	983	1,256	546	617	161	575	264	4,402
School Enrollment*	2,979	2,733	2,055	2,151	1,543**	2,553	1,897	15,911
% AP Enrollment	33.0	46.0	26.6	28.7	10.4	22.5	13.9	27.7
% Minority School Enrollment***	45.7	39.4	65.5	53.1	84.0	46.6	98.7	62.5

Source: FBISD

* As of 6-2-00 ** Hightower has grades 9-11 only.

*** 1998-99 AEIS Report. District percent calculated by TSPR.

Exhibit 2-23
Percent of Student Ethnicity, Percentage of Candidates
Taking AP Exams, Percentage of Total Exams Taken, and

**Percentage of AP Grades of 3, 4, or 5 By FBISD High School
May 1999**

Ethnic Group*	Percent of Total Enrollment	Percent Taking the Exam	Percent Taking All Parts of the Exam	Percent that Scored AP Grades of 3, 4, or 5
African American	27.4	5.1	3.8	3.3
Hispanic	16.7	8.8	6.9	7.6
White	41.5	43.5	43.4	43.5
Asian-American	14.2	42.3	45.7	45.3
Native-American	0.1	0.2	0.2	0.3

*Source: FBISD. * Excludes "Not stated" and "other."*

**Exhibit 2-24
Percentage of Students Taking Advanced
Placement Tests Who Passed with Grades of 3, 4 or 5
By FBISD High School
May 1999**

Course	Austin	Clements	Dulles	Elkins	Hightower	Kempner	Willowridge	District
U.S. History	57	83	80	71	*	78		71
Art History			50	100	*			80
Art Stu Draw		100			*		0	90
Art Stu Gen		100	80	77	*	86		90
Biology	90	100	77	67	*	100	0	85
Chemistry	56	97	94	23	*	0		84
Comp Sci A		82		100	*			88
Econ/Micro	0	50	50	50	*			42
Econ/Macro	69	73	82	86	*	63		75
Eng Lang	71	85	97	83	*	74		81
Eng Lit	76	93	100	83	*	91		86
Eur History	88	80	77		*			80

French Lang		71	20	0	*			38
French Lit		0	0		*			0
German Lang		100			*			100
Gov U.S.	91	70	89	73	*	67	100	81
Gov Comp	100	33			*			50
Calculus AB	94	95	100	90	*	100		94
Calculus BC	100	97	100	100	*	89		98
Music Theory	100	100			*			100
Physics B		100			*			100
Physics C/Mech	100	79	67	81	*			78
Phys C/E&M	100	87		14	*			65
Psychology	69	94	57	44	*			77
Span Lang	82	90	97	67	*	94	36	82
Span Lit		90	83	50	*			79
Statistics	100	100	92	83	*	50		91

*Source: FBISD. * Opened in 1998-99 with Grades 9-10 only.*

The district has made some efforts to increase minority enrollment in AP classes. Dialogue has occurred between central office and school personnel about the availability of student scholarships offered by the state. Middle schools have been encouraged to offer pre-AP programs, and seminars related to programs, such as the Duke University Talent Search, have been conducted. At the high school level, Advancement Via Individual Determination (AVID), a program designed to increase access to four-year universities among low-income and underserved students has been implemented at four schools: Elkins, Hightower, Kempner and Willowridge.

A contributing factor in the low minority participation in the district's AP program may be financial. There is a fee of \$76 associated with taking an

AP examination. The College Board, the program sponsor, and the State of Texas provide reductions of \$22 and \$42, respectively, for students who demonstrate financial need. If the student's high school forgoes the \$7 rebate for test administration, the resulting cost to the student for taking an AP exam is \$5.

Four of the seven FBISD high schools report that one or more organizations on the campuses conduct fund-raisers to help defray cost for minority students. Officials at two of those campuses said that all costs are underwritten when a need is established.

According to a district report dated September 1999, FBISD students took 2,033 AP examinations in May 1999. Minority students, excluding Asian Americans who are over-represented on the examination process, took 204 (10 percent) of the total number of examinations. African American, Hispanic and Native American students represent approximately 44 percent of the student enrollment in FBISD. If the percentage of those ethnic groups taking AP exams reflected closer to the 44 percent of the total FBISD student population they represent, African-American, Hispanic and Native American students would be taking an estimated 900 AP examinations resulting in more than 2,725 total exams taken by FBISD students. The cost of underwriting the \$5 fee that is not waived by the College Board, the state or the student's high school is estimated at \$13,625. If the \$5 fee is waived, it could encourage more students to take AP exams.

Recommendation 17:

Identify sources of funding to reduce Advanced Placement examination fees to encourage minority participation in the Advanced Placement program.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The directors of Curriculum and Student Support Services review fee-reduction programs in other school districts.	November 2000-February 2001
2.	The directors of Curriculum and Student Support Services submit a proposal to reduce AP examination fees to the superintendent's cabinet for approval.	February 2001
3.	The directors of Curriculum and Student Support Services meet with area business leadership and the Education Foundation to discuss the endowment of a fee-reduction program.	March-April 2001

4.	The directors of Curriculum and Student Support Services submit to the superintendent's cabinet a proposal to reduce AP examination fees for all FBISD students based on discussion with business and the Education Foundation.	May 2001
5.	The superintendent submits to the board a proposal for reducing AP examination fees for FBISD students for 2001-02 budget consideration.	May-June 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES

C. SPECIAL EDUCATION

The federal Individuals with Disabilities Education Act (IDEA) mandates free appropriate public education for all children with disabilities regardless of the severity of the disability. This law, which also is designed to protect children and parents in educational decision-making, requires the district to develop an individualized education program (IEP) for each child with a disability.

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

To serve the multiple needs of all students with disabilities and to comply with IDEA's requirements, an effective special education program should implement the following practices (derived from Public Law 101-15, the 1997 amendments to the Individuals with Disabilities Education Act).

Pre-referral intervention in regular education. When a student experiences academic problems in regular education, an intervention can and should occur to solve the problems. If steps taken to solve the problem don't produce results, the problem should be referred to special education staff.

Referral to special education for evaluation. Referring a student to special education means writing an official request supported by documentation. The referral information must include an explanation of steps that have been taken in regular education to solve the student's problem before the referral.

Comprehensive nondiscriminatory evaluation. Once a student has been referred, the district must provide a comprehensive, nondiscriminatory evaluation, commonly referred to as an assessment, within a prescribed amount of time.

Initial placement through an Admission, Review, and Dismissal (ARD) committee meeting. After the evaluation is complete, a meeting is held to discuss the results of the evaluation, decide if the student qualifies for special education services in one of 12 federal special education categories, and, if so, write a plan for the student's education.

Provision of educational services and supports according to a written Individualized Education Plan. The individualized education plan (IEP) developed by the ARD committee includes information about which classes the student will take, how much time will be spent in regular education and related needs, such as speech therapy or counseling.

Annual program review. Each year, after a student's initial qualification and placement, an ARD committee conducts a review to ensure the student's program is appropriate.

Three-year re-evaluation. Every three years, the student undergoes a comprehensive individual assessment. Another ARD committee meeting is held to discuss the results of the re-evaluation and determine if the student still qualifies for special education in the same category.

Dismissal from the special education program. If and when a student no longer meets education eligibility criteria, the student is dismissed from special education. The ARD committee must make this decision.

Students with disabilities who spend all of their classroom hours in a regular classroom are called "mainstreamed." As a student's needs require, additional instructional and related services are provided, including options for full-day services in special education settings. If a student's disability is so severe that satisfactory education can not take place in a regular classroom, he or she will be served in a separate "self-contained" classroom.

FBISD has good procedures in place to identify students who are eligible for special education. A full continuum of services is available for students with disabilities. To ensure the least restrictive environment appropriate for each student, district personnel first consider providing services in regular education with supplementary aids. Appropriate curriculum modifications and services are provided to all students. Admissions, Review, and Dismissal (ARD) committees, composed of parents and professional staff, determine program eligibility and participation, individual education plans (IEPs) and placement in and dismissal from the special education program. IEPs are developed for each student with a disability.

FBISD has a slightly smaller percentage of special education students and teachers than the state average as shown in **Exhibit 2-25**.

Exhibit 2-25
Special Education Students and Teachers
FBISD vs. Peer Districts
1998-99

District	Student Enrollment		Teachers (FTEs)	
	Number of Special Ed. Students	Percent of Total Student Enrollment	Number of Special Ed. Teachers	Percent of Total Number of Teachers
Round Rock	3,351	11.8%	142.8	7.7%
Aldine	5,765	11.7%	394.4	11.9%
Austin	9,177	11.5%	654.0	13.5%
Cypress-Fairbanks	6,223	10.9%	377.4	10.4%
Fort Bend	5,179	10.2%	257.7	8.4%
Plano	4,463	10.1%	365.1	11.9%
Katy	2,780	9.2%	162.5	8.7%
State	476,712	12.1%	24,743.9	9.5%

Source: 1998-99 AEIS.

Exhibit 2-26 presents the demographic data for FBISD students enrolled in Special Education.

Exhibit 2-26
Ethnicity and Gender of FBISD Students
Percentage Enrolled in Special Education
1998-99

Anglo, Not Hispanic	African/American	Hispanic	Asia/Pacific Island	American Indian	Male	Female
4 0%	32.2%	15%	5.7%	0.2%	69%	31%

Source: 1999-2000 PEIMS.

Although FBISD has the lowest per student expenditure for special education students of its peers, its per student expenditure is slightly above the state average. The percentage of budgeted expenditures for special education students is 11.7 percent (**Exhibit 2-27**).

Exhibit 2-27
Special Education Expenditures
FBISD vs. Peer Districts
1998-99

District	Number Students Enrolled	Percent of Total Students	Budgeted Special Education Expenditures	Percent of Total Expenditures	Per Student Expenditure
Plano	4,463	10.1%	\$32,208,044	19.9%	\$7,217
Aldine	5,765	11.7%	\$24,778,608	14.9%	\$4,298
Austin	9,177	11.5%	\$36,795,665	16.2%	\$4,009
Cypress Fairbanks	6,313	10.9%	\$22,629,339	13.1%	\$3,578
Round Rock	3,351	11.8%	\$11,123,254	13.1%	\$3,318
Katy	2,780	9.2%	\$8,880,218	10.1%	\$3,194
Fort Bend	5,179	10.2%	\$15,859,712	11.7%	\$3,062
State	476,712	12.1%	\$1,446,996,392	12.3%	\$3,035

Source: 1998-99 AEIS.

As shown in **Exhibit 2-28**, in 1998-99, the percentage of students receiving an ARD committee exemption from taking the TAAS in FBISD and its peer districts ranged from a high of 6.3 percent to a low of 2.1 percent. FBISD has exempted a smaller percentage of students each year, and in 1998, exempted a smaller percentage than the state average of 5.2 percent.

Exhibit 2-28
Special Education Students Exempted from TAAS
FBISD vs. Peers
1994-99

District	1994-95	1995-96	1996-97	1997-98	1998-99
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	#	%	#	%	#	%	#	%	#	%
Aldine	1,793	7.9	1,882	8.2	2,056	8.6	1,396	5.7	1,578	6.3
Austin	2,433	6.4	1,925	5.0	1,770	4.6	544	1.4	2,433	6.2
Cypress-Fairbanks	1,493	5.5	1,346	4.8	1,074	3.7	1,041	3.5	1,582	5.0
Fort Bend	1,307	5.4	1,407	5.5	1,552	5.8	1,262	4.5	1,249	4.3
Plano	517	2.6	373	1.7	441	1.9	601	2.5	885	3.6
Round Rock	305	2.3	267	1.9	250	1.7	261	1.7	408	2.6
Katy	240	1.8	285	2.0	264	1.7	286	1.8	363	2.1

Source: 1994-95 through 1998-99 AEIS.

In September 1992, the Texas Medicaid program was amended to allow school districts to enroll as Medicaid providers and apply for Medicaid reimbursement for services they are already providing to children with disabilities. The reimbursement program is known as the School Health and Related Services (SHARS) program. School districts need not spend new money, but instead can simply apply for reimbursement for specific services provided to Medicaid-certified children. Because SHARS is reimbursement for funds already spent, it is returned to the district and is available to offset future expenses without restrictions. If a student's Individual Education Plan (IEP) mandates occupational therapy, physical therapy or speech therapy, and that student is Medicaid eligible, the district can receive Medicaid reimbursement for providing those services.

Another reimbursement program available to Texas school districts is the Medicaid Administrative Claims (MAC) program. This program allows districts to be reimbursed for health-related administrative services provided by the districts that cannot be billed through SHARS. Because public schools play a critical role in helping children and their families obtain physical and mental health services, the schools may be reimbursed for referral, outreach, coordination and other related administrative tasks.

FINDING

Adherence to Special Education rules and regulations is a complex task, and the district has instituted procedures to ensure that the district is always in compliance. All ARD meeting records and IEPs go to central office. According to a written rotating schedule, all diagnosticians have a once-monthly responsibility to spend one half day in the central office to go over ARD minutes and other records to check for completeness and

errors. The schedule calls for 10 to 15 monitors reviewing records each week.

The department has developed a monitoring report form, which the monitors complete for incomplete/incorrect records. If the record is incomplete, it is returned to the originating campus with specific instructions for completion. When errors in ARD procedures are identified (for example, inadequate directions for instructional arrangements and/or classroom modifications), the campus is directed to correct the specific errors. This process has enabled the district to identify and resolve systemic problems.

The district participates in the SHARS reimbursement program through the regional education service center and employs a designated clerk in the Special Education Department to identify all eligible reimbursements. Each month, the clerk provides the service center a list of students eligible for Medicaid and ensures that campus personnel complete the necessary forms to be submitted for reimbursement. The district has realized income of more than \$339,682 over a three-year period in the SHARS reimbursement program (**Exhibit 2-29**).

The district also participates in the MAC reimbursement program. FBISD has joined a consortium of schools led by Aldine ISD. The consortium provides MAC claims methodology and training to the participating districts. The district has realized a MAC reimbursement of \$328,039 since it began filing for MAC reimbursement. (**Exhibit 2-29**).

Exhibit 2-29
FBISD
SHARS and MAC Reimbursement Revenue
1996-99

Year	96-97	97-98	98-99	Total to Date
SHARS	\$8,677	\$154,769	\$176,236	\$339,682
MAC	\$0	\$ 83,005	\$245,034	\$328,039

Source: FBISD Budgets.

COMMENDATION

FBISD has excellent procedures for monitoring Special Education records for compliance and for obtaining reimbursement for eligible costs under the federal SHARS and MAC programs.

FINDING

FBISD, like most public school districts in the state, has a difficult time in attracting the needed number of teachers with special education training. The district has undertaken an innovative and proactive approach to meeting this need through the use of funds available under state legislation and a partnership with Wharton County Junior College and the University of Houston at Victoria. House Bill 571 of the 1997 Legislature created a college tuition and partial fee exemption program for people:

- who have been employed by Texas public school districts as certified educational aides for at least two years, and;
- who are attending a public institution of higher education in Texas to become certified as a teacher.

The legislation authorizes funds for pursuit of a Bachelor of Science in Interdisciplinary Studies (B.S.I.S.) for those who do not have a degree, and for certification in Reading, Generic Special Education, and English as a Second Language for those who have a degree. The FBISD Special Education Department has worked aggressively to identify and enroll eligible participants in the program.

Wharton County Junior College and The University of Houston at Victoria offer college classes in Fort Bend County during the regular academic year from 4:30-8:00 p.m., enabling participants to continue to work while pursuing degrees. Summer classes and remedial classes (usually on Saturdays) are also offered as needed. Two FBISD paraprofessionals have already graduated from the program, and 14 FBISD paraprofessionals are currently working toward degrees and certification.

COMMENDATION

FBISD is using an innovative partnership with Wharton County Junior College and the University of Houston to ensure it meets its need for Special Education teachers in high demand areas.

FINDING

When a Special Education student is assigned to the alternative school, the referring school is required to send a *Principal's Report* before the student arrives. Attached to the report should be a copy of the latest ARD showing the recommended change in placement, the current Individual Education Plan (IEP), the Behavior Management Plan and the student Accommodation Plan. Lesson assignments should also be attached to the report. The building principal of the referring school is required to sign the Principal's Report.

The IEPs delivered to the alternative school are frequently incomplete, which may mean that students do not have needed materials and lesson assignments. At the public forum, a student whose handicap required that he have audio-taped versions of his lessons said that the tapes did not arrive at the alternative school for three months, and when they did arrive, there was no tape recorder. On a site visit to the Behavioral Learning Center (BLC), TSPR examined the *Principal's Reports* for two students arriving that day, and neither was complete. The minutes of the ARD attached to one report failed to show a recommendation for assignment to the alternative school. An examination of the log revealed that many *Principal's Reports* lack the required documentation and attachments. One student who had been at the BLC since January still did not have assignments in March. Unless the *Principal's Report* is complete, the student suffers because the faculty at the alternative school does not have the information available to ensure that the student keeps up with home school classes.

Recommendation 18:

Hold sending principals accountable for providing complete information for special education students reassigned to the Behavioral Learning Center by including compliance as a criterion in their professional evaluation.

If principals are routinely informed of and held accountable for problems with the *Principals' Reports*, they can ensure that campus personnel receive appropriate training to ensure that students' needs are met in a timely manner.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs that sending principals will be held accountable in their annual evaluation for ensuring that <i>Principals' Reports</i> to the alternative school are complete.	October 2000
2.	The area superintendents provide training to principals on completing <i>Principal's Reports</i> to the alternative school.	November 2000
3.	The alternative school special education teacher maintains a log reflecting whether the <i>Principal's Reports</i> have the required documentation and attachments and provides compliance information monthly to area superintendents.	November 2000
4.	The area superintendents include the data from the alternative school special education teacher as an element in principals' performance conferences and annual evaluations.	January 2001 and ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES

D. BILINGUAL/ESL

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 a bilingual/ESL (English as a Second Language) 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, instruction in 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.

Bilingual education is a program that uses two languages for instructional purposes: the student's native language and English. The amount of instruction in each language is commensurate with the student's level of proficiency in both languages and their level of academic achievement. Students in K-2 receive most of their instruction in their native language with a designated time for ESL. As a general rule, transition into English instruction takes place in the third grade. Content area instruction, like math, science and social studies, is provided in both languages.

ESL instruction is designed to develop proficiency in the comprehension, speaking, reading and composition of both oral and written English. Depending on the student's language ability, the amount of time accorded to English may vary from total immersion to instruction in the regular program in elementary school, and from one to two periods in grades 6-12. Parents may waive Bilingual/ESL instruction. The FBISD *Bilingual/ESL Program Guide Policies and Procedures* sets out specific steps to ensure that parents understand the ramifications of waiving services for LEP students, and a signed waiver from the parents must be in the student's folder. Students on waived status receive no modifications and must take the TAAS test the year they enroll.

FBISD offers a bilingual program at eight elementary campuses and an ESL program at 23 elementary schools. There is an ESL program at all secondary schools with the exception of Quail Valley Middle School, which sends its ESL students to Lake Olympia Middle School. The district

provides transportation for students identified as bilingual or ESL who do not have services at their home school.

FBISD is averaging a 12 percent growth in its LEP population. In 1998-99, FBISD had more than 4,200 LEP students with 65 different languages. The four major languages after English are Spanish, Urdu, Chinese, and Vietnamese. In addition, 377 LEP students waived the bilingual and ESL programs in the elementary grades, 344 LEP students waived the programs in the secondary grades, and 383 students waived the bilingual program in favor of the ESL program.

Exhibit 2-30 shows the per student expenditures for students enrolled in bilingual or ESL education. Although FBISD spends less per student than four of its peers do, it spends more per student than the state average.

Exhibit 2-30
Bilingual/ESL Per Student Expenditure
FBISD and Peer Districts, 1998-99

District	Students Enrolled in Bil/ESL	Percent of Total Enrollment	Budgeted Expenditures	Percent of Budgeted Expenditure	Per Student Expenditure
Aldine	8,997	18.2%	\$2,715,472	1.6%	\$390
Austin	10,731	13.5%	\$2,009,212	0.9%	\$187
Cypress-Fairbanks	5,300	9.1%	\$7,905,031	4.6%	\$1,491
Fort Bend	3,210	6.3%	\$4,389,752	3.2%	\$1,368
Katy	1,538	5.1%	\$2,760,075	3.1%	\$1,794
Plano	2,351	5.3%	\$6,212,296	3.8%	\$2,642
Round Rock	630	2.2%	\$1,126,368	1.3%	\$1,788
State	479,040	12.1%	\$411,652,260	3.5%	\$859

Source: 1998-99 AEIS.

Exhibit 2-31 shows the bilingual/ESL education teacher/student ratio, which is 1 to 26. The FBISD ratio is slightly higher than four of the peers, but significantly lower than two of the peers.

Exhibit 2-31
Bilingual/ESL Teacher/Student Ratio
ISD vs. Peer Districts
1998-99

District	Students	Teachers (FTE's)	Teacher/Student Ratio
Austin	10,731	733.1	15
Katy	1,538	67.8	23
Plano	2,351	101.3	23
Aldine	8,997	360.5	25
Fort Bend	3,210	121.6	26
Cypress-Fairbanks	5,300	51.9	100
Round Rock	630	3.9	162
State	479,040	17,715.9	27

Source: 1998-99 AEIS.

The FBISD mission statement for the Bilingual/ESL program states that students will transition from academic proficiency in Spanish to academic proficiency in English by the fifth grade. The district introduced a transition plan in 1999 to accomplish that goal. A work team of bilingual teachers, ESL teachers and administrators developed the plan after reviewing other district plans (Houston, Spring Branch, Aldine and Lamar Consolidated), reviewing research on second language development and reviewing commercial transition programs.

Before implementation, cabinet members, teachers and principals, both at central office level and campus level, reviewed the plan. The plan establishes specific criteria for students to meet by the end of second grade. The plan also enumerates the responsibilities of teachers, principals and coordinators. By grade level, the plan details the subjects, the amount of ESL instruction, and a description of ESL integration and opportunities for integration with other non-LEP students. The plan is intended to accelerate the student learning, provide consistency in instruction with and among the campuses and reduce the number of exemptions to TAAS.

FINDING

The State of Texas mandates that all LEP students be tested with the state TAAS test or with an alternative test if the student is not academically

prepared in English. A campus Language Proficiency Assessment Committee (LPAC) has decision-making authority over the identification, instructional placement and reclassification of the LEP students at each school. The LPAC makes the decision to exempt the student from TAAS. FBISD exempted a slightly greater percentage of its LEP students from TAAS than did four of its peers in 1996-97 and 1998-99 (**Exhibit 2-32**).

Exhibit 2-32
LEP Students Exempted from TAAS
FBISD vs. Peers
1994-99

District	94-95		95-96		96-97		97-98		98-99	
	#	%	#	%	#	%	#	%	#	%
Aldine	2,084	9.2	1,994	8.7	1,991	8.4	1,404	5.8	1,048	4.2
Cypress Fairbanks	982	3.6	891	3.2	827	2.9	870	2.9	1,078	3.4
Fort Bend	456	1.9	485	1.9	468	1.8	519	1.9	610	2.1
Plano	327	1.6	317	1.5	274	1.2	321	1.3	334	1.4
Austin	1,687	4.4	478	1.3	631	1.6	1,778	4.6	505	1.3
Katy	180	1.3	263	1.8	194	1.3	190	1.2	178	1.0
Round Rock	61	0.5	53	0.4	70	0.5	58	0.4	76	0.5

Source: 1994-95 through 1998-99 AEIS.

Until 2000, a bilingual/ESL student may have three exemptions from TAAS before the state dictates that the students take the test. **Exhibit 2-33** shows the FBISD elementary grades exempted 72 percent of all bilingual/ESL students from TAAS testing. Grades 6-8 exempted 29 percent, while only 5 percent of the high school bilingual/ESL students were exempted.

Exhibit 2-33
TAAS Exemptions of LEP Students
1998-99

Grade	Total Enrolled	Exempt	Percent Exempt
3rd	360	262	73%
4th	294	209	71%

5th	285	203	71%
Total Grade 3-5	939	674	72%
ESL 6th	157	30	19%
ESL 7th	142	33	23%
ESL 8th	129	59	46%
Total Grade 6-8	428	122	29%
ESL 10th-12th	120	6	5%
Total (K-12)	1487	802	54%

Source: FBISD Bilingual/ESL Program Evaluation, 1998-99.

Because the state will significantly reduce the number of exemptions available, school year 1999-2000 will be a transition year for LEP exemptions, and teachers must prepare students to pass the English TAAS. Under changes ordered by the Legislature and the State Board of Education, LEP students can be excused from taking the English version of the TAAS *only* if they have been in the country for three years or less and if the LAPC recommends an exemption.

TAAS tests previously used by TEA are referred to as "released," meaning districts may use these old tests for practice. The old TAAS can be an important indicator of how bilingual students are transitioning from their native language to English. In 1998-99, FBISD administered TAAS to 74 third graders, 76 fourth graders, and 90 fifth graders. Most of the bilingual students practicing with the old TAAS were not ready for the English TAAS.

Recommendation 19:

Require bilingual/ESL students to practice with old TAAS tests throughout the year to guide instruction.

Bilingual/ESL teachers need to plan instruction based on students' practice scores on the old TAAS tests. Information on student performance on these TAAS tests would also help LPAC committees to decide how the individual student might perform on the TAAS and meet exit requirements.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of ESI works with elementary teachers to give	October 2000
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	benchmark released TAAS tests throughout the year.	
2.	ESL teachers administer released TAAS tests throughout the year and use results to plan for individual student improvement.	October 2000
3.	LPAC committees are provided individual student performance data to use in deciding whether ESL students should be exempt from TAAS.	Spring 2001 and Ongoing

FISCAL IMPACT

This recommendation could be accomplished with existing resources.

FINDING

Before 1999-2000, the district assessed TAAS exempt, bilingual/ESL students using nine different alternative assessments. An internal evaluation of the district's LEP assessment determined that too many alternative assessments were being used, and that after 1999-2000, the only alternative test that will be used is the Reading Proficiency Test in English (RPTE) that is the state-mandated test for all LEP students.

One alternative assessment used in 1998-99 was the Spanish TAAS. **Exhibit 2-34** shows the percentage of FBISD student success in Spanish TAAS as compared to its peers.

Exhibit 2-34
Percentage of Students Passing Spanish TAAS All Tests
FBISD vs. Peer Districts
1998-99

District	Grade 3	Grade 4	Grade 5
Cypress-Fairbanks	90.7%	83.3%	71.4%
Fort Bend	86.8%	51.7%	46.7%
Aldine	85.8%	53.1%	N/A
Katy	62.5%	16.7%	40.0%
Plano	59.4%	29.4%	23.8%
Austin	53.2%	32.6%	28.0%
Round Rock	50.0%	28.6%	40.0%

Source: 1998-99 AEIS.

At third grade, FBISD students performed at a higher passing rate on the Spanish TAAS than five of its peers did. Scores dropped at Grades 4 and 5 as they did for other districts. Because FBISD used multiple alternative tests in 1998-99, only 123 of 550 bilingual students, 22 percent, participated in the Spanish TAAS. At Grade 5, few bilingual students take the Spanish TAAS, because most have transitioned into English. However, the performance of older students on TAAS was significantly lower than that for Grade 3 students.

Recommendation 20:

Provide Grades 4 and 5 bilingual/ESL teachers with detailed performance analyses of alternative assessment data in a timely manner, and provide training so data can be used for instructional planning.

Providing alternative test data to teachers that allows them to examine individual student's performance and to develop an individual instructional plan that identifies specific areas of weakness. Using these data also can allow a teacher with particular instructional strengths to be paired with a teacher who needs help in specific areas.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The coordinator of Bilingual Education provides teachers with student level analysis from the results of Reading Proficiency Test in English (RPTE).	October 2000
2.	The coordinator of Bilingual Education and the director of Testing and Evaluation train campus staff on alternative assessment interpretation.	October - December 2000
3.	Teachers and campus improvement teams use alternative assessment data to develop goals and objectives for each weakness identified.	October - December 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES

E. COUNSELING

The 1996-2000 Long-Range Plan of the State Board of Education for Public School 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 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.

FINDING

The *Teacher as Mentor (TAM)* program is a collaboration between FBISD and the Baylor College of Medicine. The district now funds this student support program started as a grant funded initiative. Counselors nominate five teachers from each campus who are trained by Baylor faculty in a formal curriculum designed for elementary, middle school and high school. Teachers are trained to lead student discussion groups on such topics as decision-making, self-esteem and problem solving in the support groups. Moreover, teachers are trained and encouraged to *listen* to students and to lead the group in discussion about the subjects *students* want to talk about.

After training is completed, the district hires substitutes to free teachers to conduct support groups in the first period of the school day. Counselors and teachers refer student participants; parental consent for participation is required. Groups meet once a week for ten weeks. The students targeted for this program are described as the "kids just beginning to act out," and "the 'ghosts' in the classroom." Follow-up comparison with a control group has revealed that the TAM student participants have improved grades, improved attendance and fewer discipline referrals than before their participation in the group.

COMMENDATION

The Teacher as Mentor counseling program, a partnership between FBISD and Baylor College of Medicine, is an exemplary program that

improves grades and attendance and reduces class disruption of participants.

FINDING

Surveys conducted by TSPR show that fewer than half of stakeholder groups agree or strongly agree that the district's career and college counseling program is effective, as shown in **Exhibit 2-35**.

**Exhibit 2-35
TSPR Survey Findings on Effectiveness
Of Counseling Program
1999-2000**

	Central Admin Staff	Principals	Teachers	Parents
Agree or strongly agree that district has effective career counseling	49%	45%	22%	33%
Agree or strongly agree that district has effective college counseling	46%	41%	28%	32%

Source: FBISD TSPR Survey Results.

FBISD is not in compliance with the TEA-recommended standards for counselors. TEA guidelines recommend middle school counselors spend 35 percent of their time on guidance curriculum; in contrast, FBISD middle school counselors spend only 3 percent of their time on guidance curriculum. TEA guidelines recommend high school counselors spend 20 percent of their time on guidance curriculum; in contrast, FBISD high school counselors spend only 1 percent of their time on guidance curriculum.

The students surveyed during TSPR review also shared the following comments:

- "There needs to be an improvement in the counseling department. They aren't very helpful and do not help with questions about college."
- "The Counseling Department is uncooperative. I am a graduating senior who needed help with college applications in the fall, but the counselors were unavailable. This is a serious problem that should not be ignored."
- "Counselors need to help us more with college applications and scholarships."

- "Counselors do not help with college admission decisions at all because they are always too busy."

While the district has a comprehensive guidance curriculum, counselors spend too much of their time on non-guidance activities. A task analysis by FBISD counselors revealed that middle school counselors spend 34 percent of their time and high school counselors spend 27 percent of their time on non-guidance activities. Interviews with counselors and feedback from focus groups show that counselors spend time on activities that are not directly related to counseling. Some counselors are assigned bus and lunch duty. On some elementary campuses, counselors are used in "rotation" meaning they are assigned to stay with classes to give teachers time to plan. In some schools, counselors are assigned extensive record keeping and registrar duties, and all counselors spend significant time on testing activities.

Other school districts use non-certified personnel for administrative and testing activities to provide counselors more time for guidance activities. For example, Alief ISD hires a paraprofessional as a registrar at the middle schools. Fort Worth ISD hires a teacher-certified, but not a counselor-certified, Curriculum Specialist to do all the testing.

Recommendation 21:

Reassign non-counseling duties currently performed by counselors to non-certified personnel.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs principals to review existing counselor duty assignments for elementary, middle and high schools to identify non-counseling related duties.	October-November 2000
2.	The principals develop a plan to transfer all non-counseling duties to non-certified personnel.	December 2000-January 2001
3.	The director of Student Support Services appoints a committee to develop a plan to move to compliance with the TEA recommendation that middle school counselors spend 35 percent and high school teachers spend 20 percent of their time on guidance curriculum.	December 2000-January 2001
4.	Counselors are relieved of all non-counseling duties and begin to move toward compliance with TEA recommended standards.	September 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

FBISD counselors have little time to provide counseling to individual students because their student caseloads are so large. The TEA-recommended counselor-to-student ratio is 1:350. The FBISD campus ratios range from 1:461 to 1:678. **Exhibit 2-36** illustrates the ratio levels and the number of counselors needed to meet the TEA recommendations.

**Exhibit 2-36
FBISD Counselor/Student Ratios and
TEA Recommended Ratios**

	FBISD Enrollment	FBISD Counselors	Counselor/Student Ratio	Counselors Needed under TEA Guidelines	Variance From TEA Guidelines
Elementary School	23,260	34.5	1/674	66.5	(32)
Middle School	13,200	28.0	1/471	37.7	(10)
High School	16,444	35.0	1/470	47.0	(12)
Total	52,904	97.5	1/543	151.2	(54)

Source: FBISD Campus Organization Charts.

Recommendation 22:

Hire additional counselors to provide adequate counseling services to students.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of Human Resources reviews existing counselor staffing for elementary, middle and high schools and compares to TEA-recommended standards to determine the needs for individual schools.	October- November 2000
2.	The associate superintendent of Human Resources, in conjunction with the assistant superintendents for Areas I, II and III, develops minimum campus counselor staffing allocations for elementary, middle and high schools that	December 2000- January 2001

	consider enrollment and the unique needs of each school.	
3.	The superintendent implements staffing guidelines for elementary, middle and high schools beginning with the 2001-02 budget process.	March 2001

FISCAL IMPACT

To comply with TEA guidelines, the district would have to hire 54 additional counselors. Assuming the district would choose to pay the new counselors at a minimum daily rate for PG21 grade of \$174.59 for the maximum counselors contract length of 210 days, the salary of each counselor would be \$36,664 (\$174.59 x 210). Adding benefits of \$1,966 (\$1,764 health insurance + \$202 or .0055 of salary for workers' compensation and unemployment insurance) per counselor, would bring the cost of hiring each counselor to \$38,630 (\$36,664 + \$1,966).

It is assumed that the district would hire 10 counselors for the 2001-02 school year, 15 each during the next two years and 14 more counselors during the 2004-05 school year. The estimate is not adjusted for enrollment changes.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Hire additional counselors to provide adequate counseling services to students.	\$0	(\$386,300)	(\$965,750)	(\$1,545,200)	(\$2,086,020)

Chapter 2

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES

F. CAREER AND TECHNOLOGY EDUCATION

All students, whether they continue their education after high school or not, eventually enter into the workplace. A major pipeline feeding the workforce is the K-12 educational system. Section 29.181 of the Texas Education Code 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. FBISD offers programs in seven of the eight areas, as shown by **Exhibit 2-37**. In addition, to the eight areas specified by TEA, FBISD also offers CATE programs in Education and Electronic Media/Communications, the latter designated as Technology Application courses by TEA.

Exhibit 2-37
Career and Technology and Technology Application
FBISD Program Offerings
1999-2000

Course	Grade	Credit	Location
Agriculture Science and Technology			
Intro to World Agricultural Science & Technology	9-12	1/2	All HS
Applied Science & Technology	9-12	1/2	All HS
Animal Science	10-12	1/2	All HS
Equine Science	10-12	1/2	All HS
Wildlife & Recreation Management	10-12	1/2	All HS
Intro to Horticultural Sciences	10-12	1/2	All HS

Horticultural Plant Production	10-12	1/2	All HS
Landscape Design, Construction & Maintenance	10-12	1/2	All HS
Horticulture	11-12	1 to 2	All HS
Floral Design & Interior Landscape Development	10-12	1/2	Not all HS
Advanced Floral Design	11-12	1/2	All HS
Introduction to Agricultural Mechanics	10-12	1/2	All HS
Home Maintenance and Improvement	10-12	1/2	All HS
Agricultural Metal Fabrication Technology	10-12	1/2	All HS
Agricultural Mechanics	11-12	1/2	All HS
Exploring Agriculture	10-12	1/2	All HS
Aquaculture Production	11-12	1 to 2	All HS
Business			
Accounting	10-12	1	All HS
Advanced Accounting	11-12	1	All HS
Business Computer Information Systems I & II	9-12	1/2 to 3	All HS
Business Image Management & Multimedia	10-12	1/2 to 1	All HS
Business and Consumer Law	10-12	1	All HS
Introduction to Business	9-11	1	All HS
Keyboarding	9-12	1/2	All HS
Recordkeeping	9-12	1	All HS
Education			
Education Assistant Lab	11-12	1	All HS
Educational Assistant Cooperative Education I & II	11-12	1 to 2	All HS
Health Science Technology Education			
Health Science Technology I&II	10-12	1 to 2	All HS
Health Science Technology III	9-12	1 to 3	Hightower
Intro to Medical Science Technology	9-12	1/2	Hightower
Medical Terminology	9-12	1/2	Hightower
Medical Ethics & Health Technology	10-12	1	Hightower

Gerontology	11-12	1/2	Hightower
Medical Science Internship	11-12	2	Hightower
Pathophysiology	11-12	1/2	Hightower
Medical Microbiology	11-12	1/2	Hightower
Pharmacology	11-12	1/2	Hightower
Clinical Nutrition	11-12	1/2	Hightower
Mental Health	11-12	1/2	Hightower
Advanced Medical Science Internship	12	1-3	Hightower
Home Economics			
Personal & Family Development	9-10	1	All HS
Nutrition & Food Science	10-12	1/2	All HS
Food Science Technology	10-12	1/2	All HS
Interior Design	10-12	1/2	All HS
Apparel	10-12	1/2	All HS
Preparation for Parenting	10-12	1/2	All HS
Individual Family Life	10-12	1/2	All HS
Child Development	10-12	1/2	All HS
Food Production, Management & Services I & II	11-12	2 to 4	TEC
Home Economics Career Preparation I & II	11-12	2 to 6	All HS
Marketing			
Principles of Marketing	10-12	1/2	All HS
Sports & Entertainment	10-12	1/2	All HS
International Marketing	11-12	1/2 to 1	All HS
Marketing Education Co-op I & II	11-12	1 to 6	All HS
Marketing Internship 1,2, &3, First Year	11-12	1 to 6	All HS
Marketing Internship 1, 2, & 3, Second Year	11-12	1 to 6	All HS
Technology Education			
Computer Applications	9-12	1	All HS
Network Technology Systems	9-12	1	All HS
Networking Communication Systems	10-12	1	Willowridge

Networking Communication Systems			Willowridge
Networking Research, Design, and Development	11-12	1	Willowridge
Computer Multi-Media & Animation Technology	10-12	1	All HS
Technology Systems	9-12	1	All HS
Manufacturing Systems	9-12	1	All HS
Construction Systems	9-12	1	All HS
Electrical/Electronic Systems	9-12	1	All HS
Architectural Graphics	9-12	1	All HS
Engineering Graphics	9-12	1	All HS
Research & Development	9-12	1	All HS
Engineering Principles and Systems	9-12	1	Hightower
Engineering Computer Applications	9-12	1	Hightower
Engineering Technologies 10-12	10-12	1	Hightower
Computer Engineering Design	10-12	1/2 to 1	Hightower
Advanced Engineering Design	11-12	2	Hightower
Manufacturing Technology	11-12	1/2 to 1	Hightower
Problems & solutions in Engineering Technology	12	1/2 to 1	Hightower
Advanced Engineering Internship	12	3	Hightower
Trade & Industrial Education			
Automotive Technician I & II	11-12	2 to 4	TEC
Intro to Criminal Justice Careers	9-12	1	All HS
Criminal Justice	11-12	1/2 to 1	All HS
Crime in America/Courts & Procedures	12	1/2 to 1	All HS
Computer Aided Drafting (CAD)	11-12	2	TEC
Cosmetology I & II	11-12	2-6	TEC
Metal Trades I & II	11-12	2-4	TEC
Electronics I & II	11-12	2-4	TEC
Electronic Media/Communications*			
Desktop Publishing	10-12	1	Hightower

Media Literacy	9-12	1	Hightower
Digital Graphics & Animation	9-12	1	Hightower
Web Mastering I & II	10-12	1 to 2	Hightower
Video Technology I, II, & III	10-12	1 to 3	Hightower
Multimedia	10-12	1	Hightower
Telecommunications & Networking	10-12	1	Hightower
Independent Study in Technology Applications	11-12	1	Hightower
Business Computer Programming I	11-12	1-2	Hightower

Source: FBISD High School Program Guide, 2000-01.

**The courses offered under Electronic Media/Communications are designated as Technical Applications programs not CATE programs. However, these programs could be part of a Tech-Prep sequence.*

FBISD offers Career and Technology Education (CATE) at all of its high schools. In addition to courses in business education and traditional "vocational" courses offered at all high schools, two campuses offer specialized programs. The Career Academy at Hightower High School offers Telecommunications and Media, Medical Sciences and Engineering. The Technical Education Center, located at Dulles High School, offers the following programs: Automotive Technician, Cosmetology, Metal Trades, Electronics and Food Service/Culinary Arts. Entrance to programs at Hightower and the Technical Education Center are by application, and students who are admitted are provided transportation to the appropriate campus. **Exhibit 2-38** presents demographic data about FBISD CATE students.

Exhibit 2-38
Ethnicity and Gender of FBISD
Students in Career and Technology Education
Fall 1998-99

	Total Members	Anglo	African/American	Hispanic	Asia/Pacific Island	American Indian	Male	Female
Number of Students	8,501	3,077	2,946	1,422	1,051	5	4,645	3,856

Percent of Students	100%	36%	35%	17%	12%	0%	55%	45%
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Source: FBISD, TEA, PEIMS.

Although just lower than the state average for the percentage of enrollment and budget expenditures, FBISD compares favorably with its peers as reflected in **Exhibit 2-39**.

Exhibit 2-39
Percentage of Student Enrollment and Budgeted Expenditures in CATE
FBISD vs. Peer Districts
1998-99

District	Student Enrollment		Budgeted CATE Expenditures		
	Number	Percent	Expenditure	Percent	Per Capita
Aldine	4,307	9%	\$7,368,813	15%	\$1,711
Cypress-Fairbanks	7,136	12%	\$4,895,704	3%	\$686
Katy	3,351	11%	\$2,267,815	3%	\$677
Fort Bend	6,881	15%	\$4,052,915	3%	\$589
Plano	8,423	10%	\$4,248,689	3%	\$504
Round Rock	5,581	20%	\$2,529,552	3%	\$453
Austin	10,772	14%	\$3,518,351	2%	\$327
State	704,123	18%	473,483,695	4%	\$672

Source: 1998-99 AEIS.

An articulation agreement, a formal written contract between a public school system and a post-secondary institution, coordinates occupational training to eliminate unnecessary duplication of course work, and provides that students are awarded college credit for work completed in high school. The district offers 15 Tech Prep plans with four post-secondary institutions through which students may earn college credit while still in high school. **Exhibit 2-40** provides information on FBISD's Tech Prep courses.

Exhibit 2-40
Tech Prep Programs
Offered by ISD
1999

Name of Course	Houston Community College	Wharton Community College	San Jacinto College	Texas State Technical College
Physical Therapy	X			
Business Management (Marketing)	X			
Business Management (Supervisory Mgmt)	X			
Law Enforcement & Criminal Justice	X			
Drafting & Design Technology	X			
Child Development	X			
Auto Technology	X			
Horticulture Technology	X			
Drafting Technology		X		
Agricultural Technology		X		
Food Service/Culinary Arts				X
Aquaculture Technology				X
Office Technology	X			
Computer Science Technology	X			
Child Development & Family Studies			X	

Source: FBISD High School Program Guide, 2000-01.

In the fall of 1999 a total of 7,966 students were enrolled in CATE courses. Of those, 52 percent were enrolled in a coherent sequence of courses, and 17 percent were enrolled in a Tech-Prep program.

FINDING

Hightower High School, which expands to include its first senior class in 2000-01, offers Career Academies in Medical Sciences, Engineering, Telecommunications and Media. These specialized programs were designed with the assistance of experts in the field. The Medical Academy, a partnership between FBISD and the University of Texas-Houston Health Science Center, includes rigorous academic classes, and doctors are guest lecturers at the school. Media students can learn video production in an all-digital TV studio using equipment and processes essentially identical to major market broadcasters. They can take courses in Digital Graphics and Animation. Hightower has state-of-the-art technology in 13 computer labs and a Tech 2000 pre-engineering lab. Admission to the Academies is by application and transportation from the home school is provided.

The board approved 11 new CATE courses for the 2000-01 school year, including advanced courses in Broadcast Journalism, Web Mastering, Video Technology and a sequence of Network Systems courses that will lead to Microsoft Systems Engineer Certification.

COMMENDATION

Career Academies offer students instruction in high demand careers on state-of-the-art equipment with curriculum designed by professionals in the field.

FINDING

The highest predictor of academic success in high school is students' participation in enrichment opportunities. All CATE programs have student organizations. These include HOSA (Health Occupation Students of America), ASPMC (Association of Students Preparing for Marketing Careers), VICA (Vocational Industrial Clubs of America), TSA (Technology Students of America), FFA (Future Farmers of America), and FCCLA (Family, Career, and Community Leaders of America). The district strongly encourages and supports participation in career and technology clubs and routinely has district and state winners and national finalists in competition. **Exhibit 2-41** shows the number of students who have advanced to state and national finals in the past two years.

**Exhibit 2-41
FBISD CATE Student Organization Success
1997-2000**

	Number Students Advancing	Cost to District	Number Students Advancing	Cost to District

	to State		to National	
1998-1999	67	\$17,703	9	\$7,179
1999-2000	108	\$30,223	17	\$12,501

*Source: FBISD Career and Technology Education Department.
* As of April 2000.*

The student organizations promote leadership, personal growth and positive attitudes while students develop skills in communication and teamwork. Competitions support classroom activities and projects while providing meaningful career development and life-long learning for students. Student participation in these activities is a strategy for meeting the district's goal of providing "character education" as explained in the FBISD Student-Parent Handbook.

The FBISD Character Development Indicator System sets out the goal that children should understand the need to be responsible for their actions and that their actions affect the lives of others, and that they should emerge from the education system valuing honesty, integrity, effort, trustworthiness, respect, responsibility, fairness, caring and citizenship. The CATE Department has adopted procedures to ensure fairness and consistency in its financial support of the competitions.

COMMENDATION

The district provides enrichment opportunities for Career and Technology Education students through support of career and technology clubs and state and national competitions.

FINDING

Good program evaluation generally results in all stakeholders being satisfied. TSPR survey results indicate that the central administration and building principals have a higher opinion of the effectiveness of the CATE programs than other stakeholders do. Less than the majority of teachers and parents surveyed agreed that the CATE programs meet the needs of work-bound students or that the district has effective CATE programs (**Exhibit 2-42**).

**Exhibit 2-42
TSPR Survey Findings on Effectiveness
Of CATE Programs
1999-2000**

	Central Admin. Staff	Principals	Teachers	Parents
Agree or strongly agree that work-bound student's needs are met	78%	53%	38%	40%
Agree or strongly agree that district has effective CATE programs	71%	51%	30%	30%

Source: FBISD TSPR Survey Results.

A sentiment expressed by some students and parents was that the district "does not offer CATE courses I want." However the broad range of CATE courses offered by FBISD exceeds the basic requirements of TEA and the number of courses offered by the peers. There is evidence, however, that the mix of courses is out of balance. Both the Career Academy at Hightower and the CATE programs at the Technical Education Center have more applications each year than available slots. At the same time, the school-based CATE programs frequently have low enrollments, many falling below ten students per course.

When enrollment is low, two or more programs are combined to make a class and offered in the same time period and classroom by the same teacher to ensure no teacher has an excessively low teacher-pupil ratio. Combining classes does not violate TEA rules, and the practice enables the district to offer a wider variety of courses. Marketing Internship I, II and III, for example, can be combined because the class work is identical, but the number of credits is based on the clock hours of work-based experience obtained by the student. The course is offered for multiple credits to accommodate student scheduling needs.

However, a review of program enrollment indicates that 138 CATE courses at the high schools have fewer than 10 students enrolled, and 90 CATE courses have fewer than six students enrolled. In a review of course loads by teacher, TSPR found many CATE teachers are assigned study hall duty and campus control duty. The low enrollments and the non-teaching related assignments of faculty suggests that the district is not appropriately addressing the needs of its students, nor making the best use of certified personnel.

The program evaluation conducted by the CATE Department is inadequate. Some of the program evaluation summaries examined by TSPR had goals but not implementation plans. Others had some implementation tasks, but no goals. Few program evaluations address the connection between course offerings and local labor market demand. The improvement plans generally do not contain research or data to support

recommendations for continuing a program. Also frequently missing is assignment of tasks to specific personnel, projected resources needed to implement recommendations, timelines and/or measurable outcomes.

Recommendation 23:

Evaluate the school-based Career and Technology Education programs according to special criteria, including enrollment patterns.

Program review should include input from parents, students and the business community, demand for programs and cost benefit analysis.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the associate superintendent of Achievement and Development, the associate superintendent of Technology and the director of CATE to convene a task force, representing public and private stakeholders and community diversity to develop criteria for evaluation of CATE programs. Criteria will include such factors as student interest, labor market demand and cost-effectiveness.	November 2000
2.	The task force conducts a public hearing, reviews all relevant research data of current CATE offerings (enrollment patterns, student success and transition to work/higher education) and makes recommendations for program development, expansion, elimination and consolidation.	November 2000 - January 2001
3.	The associate superintendents, the director of CATE and CATE department heads review task force recommendations and develop a district CATE plan that includes measurable outcomes, task assignments, timelines and estimated resource needs; the plan is forwarded for review by the superintendent and approval by the board.	April 2001
4.	Upon board approval, the director of CATE begins to implement the plan.	August 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The district is not in compliance with the TEKS Career Awareness standard that recommends that all students complete a four-year Individual Academic and Career Plan (IACP) in the eighth grade. While the standard

is not a requirement, it is encouraged by TEA and is a common practice. The IACP process helps students systematically make high school academic choices based on their career goals and prepares them for the likelihood that future employment will require post-secondary education. Although the district offers Career Investigations at only one middle school, it is scheduled to introduce Career Investigations at the 7th and 8th grade level in 2000-01.

Vocational counselors have installed the COIN Educational Inventory in all computer labs in the district. COIN is a software interest assessment program that helps students plan their high school and post-secondary education, which may include tech-prep programs, certificate programs, associate's degrees, bachelor's degrees or graduate degrees. COIN has four parts: Assessing Interests; Exploring Personal Interests and Planning High School Academic and Career Training; Selecting Post-Secondary Education and Training Programs; and Choosing a Post-Secondary School. The computer program provides instant feedback to students, builds on the students' technology skills and provides the information needed for completing a four-year plan.

The FBISD *High School Program Guide* contains a four-year planning worksheet, and counselors encourage students and parents to complete the worksheet. Extensive information is given in the program guide on Tech Prep programs and dual credit opportunities. Students and parents are encouraged to complete the worksheet, but the worksheets are not routinely collected or analyzed by the district.

Despite the fact that excellent tools are in place to facilitate compliance with the TEKS standard for IACPs, compliance is not consistent across the district, and there is no analysis of data or use of data in program evaluation and program planning.

Recommendation 24:

Use an annual review of Individual Academic and Career Plans for students in Grades 8-12 to improve student program planning.

Tracking student preferences will allow the district to compare students' interests with FBISD's program offerings and enable the district to do better strategic planning, ensure that program offerings are in sync with student interests, improve counselor and teacher professional development, facilitate cross-curriculum planning and recognize and improve deficiencies in career counseling.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs all secondary Campus Improvement Plans to address the creation and annual review of students' four-year Academic and Career Plans starting at eighth grade.	October 2000
2.	The area superintendents and counselors provide training to principals on completing student Academic and Career Plans.	January 2001
3.	Counselors annually tabulate and analyze student preferences and provide data to the CATE director so decisions about program continuation, expansion and improvement can be informed decisions.	May 2001 Ongoing
4.	Counselors attach Academic and Career Plans to student folders and forward to the next year's counselor for annual review and update.	May 2001 Ongoing
5.	The area superintendents include completion of the Academic and Career Plans as an element in principals' performance conferences and annual evaluations.	Spring 2001 Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES

G. TITLE I, PART A/COMPENSATORY EDUCATION

In addition to the regular classroom instruction program, other instructional programs provide special support for students at risk of dropping out and students who are not performing on grade level.

The Federal Elementary and Secondary Education Act (Title I, Part A), originally enacted in 1965, and the Improving America's Schools Act of 1994 provide funds for students who do not meet the state's academic performance standards. Title I funds are sent to campuses, via TEA, based on the number of economically disadvantaged students (typically, students eligible for free/reduced priced lunch or breakfast). The students served, however, are selected based on educational need, not economic status. Funds are to be supplemental in nature. In other words, these funds must supplement the regular program, not replace regular education funds.

The amended law allows a school to be designated as a schoolwide program if 50 percent or more of students on the campus or in the attendance zone are low income. In FBISD, campuses with 50 percent or more economically disadvantaged students are designated as schoolwide programs. In addition, the district has applied for and received approval for a TEA Education Flexibility Partnership Demonstration Program (Ed-Flex) waiver that allows three campuses with less than 50 percent economically disadvantaged students to be served in schoolwide programs.

In Texas, state-funded compensatory programs began in 1975 with the passage of House Bill 1126. In 1997, Section 42.152 of the Texas Education Code was amended to include reporting and auditing systems covering appropriate use of compensatory education allotment funds. House Bill 1126 requires that state compensatory funds, like federal Title I, Part A funds, be supplemental in nature. State compensatory funds rules allow a great deal of flexibility for identification of students and programmatic approaches. Funds flow on the basis of the number of economically disadvantaged students, but students served need not be economically disadvantaged. Students are identified based on criteria in state law.

FBISD has Title I, Part A programs in the following elementary schools: Blue Ridge, Briargate, Burton, E.A. Jones, Mission West, Quail Valley, Ridgegate, Ridgmont, Townewest, Edgar Glover, Sienna Crossing and

Hunters Glen. FBISD has Title I, Part A programs in two middle schools, Christa McAuliffe and Missouri City. All are schoolwide program schools with the exception of Mission West, Quail Valley, and Townewest elementary schools and Missouri City Middle School. **Exhibit 2-43** shows the gender and ethnicity of FBISD students eligible for Title I, Part A services.

Exhibit 2-43
Ethnicity and Gender of FBISD Students Eligible for Services under
Title I
1999-2000

Number Members/Percent	Anglo, Not Hispanic	African American	Hispanic	Asia/Pacific Island	Am Ind/ Alaskan	Male	Female
7,775	456	4,896	2,356	64	3	4,051	3,724
14.7%*	6%	63%	30%	1%	0%	52%	48%

*Source: FBISD Office of Compensatory and Federal Programs. *Of total enrollment in 1999-2000.*

About 21 percent of FBISD students are economically disadvantaged, compared with the state average of 49 percent as shown in **Exhibit 2-44**. Four of the peer districts have smaller populations of economically disadvantaged students.

Exhibit 2-44
Economic Disadvantaged Enrollment FBISD vs. Peer Districts
1998-99

District	Number	Percent
Aldine	34,880	70.5%
Austin	38,987	49.0%
Fort Bend	10,410	20.5%
Cypress Fairbanks	11,136	19.2%
Round Rock	4,244	14.9%
Katy	3,189	10.9%
Plano	3,700	9.6%
State	1,941,547	48.5%

Source: 1998-99 AEIS.

The increase in number of students served from 96-97 to 97-98 reflects an increase in the number of campuses designated as "school-wide programs," not an increase in the number of students identified as economically disadvantaged. All students enrolled at a campus designated as a school-wide program are served. **(Exhibit 2-45).**

Exhibit 2-45
Growth in Title I, Part A Eligible Students and ISD Campuses Served
1996-2000

Year	Number of Students Served	Number of Campuses Served
1999-2000 (projected)	7,775	14
1998-99	7,094	13
1997-98	7,230	13
1996-97	4,943	14

Source: FBISD Office of Special Programs.

Exhibit 2-46 shows that 2.2 percent of the faculty are state compensatory education teachers and about 3.6 percent of the district expenditures are for state compensatory education. These numbers compare favorably to the peer districts except for Aldine, which has a significantly greater compensatory eligible student population.

Exhibit 2-46
Compensatory Education Expenditures FBISD vs. Peer Districts
1998-99

District	Compensatory Education Teachers (FTEs)	Percent	Budget Expenditures	Percent
Aldine	482.2	14.5%	\$15,525,996	9.4%
Fort Bend	68.1	2.2%	\$4,911,966	3.6%
Katy	61.6	3.3%	\$3,179,524	3.6%
Round Rock	40.9	2.2%	\$2,799,500	3.3%
Cypress Fairbanks	110.9	3.1%	\$5,018,053	2.9%

Austin	222.6	4.6%	\$5,277,250	2.3%
Plano	90.0	2.9%	\$163,589	0.1%
State	9,494.6	3.7%	\$857,875,666	7.3%

Source: 1998-99 AEIS.

Exhibit 2-47 shows how the Title I dollars were allocated in FBISD in 1998-99.

**Exhibit 2-47
Title I Program, Part A
Budget Expenditures by Function
1998-99**

Program/Function	Amount	Use of Funds
Schoolwide programs allocation	\$1,012,996	Campus-based schoolwide instructional initiatives
Targeted Assistance Programs	\$288,049	Reading/math services to identified students
Administration Costs	\$195,489	Salaries, indirect costs, mileage and supplier
Parenting Program Costs	\$5,000	Parent conferences, training sessions at central locations
Centrally Planned Costs	\$81,187	Literacy Bus, Success Fair, staff development (math/reading) and leveled texts
Total	\$1,582,721	

Source: FBISD Office of Special Programs.

Campus-level decisions about the expenditure of Title I, Part A funds are included in the Campus Improvement Plans (CIPs). Each campus budgets money for parental involvement, including parent resource centers, and parents training. The following are other examples of programs funded by Title I, Part A funds:

- Inclusion - a co-teaching model where the student's classroom teacher and the Title I teacher provide instruction within the regular education classroom. This program is offered at Mission West and Townewest.

- Literacy Groups - a structured format for groups of four to five students including the teaching of reading strategies, familiar reading, shared or guided writing and journal or interactive writing. This program is offered at Blue Ridge, Edgar Glover and Mission West.
- Minds in Motion - two traveling buses that promote literacy by taking teachers and books to the students in their community. Reading instruction and tutorial services are provided.

FINDING

Exhibit 2-48 shows that FBISD's economically disadvantaged students do not perform on TAAS as well as disadvantaged students statewide, and they do not perform as well as all but one of their peer districts. The gap in test scores between all students and economically disadvantaged students in FBISD is significantly higher than the state average.

Exhibit 2-48
Percent of All Students & Economically Disadvantaged Students
Passing All TASS Tests
FBISD vs. Peers
1998-99

District	All Students	Peer Rank	Percent Improvement Over 97-98	Economically Disadvantaged Students	Peer Rank	Percentage Improvement Over 97-98	Percentage Passing Difference	Peer Rank
Aldine	78.4%	6	+22.7%	76.1%	2	+28.9%	2.3%	1
Austin	68.0%	7	+22.7%	51.6%	7	+28.9%	16.4%	4
Cypress-Fairbanks	89.0%	3	+16.1%	75.8%	3	+24.0%	13.2%	2
Fort Bend	83.7%	5	+20.4%	66.2%	6	+29.9%	17.5%	5
Katy	90.8%	1	+13.4%	77.2%	1	+24.4%	13.6%	3
Plano	90.2%	2	+10.0%	69.2%	5	+17.1%	21.0%	7
Round Rock	87.3%	4	+14.1%	69.5%	4	+18.7%	17.8%	6
State	78.3%		+22.7%	67.9%		+28.9%	10.4%	

Source: 1998-99 AEIS.

In FBISD, the performance difference between economically disadvantaged and all students was 20.1 percent in grade 3, decreased in grade 4 and 5, and then increased again in grade 8 to 27.4 percent (**Exhibit 2-49**). This performance pattern indicates that the instructional needs of economically disadvantaged students are not being met with the same degree of effectiveness as other students.

Exhibit 2-49
Percentage Difference in TAAS Pass Rates
Between All Students and
Economically Disadvantaged Students
1997-99

Grade	1997-98 Percent Passed			1998-99 Percent Passed		
	All Students	Economic Disadvantaged	Gap	All Students	Economic Disadvantaged	Gap
3	77.4%	62.8%	14.6%	84.2%	64.1%	20.1%
4	85.9%	71.3%	14.6%	86.4%	72.3%	14.1%
5	90.0%	78.9%	11.1%	89.8%	76.7%	13.1%
6	80.5%	60.1%	20.4%	83.0%	64.4%	18.6%
7	79.7%	57.4%	22.3%	80.4%	59.1%	21.3%
8	68.0%	37.0%	31.0%	70.7%	43.3%	27.4%
10	77.0%	55.7%	21.3%	82.3%	64.0%	18.3%

Source: 1998-99 AEIS.

One way to provide better instruction is to give teachers detailed information on TAAS performance and instruction on how to use the information to plan instruction. According to the FBISD *Accountability Guide*, the following activities occur on each campus each year:

- Detailed presentation of campus AEIS indicators and data from the previous spring testing is presented to faculty (TAAS results, attendance rate and dropout rate).
- Grade level data is distributed and discussed. Each teacher is given relevant, student-specific TAAS results from the previous spring.
- Students, both as individuals and as part of an AEIS group, have been profiled to identify their unique individual academic deficiencies. Each student/instructional group has a written strategic plan implemented for each area not passed on TAAS.

- Teachers receive training in and complete charting, of all spring TAAS data for their students.

While FBISD teachers are provided the extensive disaggregated assessment data needed to plan instruction, additional efforts must be made to use the information to address the instructional needs of economically disadvantaged students. While the teachers are given this data, they are not given any training or direction how to use this test data. Without understanding the analyses, teachers can not effectively prepare lesson plans to help these students to improve. Also important in improving student performance is providing teachers the opportunity to see how other schools with similar characteristics in the district and across the state are performing, specifically schools with similar characteristic that have successful programs. For example, Austin Independent School District's Martin Junior High became a National Blue Ribbon middle school in 2000, just four years after being designated low-performing by the state. When compared with Texas schools with similar numbers of students from low-income families or lacking proficiency in English, Martin is within reach of the best in the state according to a report issued by *Just for Kids*, an Austin-based nonprofit education research group. To make the gains, Martin's principal and teachers have worked with their feeder schools to find out where their students are weak and have created activities that are engaging and instructive, such as an annual TAAS Math Bowl. Schools with similar student characteristics could duplicate Martin's strategies.

Recommendation 25:

Provide training to teachers to use campus-level detailed TAAS performance analysis in effective instructional planning.

Data for peer campuses are readily available from the TEA Web site, from *Just for Kids* or by requesting an AEIS data tape from TEA at no cost.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	Staff in Research and Development and the director of Instructional Support Services develop training modules for Title I, Part A campus staff on the appropriate use of test scores for identifying and addressing the educational needs of economically disadvantaged students.	October 2000
2.	Research and Development distributes the detailed analysis of TAAS performance data for economically disadvantaged students to all Title I, Part A campuses.	January 2001
3.	The director of Testing & Evaluation trains campus staff on	February

	interpreting test scores and planning instruction to address specific assessment objectives and items.	2001-March 2001
4.	Staff in Research and Development and Curriculum & Instruction develop strategies to help Title I, Part A principals identify successful instructional practices at peer campuses that can be applied in FBISD Title I schools.	April 2001 and Ongoing
5.	Research and Development regroups individual student data and provides teachers at the beginning of the school year TAAS summary reports for their incoming Title I, Part A students and provides training on how to interpret and use the data in effective instructional planning.	August 2001 Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing training resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES

H. HEALTH SERVICES

A commitment to health ultimately supports academic goals and objectives. Children cannot perform well academically if they are unhealthy, undernourished, have vision or hearing problems, have serious emotional problems or abuse drugs or alcohol. To the extent that coordinated school health programs can prevent or alleviate health problems; they serve the primary mission of schools. Healthy children have fewer absences, are less likely to drop out and are prepared to learn. A 1994 Gallup poll showed that 82 percent of parents believe health education is either more important or as important as other school subjects are.

Schools historically have played a critical part in improving the health of Americans. They have facilitated mass immunization efforts that dramatically decreased communicable diseases, conducted health screenings and referred students with vision, hearing and other health problems for treatment. An estimated 24 percent of Texas children are uninsured, so a school nurse is sometimes the only health professional some children see.

No federal or state law mandates basic health services to the general student population. Before 1991, TEA played a significant role in monitoring school health programs. With the repeal of Texas Administrative Code, Chapter 19, Sec. 84.41, TEA's involvement has declined while Texas Department of Health (TDH) involvement has grown. TDH established the School Health Program in 1992, and the *Texas Year 2000 Health Objectives* calls for comprehensive school health education programs to be in place in all Texas school districts in grades K-12 by the year 2000.

Many districts do not have school nurses or offer school health programs. There is no dedicated funding for school nurses. Funding comes from local property tax revenues or state and federal grants. Chapter 38, Section 38.011 of the Education Code sets up a grant fund, allocated through a competitive application process, for school health centers.

Like its peer districts, FBISD has placed a priority on student health, funding it from local dollars. The numbers and types of registered nurses and other health staff and the amount of local funds spent on health services are compared to peer districts in **Exhibit 2-50**.

Exhibit 2-50
Nursing Staff FBISD vs. Peers
1998-1999

School District	Student Enrollment	Number of Nurses	Types of Nurses*	Ratio of Nurse to Students	Annual Cost for Nursing/Health
Austin	79,496	51RN/LVN + 44 School Health Assistants	RN/LVN/SHA	1:1,559	\$2,520,986 plus \$250,000 contribution from external program manager
Cypress-Fairbanks	58,044	52	RN	1:1,116	\$3,087,621
Fort Bend	50,890	51 RN + 33 Clinical Assistants	RN	1: 998	\$3,716,140
Aldine	49,453	62	RN	1: 798	\$2,243,905
Plano	44,229	59	RN	1: 750	\$2,332,743
Katy	30,126	28	RN	1:1,076	\$1,226,156
Round Rock	28,474	41	RN/LVN	1: 694	\$1,191,558

Source: TSPR Survey of peer districts, April 2000.

**RN=Registered Nurse; LVN=Licensed Vocational Nurse; SHA=School Health Assistant*

All FBISD campuses have one full-time nurse. Each elementary school has a half time clinical assistant and each secondary school has a full-time clinical assistant. The clinical assistants receive training annually in CPR and First Aid. In addition, they receive training in medication administration, clinic procedure, and meet a minimum of four times a year at the district level for in-service training in topics such as mouth trauma, asthma and diabetes.

FINDING

FBISD does not use a staffing allocation formula for health care professionals based on student enrollment or health needs. Rather, FBISD assigns one registered nurse (RN) for each campus, including the alternative schools. In addition, the district allocates one half-time clinical assistant to each elementary school campus (except for Meadows Elementary where one full-time clinical assistant is assigned) and a full-time clinical assistant to each secondary school campus.

FBISD administrators said they attempt to follow the nursing staffing guidelines compiled by the Educational Research Service (ERS), a national research firm. According to ERS' survey of school districts nationwide, staffing patterns for nurses varied widely in 1999-2000 school year-from 978.3 pupils to 6,221.5 pupils per school nurse depending upon the district size. For districts with enrollments over 25,000, the median (50th percentile) nurse to student ratio was 1:1,710. The Texas Department of Health (TDH) and the Texas Association of School Nurses have a goal of 750 regular students per school nurse regardless of students' age group and size of the district. **Exhibit 2-51** shows the RN to student and health professional (RN/clinical assistant) to student ratio at FBISD schools.

Exhibit 2-51
FBISD Nursing Staff Compared to Students
1999-2000

Campus	Students	RNs	Clinical Assistants	Ratio of RN to Students	Ratio of RN and Clinical Assistants to Students
Elementary	23,260	33	17	1: 705	1: 465
Middle	13,200	9	9	1: 1,467	1: 733
High School	16,444	7	7	1: 2,349	1: 1,175
Alternative Schools	vary	2	0	vary	vary
FBISD Total	52,904	51	33	1: 1,037	1: 630
National Benchmark Median					1:1,170

Source: FBISD Student Support Services.

At FBISD, all nurses are RNs. The Texas Education Code allows any school employee to administer medication or minor first aid under the supervision of an RN. Currently, at FBISD, when the RNs are not available, clinical assistants and classroom aids administer medication as per the instructions from RNs.

During an on-site visit, one nurse said that she did not have enough to do and was spending time typing for the front office. Assigning a full-time RN to each campus is not necessary when enrollment and students' health needs do not warrant it. On the other hand, some campuses may need more health services if the students' health is fragile.

According to the information gathered by the National Association of School Nurses from 19 states, only eight states mandate that districts employ school nurses. Only one state, has recommended nurse to student ratio of 1:800. The recommended ratios in other sates ranged from 1,000 to 2,000 students per school nurse.

Recommendation 26:

Implement staffing allocation guidelines for school nurses and clinical assistants that are based on student health needs and student enrollment.

The district should look for efficient allocation of nurses and clinical assistants on campuses based on enrollment fluctuations and the number of students with special needs. The district should also closely monitor the caseload assignments.

A time study such as one done for Medicaid administrative claiming could provide the district with information on what services nurses are providing and how often they are providing.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Student Support Services collects data to perform an epidemiological profile (the incidence and distribution of medical services) of each school and a task analysis of core functions based on epidemiological profiles.	October - November 2000
2.	The director of Student Support Services in conjunction with the associate superintendent for Human Resources formulate staffing guidelines based on the task analysis and campus enrollment and certification needs based on a core function analysis.	November 2000
3.	The director of Student Support Services and the associate superintendent for Human Resources recommend staffing patterns to the superintendent for approval by the board.	December 2000
4.	New staffing patterns are implemented.	January 2001

FISCAL IMPACT

Assuming that FBISD establishes a health professional (RNs plus clinical assistants) to student ratio of 1:750, the district could reduce its number of clinical assistants by 13 positions. At a PG3 minimum salary, FBISD clinical assistants make \$12,186 annually (\$66.23 per day for 184 days - $\$66.23 \times 184 = \$12,186$) plus benefits of \$1,831 (\$1,764 health benefits + .0055 or \$67 unemployment insurance and workers' compensation). The district could save \$182,221 ($\$14,017 \times 13$) annually by allocating its health professionals based on a student enrollment ratio of 1:750.

The district would only realize partial savings during first year due to implementation timelines.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Implement staffing allocation guidelines for school nurses and clinical assistants that is based on student health needs and student enrollment..	\$106,295	\$182,221	\$182,221	\$182,221	\$182,221

FINDING

FBISD's health services budget is higher than any of its peer districts. The district employs 51 registered nurses and 33 clinical assistants. The district's ratio of students to nurse is lower than national benchmark median obtained by Educational Research Service, a national research firm. Some FBISD nurses perform clerical duties for the administration.

In October 1996, Austin ISD (AISD) and the Children's Hospital of Austin created a public-private partnership to develop a quality, comprehensive school health program to serve all students in AISD. Under the agreement, AISD contracted with the hospital to manage, staff and provide health services for the district. The results of the partnership have been positive both in terms of cost-savings and quality of services received.

In spring 1999, AISD conducted a survey to get feedback on the success of the program; all parents and principals responding evaluated their satisfaction with the program as "very good" or "excellent." Children's Hospital/AISD Student Health Services Program was one of 9 sites selected nationally for a site visit in October 1998 by members of the Robert Wood Johnson Foundation to evaluate new, innovative models for possible duplication.

Exhibit 2-52 below shows how AISD was able to contain costs while significantly increasing staff and services.

Exhibit 2-52
Level of Staffing/Campus Coverage
School Health Services
1998/99

Year	Registered Nurses	Health Assistants	Service Hours per Week	Budget
1995-96	39	0	1,041	Not available
1996-97	33	46	2,408	\$1.4 million (Plus Seton Contribution)
1997-98	41	42	2,438	\$1.9 million (Plus Seton contribution)
1998-99	51	44	2,842	\$2.5 Million (Plus Seton contribution of \$250,000)

Source AISD. Good Health for Kids. Achievements in Student Health Services. July 1, 1998-June 30, 1999.

In 1998-99, AISD provided health services in 94 schools. The number of service hours increased from 1,041 in 1995 to 2,842 in 1998. The number of health personnel in the schools more than doubled, from 39 in 1995 to 95 in 1998. In addition to RNs and LPNs, the contractor uses School Health Assistants who are trained by the contractor. The lower cost of the School Health Assistants has allowed more health personnel in the schools, enabling a case-management health approach. The program's budget doubled from 1996 to 1998 and includes a significant contribution from the contractor.

Recommendation 27:

Analyze the cost-benefit impact of contracting with a local health facility to manage the school health program.

FBISD is geographically located near and already has partnerships with several health care facilities. Doctors and nurses serve on advisory committees to the Career and Technology Education programs, and hospitals provide internships for FBISD students. The county health department and several health institutions cooperate with the district on its immunization programs. The district could build on its current relationships to increase health services and contain costs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Student Support Services and the associate superintendent of Business and Finance develop and issue a request for proposals to manage the FBISD health program.	October 2000
2.	The director of Student Support Services and the associate superintendent of Business and Finance evaluate responses and make recommendations to the superintendent and the board.	March 2001

FISCAL IMPACT

This recommendation could be implemented using existing resources.

Chapter 3

PERSONNEL MANAGEMENT

This chapter examines Fort Bend Independent School District's (FBISD's) personnel management and human resources functions in five sections:

- A. Organization and Management
- B. Recruiting and Hiring
- C. Employment and Retention of Personnel
- D. Salary Administration
- E. Training and Staff Development

Personnel and human resources management are critical functions of a school district. Successful management of personnel includes efficient recruiting, hiring, classification and compensation, benefit administration, training and development, and performance evaluation. Compliance with equal employment opportunity statutes and other applicable federal and state laws, and the establishment of fair and workable policies, procedures and training are important for the recruitment and retention of competent staff.

Chapter 3

PERSONNEL MANAGEMENT

A. ORGANIZATION AND MANAGEMENT

FBISD's Human Resources Department is responsible for carrying out personnel management policies and procedures for the recruitment, employment and retention of more than 6,000 employees. **Exhibit 3-1** summarizes FBISD's 1999-2000 budget and shows that more than 80 percent of the district's budget is devoted to payroll costs.

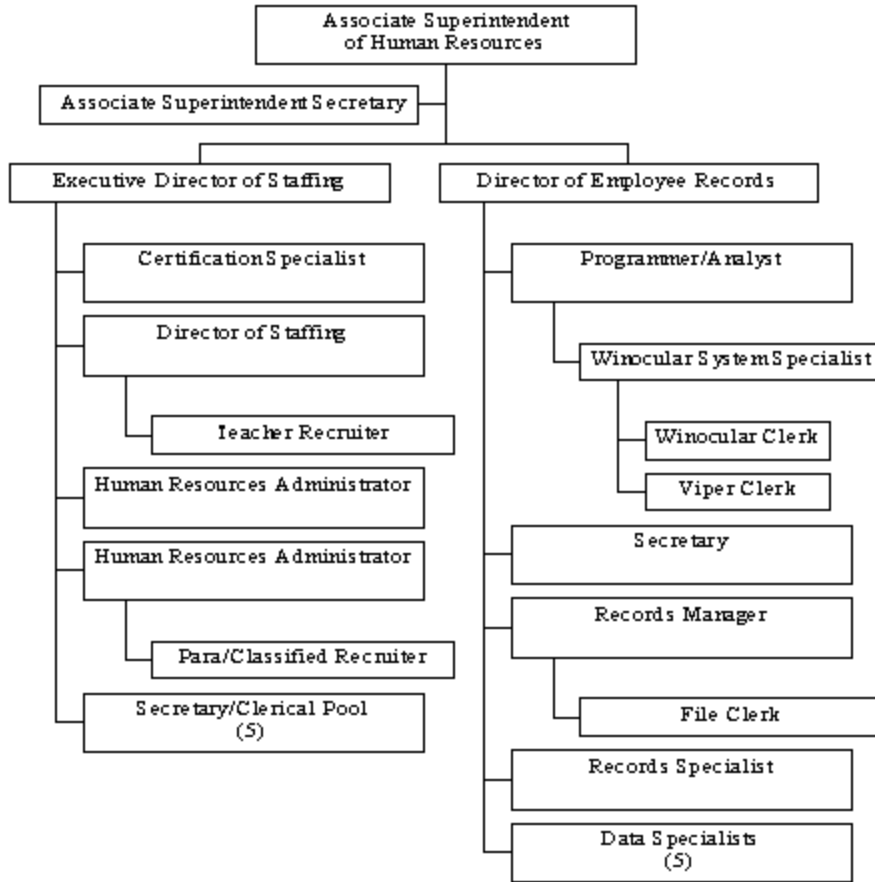
Exhibit 3-1
FBISD Budgeted Expenditures by Object Group
1999-2000

Expenditure Category	Budgeted Amount	Percent of Total
Payroll Costs	\$226,830,158	83%
Contracted Services	\$21,573,769	8%
Supplies & Materials	\$12,794,913	5%
Capital Expenses	\$3,282,253	1%
Debt Service	\$3,465,089	1%
Other Expenses	\$4,615,490	2%
Total	\$272,561,672	100%

Source: FBISD Business and Finance Department.

The associate superintendent of Human Resources oversees the Human Resources Department with a staff of 27 administrative and support personnel. Responsibilities are delegated between two functional areas, Staffing and Employee Records. The executive director of Staffing is responsible for recruitment, hiring and workforce planning. The director of Employee Records manages employee records, employment certification and the Human Resources management information systems. Employee benefits and worker's compensation are administered under the associate superintendent of Business and Finance, in the Risk Management Department. Staff development and training are coordinated jointly between the Human Resources Department and the Research and Development Department; additional training is provided by the Community Relations Department. The organizational structure of the Human Resources Department is shown in **Exhibit 3-2**.

**Exhibit 3-2
Human Resources Department Organization
1999-2000**



Source: FBISD Human Resources Department.

The mission statement of the Human Resources Department is:

Fort Bend Independent School District Human Resources Department is dedicated to securing highly qualified and dedicated principals, teachers and support staff for the children of the district. Applicants are aggressively recruited whose first concern is helping all students reach their full potential. We are also committed to retaining these employees by providing excellent benefits and opportunities for professional growth.

The goal statement of the department is:

Fort Bend Independent School District will recruit, employ, develop and retain employees in order to establish and

maintain a professional atmosphere that fosters student success.

The Human Resources Department has developed the following goals for its 1998-2000 strategic plan:

- Recruit, employ, develop and retain employees.
- Develop a system of communicating standards, coaching, training and assessing the effectiveness of employees.
- Create and maintain a customer-friendly atmosphere.

Exhibit 3-3 displays the division of human resource management responsibilities within FBISD.

**Exhibit 3-3
FBISD Human Resources Management Responsibilities**

Responsibility	Department
Recruiting staff	Human Resources
Hiring staff	Human Resources; board, superintendent, all departments
Background checks and physical examinations	Human Resources
Certification verification	Human Resources
Reference checks	All departments
Salary determinations	Human Resources, superintendent, supervisors
Employee contracts	Human Resources, board, superintendent
Salary adjustment calculations	Human Resources, superintendent, supervisors
Compensation and classification	Human Resources, all departments
Records maintenance and retrieval	Human Resources
Attendance monitoring (employees)	All departments
Benefits administration	Risk Management
Employee safety	Risk Management, Human Resources
Pay management	Human Resources, Payroll Office

Employee grievances and complaints	Human Resources, all departments, superintendent, board
New teacher orientation	Research and Development
Training/staff development	Research and Development, Human Resources, Community Relations
Termination	All departments; Human Resources, board, superintendent
Planning for staffing levels	Board, superintendent, Human Resources, area superintendents, principals, all departments

Source: Interviews conducted with FBISD staff.

The operating budget of the department for 1999-2000 is \$1.47 million, of which \$1.17 million or nearly 80 percent is budgeted for salaries as shown in **Exhibit 3-4**. The budget has decreased since 1997-98, due to realignment of positions and reductions in the use of temporary staff.

Exhibit 3-4
Budget for FBISD Human Resources Department
1997-1998 through 1999-2000

Expenditure Categories	1997-1998	1998-1999	1999-2000
Salaries	\$1,284,388	\$1,315,439	\$1,173,493
Contracted Services	149,851	101,624	96,900
Supplies & Materials	51,376	50,854	63,379
Other Operating Expenses	70,395	111,063	90,365
Capital Outlay	85,482	35,261	46,000
Total	\$1,641,492	\$1,614,241	\$1,470,137

Source: FBISD Human Resources Department.

The functions and responsibilities of each of the functional areas and the office of the associate superintendent are presented in **Exhibit 3-5**.

Exhibit 3-5
Functions and Responsibilities
Human Resources Department
1999-2000

Professional Staff	3,195.4	64.5%	3,424.2	64.0%	3,725.3	65.6%	3,771	61.3
<i>Teachers</i>	2,573.3	52.0%	2,807.8	52.5%	3,053.1	53.7%	3,236	52.6
<i>Professional Support</i>	475.0	9.6%	452.1	8.5%	498.0	8.8%	241	3.9
<i>Campus Administrators</i>	115.3	2.3%	125.3	2.3%	136.3	2.4%	242	3.9
<i>Central Administrators</i>	31.8	0.6%	39.0	0.7%	37.9	0.7%	52	0.8
Educational Aides	211.2	4.3%	322.2	6.0%	402.5	7.1%	346	5.6
Auxiliary Staff	1,547.6	31.2%	1,601.9	30.0%	1,554.5	27.4%	2,033	33.0
Total Staff	4,954.2	100%	5,348.3	100%	5,682.3	100%	6,150	100%

*Source: AEIS 1996-97, 1998-99. *Human Resources Department as of April 1, 2000.*

**Exhibit 3-7
Employee Statistics, FBISD
1997-1998 through 1999-2000**

	1997-98	1998-99	1999-2000*
Number of Students Enrolled	49,093	50,890	52,904*
Number of Total FTEs	5,350	5,682	6,150*
Ratio of Students to FTEs	9.2:1	9.0:1	8.6:1
Number of FTEs in Human Resources**	28	27	27
Ratio of Human Resources employees to total staff	1:191	1:210	1:228

Source: AEIS 1997-98, 1998-99.

** PEIMS 1999-2000.*

*** Human Resources Department, as of April 1, 2000.*

The staffing level of FBISD's Human Resources compared to overall staff is one to 191. The general trend in industry calls for one human resources staff member for every 100 employees; school districts tend to lag behind this trend. FBISD has been able to keep its Human Resources staff at a constant level since 1997-98 despite increases in workload. **Exhibit 3-8** compares human resources staffing at peer districts. Compared to peer districts, FBISD ranks third highest in ratio of human resources staffing to total staff and above the average ratio of personnel staff to total number of employees. While human resources management varies from district to district, the basic functions of recruiting, hiring, classification and compensation, benefit administration, training and development, and performance evaluation remain the same.

Exhibit 3-8
Human Resources Staffing Levels
1999-2000

District	Number of HR Staff	Total Number of Staff	Ratio of HR Staff to Total Staff
Plano	38	5,438	1:143
Aldine	35	7,900	1:226
Fort Bend	27	6,150	1:228
Austin	39	9,678	1:248
Katy	15	4,088	1:273
Round Rock	15	4,200	1:280
Cypress Fairbanks	20	8,213	1:411
Average without Fort Bend	27	6,586	1:244

Source: TSPR Survey of peer districts, April 2000.

The workload of Human Resources has continued to grow significantly. One of the most critical and time-consuming tasks of the department is filling vacancies. The number of positions filled has increased from 679 in 1996-97 to 1,103 in 1998-99, an increase of 62 percent (**Exhibit 3-9**). As of April 2000, the department has already filled 1,077 positions in 1999-2000.

Exhibit 3-9
Number of FBISD Positions Filled
1996-97 through 1998-99

Classification of Staff	1996-97	1997-98	1998-99
Professional	439	510	687
Paraprofessional	130	144	165
Classified	110	164	251
Total Positions Filled	679	818	1,103

Source: FBISD Human Resources Department.

In addition to hiring staff, the Human Resources Department is also responsible for processing personnel actions including changes in certification, terminations, classification, resignations and transfers. In 1998-99, 1,572 employee actions were processed.

Although many teachers stay in the school where they were originally hired, FBISD allows teachers to request a voluntary transfer after meeting the following conditions:

- *Minimum of one-year experience in FBISD.*
- *No Professional Development and Appraisal System domain scores less than proficient on last appraisal.* FBISD participates in the Texas Education Agency's (TEA) Professional Development and Appraisal System (PDAS) for Texas teachers. Teachers are evaluated on a series of eight domains, and rated on a four-point scale of (1) exceeds expectations; (2) proficient; (3) below expectations, and (4) unsatisfactory.
- *Not on a growth plan.* Principals or assistant principals make a determination if a teacher should be placed on a growth plan for improvement. Growth plans are usually developed for deficiencies in PDAS, but may be due to deficiencies determined in other areas, such as safety issues.

The experience requirement for transfers may be waived if a teacher is certified in math, science, bilingual or special education and is not currently in that assignment or if the teacher has taken and passed the ExCET test in one of these critical areas and is not currently serving in the critical area but is requesting placement in the same area. FBISD transfer policy allows any teacher meeting the criteria above to request a change in schools, and it is the policy of the district to not hinder employees who wish to transfer.

FINDING

The Human Resources Department has developed internal quality control processes, standard operating procedures and cross-training procedures for its staff that have resulted in improved efficiency and morale within the department. The department has undergone significant changes in how it manages its resources since 1997-98, including upgrading the skills of staff, developing clearly-written standard operating procedures for human resources and training all staff on the procedures.

A competent, dedicated, skilled and experienced staff is important to accomplish the various functions of the Human Resources Department. In 1995, the district retained KPMG Peat Marwick LLP to perform a comprehensive review of the Human Resources Department structure, staffing and training and development plan for the department. The study also addressed districtwide staffing, job descriptions, recruiting and records management. Many, but not all, of the recommendations have been implemented.

One of the study's recommendations was the reorganization of the Human Resources Department. The associate superintendent has been with the district since July 1997, when she was hired as executive director of Personnel. She was promoted to associate superintendent of Human Resources when the former associate superintendent resigned, and shortly thereafter the department was reorganized to enhance employee interviewing and recruitment, and to fully utilize current staff.

The department maintains a detailed procedures handbook that includes step-by-step descriptions of each process and procedure used to deliver services, including applications, posting of positions, recruitment, adding or reassigning staff, evaluations, transfers, payroll and records retention. Copies of all forms as well as computer screens used in the process are included in the handbook. The handbook is updated on a regular schedule, and the director of Employee Records reviews the procedures with staff so that improvements are made as part of the overall quality control system within the department.

The staff for Human Resources are well-trained, and assist each other during peak periods. A number of Human Resources staff have been with the district for more than 20 years. Many of the current employees of the department have served as teachers and principals. Staff are cross-trained to perform other functions, and help each other out during absences or vacancies. They strive to serve internal as well as external customers efficiently and effectively.

COMMENDATION

FBISD has well developed internal quality control processes, standard operating procedures and cross-training procedures for its staff.

Chapter 3

PERSONNEL MANAGEMENT

B. RECRUITING AND HIRING

Workforce planning for rapidly expanding FBISD is critical for the success of the district and its students. The ability to recruit, hire and retain qualified staff is a constant challenge. The district has more than 6,000 employees and a payroll of about \$226.8 million. In its 1999-2000 budget, the district proposed 265 new positions consisting of 217 instructional and student support positions and 48 facility and other administrative positions. FBISD's Human Resources Department is responsible for filling all vacancies throughout the district. **Exhibit 3-10** shows the number of teachers in FBISD since 1995-1996.

Exhibit 3-10
Fort Bend Independent School District
Number of Teachers
1995-96 through 1999-2000

Years	Teachers	# Increase	% Increase
1995-96	2,319		
1996-97	2,573	254	10.9%
1997-98	2,808	235	9.1%
1998-99	3,053	245	8.7%
1999-2000*	3,236	183	5.9%

Source: AEIS for 1995-96, 1996-97, 1997-98, 1998-99.

**From FBISD Supporting Schedules, 1999-2000 FBISD Budget Department.*

The executive director of Staffing, the director of Staffing and one teacher recruiter are responsible for teacher recruiting. The associate superintendent also directly participates in recruiting teachers from Spain. Since the 1996-97 school year, the district has been maintaining recruiting statistics to determine the effectiveness of these various strategies. The district tracks the number of applicants seen, the number of "pre-hire" job offers made, the number of applications received and the total number hired for each recruitment effort. The executive director of Staffing reviews the recruiting data on a quarterly basis and eliminates those

recruiting sites that produce minimal results. The district has targeted minority recruiting and bilingual teachers in their recruiting efforts.

The cost of recruiting teachers at FBISD and at peer districts is shown in **Exhibit 3-11**.

Exhibit 3-11
FBISD Teacher Recruiting Costs Compared to Peer Districts
1998-99

District	Recruiting Budget	Total Number of Teachers Recruited	Number of Out-of-State Teachers	Cost per Teacher Recruited
Katy	\$19,000	860	49	\$22
Aldine	\$40,000	1,718	627	\$23
Round Rock	\$23,800	541	N/A	\$44
Cypress-Fairbanks	\$30,500	654	243	\$47
Austin	\$35,000	728	29	\$48
Fort Bend	\$35,000	545	106	\$64
Average without Fort Bend	\$29,660	900	237	\$33

Source: TSPR Survey of peer districts, April 2000.

FINDING

To address its major recruiting challenges, the district performs extensive recruiting for teachers and has well-identified goals and marketing tools for recruitment strategies. As a rapidly growing school district, FBISD is continuously adding staff. Competition for employees is fierce in the Fort Bend area, as employees have the choice of several districts as well as public and private employers in a hot job market.

FBISD's Human Resources Department believes that by the expansion of the student-teacher sites and aggressive university recruiting, the district should be able to reduce the number of teachers without certification who require permits by 10 percent each year for five years, and continue to reduce the number of vacant teaching positions.

The district has initiated several innovative approaches to recruiting, including targeted recruiting in critical teaching fields, allowing pre-hire

authority for the director level of Human Resources staff, posting job openings and application packets on the Internet, and installing a toll-free number to provide no-expense-to-applicant service. The goals and strategies for recruiting are shown in **Exhibit 3-12.**

Exhibit 3-12
FBISD Recruiting Goals and Strategies
1999-2000

Goal		Strategies
1.	Select universities that have adequate candidates that meet the needs of FBISD.	FBISD Considerations: Total available candidates/minority candidates Available candidates in critical teaching fields, Success of employees hired from that campus' job fair booth activity the past two years.
2.	Provide additional certified staff.	Board of Trustees-approved participation in: Region IV Alternative Certification Program Spain Teacher Exchange Program Germany Teacher Exchange Program Mexico/Region IV Bilingual/Spanish Program.
3.	Allow current certified employees to add a critical area teaching field to their certificate.	Financial support has been approved to aid current professional teaching staff for training and test fees for the addition of critical teaching fields.
4.	Allow directors to make university on-site job offers.	Board of Trustees approved pre-hire authority for the director level Human Resources staff.
5.	Allow school administrators to see a large number of candidates.	Conduct a spring teacher job fair in FBISD for teacher applicants to meet one-on-one with school administrators.
6.	Increase the applicant pool at a time of year when vacancies are anticipated.	Conduct a January and July classified job fair in the following areas: custodian, child nutrition, maintenance, transportation, warehouse, police and operations.
7.	Allow professional candidates to respond quickly.	Place a professional application packet online.
8.	Broaden the geographic area of job opening knowledge.	Post job openings on the district job line and the Internet.
9.	Provide applicants outside of	Initiate a 1-800 number to provide a no-

	the local area with direct access to district staff.	expense-to-applicant service.
10.	Allow all employees that meet the qualifications to upgrade/transfer.	Post all job openings above entry level in all district facilities.
11.	Provide applicants and university officials with an overview of FBISD and the County.	Provide a video-tape of FBISD and Fort Bend County to university placement offices where there is a recruiting effort.
12.	Identify strong applicants for immediate follow-up.	FBISD has contracted with Gallup to provide a telephone interview that identifies candidates for further interviewing with the Urban Teacher Perceiver Interview.
13.	Accommodate the student teachers who are working in FBISD by providing a teacher interview time and date during the day.	Set two days in October and April for in-district student teacher interviews. The principals would have had time to evaluate the abilities of the student teachers and make appropriate recommendations.
14.	Allow FBISD to help train its future teachers.	FBISD has approved student partnerships with six universities; the University of Houston, Main Campus and Downtown, Houston Baptist University, Sam Houston State University, Texas Southern University and Prairie View A&M University.

Source: FBISD Human Resources Department.

In addition to the six university campuses that have a student teaching partnership with FBISD, four other universities have been approached, and the district anticipates that all four will commit to similar arrangements. FBISD recruiting data by type of recruiting effort is shown in **Exhibit 3-13**.

**Exhibit 3-13
FBISD Recruiting Data
1996-97 through 1998-99**

Campus/How Recruited	1996-97		1997-98		1998-99	
	No. Interviewed	No. Hired	No. Interviewed	No. Hired	No. Interviewed	No. Hired
Fort Bend Area						

Walk- Ins/FBISD Job Fair	360	53	331	45	295	49
Bay Area Job Fairs	0	0	0	0	12	0
Gulf Coast Job Fair	75	11	53	9	38	8
Houston Bapt. Univ.	0	0	48	16	39	14
Prairie View A&M U.	41	28	35	22	38	23
Region IV Job Fair	78	11	63	7	55	5
TX Southern Univ	47	18	40	13	43	16
UH Central, DT & CL	395	113	388	104	361	105
Total Fort Bend Area	996	234	958	216	881	220
Baylor	0	0	59	18	45	15
Sam Houston State U.	96	45	81	42	75	38
Lamar University/SWU	0	0	0	0	44	7
Stephen F. Austin U.	74	33	62	28	50	24
SW Texas State U.	96	41	85	35	73	27
TASPA Job Fair	0	0	0	0	29	5
TX A&M U.	155	51	143	43	126	38
TX Christian U.	0	7	0	5	0	3
TX A&M Kingsville & CC	0	0	66	2	68	1
TX Tech	51	7	42	4	23	2

TX Womans Univ	12	2	14	2	8	1
UH - Victoria	40	5	36	3	45	6
U of N Texas	15	2	12	3	21	4
U of Texas	110	28	91	23	95	22
U of Texas Pan Am	0	0	0	0	0	0
U of Texas Tyler	0	0	0	0	8	1
W TX A&M	16	1	0	2	0	3
Total for Texas	665	222	691	210	710	197
Colorado	0	0	35	4	26	6
Illinois Job Fair	0	0	63	3	91	13
Iowa Job Fair	0	0	0	0	35	3
Louisiana	71	22	63	19	58	16
Massachusetts	0	0	22	1	29	3
Michigan	121	15	92	13	73	14
Minnesota Job Fair	0	0	28	3	23	5
Ohio Job Fair	45	3	59	6	73	13
Oklahoma Job Fair	0	0	0	0	48	8
Pennsylvania Job Fair	0	0	0	0	73	11
TN/KY Job Fair	0	0	0	0	65	9
Wisconsin	0	0	0	0	49	5
Total for Out of State	237	40	362	49	643	106
Germany	0	0	0	0	0	4
Mexico - Reg. IV	0	0	0	0	20	8
Spain	0	0	22	8	20	10
Total for Other	0	0	22	8	40	22

	Teacher Positions	Term Substitutes	Teacher Positions	Term Substitutes	Teacher Positions	Term Substitutes	Teacher Positions	Term Substitutes
Area I	21.0	43.0	26.0	41.0	13.0	59.0	21.0	40.0
Area II	4.0	12.0	1.5	10.0	1.0	20.0	4.0	19.0
Area III	8.6	22.0	4.1	11.0	0.0	28.0	17.0	20.0
Average	11.2	25.7	10.5	20.7	4.7	35.7	14.0	26.3
Total	33.6	77.0	31.6	62.0	14.0	107.0	42.0	79.0

Source: Human Resources Six Weeks Teacher Reports.

**The unfilled positions exclude Special Education.*

For the 1999-2000 school year, Area I had 21 unfilled teacher positions, and 43 long-term substitutes by the end of the first six weeks of class, which is two-thirds of the total unfilled teacher positions in the district, and more than half of the long term substitutes used in the district for that time period. By the end of the fourth six-week period, Area I still had 21 unfilled teacher positions, and 40 long-term substitutes.

These 21 unfilled positions were not necessarily the same positions that were unfilled at the end of the first, second or third six-week period. And, the district stated that the unfilled positions were partially due to a class size reduction grant that increased staffing by 13 teaching positions. The philosophy of FBISD does not include maintaining a long-term substitute in a position for the complete school year, but only until an appropriately certified teacher is employed. However, Area I schools continue to have difficulty keeping teaching positions filled to a greater extent than Areas II and III. The internal competition for teachers creates greater teacher shortages and the use of more long term substitutes in Area I schools.

A substitute is not guaranteed to have required education, training in teaching or teaching experience. Due to the shortage of substitutes, the district has set its substitute requirement at a minimum of 60 college hours. Substitute applicants are interviewed and a credential review is completed prior to entering a training program that continues to deliver staff development beginning with a comprehensive orientation, which strengthens the knowledge of the temporary teacher. The district also provides four staff development sessions for long term substitutes during the school year.

The use of long-term substitutes creates both a financial drain on the district as well as a negative impact on successful student achievement. Of

the 71 long-term substitutes (some substitutes have multiple assignments) with an assignment in the district for more than 30 days, 13 were certified.

During the public forums, participants noted that there appeared to be a problem with keeping teachers at certain campuses, and that east side schools did not have as many highly qualified teachers as on the west side. On the contrary, Area I schools have a wealth of experienced teachers and teacher salaries are comparable with Areas II and III.

On the survey TSPR administered to district administration and support staff, one respondent wrote:

"The staffing issue between the 'east' and 'west' sides is a problem. There should be incentives for teachers to work in east side schools. (There are some wonderful teachers there, but turnover is high.)"

Other school districts, faced with chronic teacher shortages at certain campuses within their districts, have found successful solutions through bonuses or stipends to attract and retain quality teachers. Alief ISD provided a stipend to all teachers at one middle school in 1998-99 to retain staff. Teachers were paid a stipend of \$1,500 for teaching at the school, and \$750 for each semester completed for a total of \$3,000. The district was able to stabilize the teaching staff, and discontinued the stipend after one year.

Recommendation: 28

Provide a one-time signing bonus of \$1,500 for teachers recruited to fill positions in high-need campuses.

Providing a one-time signing bonus to attract qualified permanent teachers would result in immediate improvement in the quality of education in the classrooms where there are teacher vacancies that cannot be filled through traditional recruiting efforts.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the area superintendents to prepare a plan for administering this bonus program in coordination with the associate superintendent of Human Resources and the associate superintendent of Achievement and Development.	January 2001
2.	The superintendent submits the plan to the board for approval.	February 2001
3.	The board approves the one-time signing bonus plan.	March

		2001
4.	The associate superintendent of Human Resources and the associate superintendent of Achievement and Development implement the program.	August 2001

FISCAL IMPACT

There were 21 unfilled teaching positions in Area I and 42 unfilled teaching positions districtwide after six months of the 1999-2000 school year. If all Area I positions unfilled after six months were filled with teachers receiving the one-time bonus, the maximum one-year cost of the program would be \$31,500 (21 bonuses paid X \$1,500). The district may choose to target certain schools to receive the bonus depending on the level of need and recruiting difficulty for the school. If in the second year and each year thereafter, the number of unfilled positions after six months of school is reduced to half of its current numbers, the cost of the program would be reduced by half each year.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Provide a one time signing bonus of \$1500 for teachers recruited to fill positions in high-need campuses.	\$0	(\$31,500)	(\$15,750)	(\$7,875)	(\$3,938)

FINDING

Teacher absences cost the district quality teaching in the classroom as well as money. Teachers and staff occasionally have to support teachers in their absence if a substitute cannot be obtained. Absences are charged to personal leave or school business. As shown in **Exhibit 3-15**, the district spent \$842,497 on substitutes in 1997-98, and \$1,028,721 in 1998-99, an increase of \$186,225, or 22 percent. The associate superintendent of Human Resources cited teacher absences due to personal leave as a major problem in the school district.

Exhibit 3-15
FBISD Absence Comparison by Area
1997-1998 and 1998-1999

FBISD by Area 1997-98	Number of Absences Due To School Business	Number of Absences Due To Personal Leave	Totals	Cost for Substitutes

I	1,031	4,082	5,113	\$332,267
II	596	2,731	3,327	\$216,261
III	849	3,673	4,522	\$293,969
Total	2,476	10,486	12,962	\$842,497
Average	825	3,495	4,320	\$280,832
FBISD by Area 1998-99				
I	947	5,514	6,461	\$419,932
II	530	3,332	3,862	\$250,997
III	726	4,750	5,476	\$357,792
Total	2,203	13,596	15,799	\$1,028,721
Average	734	4,532	5,266	\$342,907

Source: FBISD Human Resources Department.

While employees do not have control over absenteeism due to school business, they do control absences due to personal leave. The district provides the statutory maximum of five work days annually of state personal leave. Employees can earn up to a maximum of seven days annually, which is paid for by the district. Most teachers do not exceed the maximum of 12 days, but there are a number of campuses where there is a lot of absenteeism, and some teachers do exceed the maximum. In addition to costing the school more than \$1 million for substitutes in 1998-99, absenteeism contributes to lower morale among the other teachers and staff who have to cover for the absent employees. Most importantly, it creates a less effective learning environment for students through the use of substitutes in the classroom.

Recommendation 29:

Establish policies and procedures that address excessive absences, and provide incentives to teachers with good attendance.

District policy should encourage attendance and punish excessive absenteeism. Principals should manage teachers with excessive absences through counseling and appropriate disciplinary actions, including placing teachers on a development plan for improvement. The district should establish a policy for excessive absences that defines what they are and the consequences are for abuse. The district should develop a non-monetary

incentive program for teachers who have perfect attendance, such as reserved parking spaces, certificates or plaques. The incentive program will show appreciation for teachers, and recognizes the importance of keeping teachers in the classroom.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of Human Resources and the area superintendents develop policies and procedures defining excessive absences as well as an incentive plan.	November 2000
2.	The associate superintendent takes the policies and procedures and the incentive plan to the board for approval.	January 2001
3.	The associate superintendent of Human Resources and the area superintendents and principals implement the policies and procedures and the incentive program.	February 2001

FISCAL IMPACT

Savings from a reduced number of substitutes would offset any cost of the incentive program. The cost of recognition to employees in the form of reserved parking spaces, plaques and certificates would be minimal (less than \$1,500 per year). If an incentive program coupled with a policy of disciplinary action could reduce absenteeism by 5 percent, the district would save \$51,436 per year ($\$1,028,721 \times 0.05$). The cost of the incentive program deducted from the savings per year provides a net savings of \$49,936. ($\$51,436 - \$1,500 = \$49,936$).

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Establish policies and procedures that address excessive absences, and provide incentives to teachers with good attendance.	\$49,936	\$49,936	\$49,936	\$49,936	\$49,936

Chapter 3

PERSONNEL MANAGEMENT

C. EMPLOYMENT AND RETENTION OF PERSONNEL

FBISD has 6,150 full time equivalent (FTE) staff in 1999-2000. A comparison of staffing from 1996-97 through 1999-2000 is shown **Exhibit 3-16**.

Exhibit 3-16
FBISD Number of FTE Employees
1996-1997 through 1999-2000

Classification of Staff	1996-97		1997-98		1998-99		1999-2000	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Campus Personnel								
Teachers	2,396	71.8%	2,663	71.3%	2,973	72.0%	3,215	71.8%
Other Campus Positions	945	28.2%	1,070	28.7%	1,158	28.0%	1,264	28.2%
Total Campus Personnel	3,341	100%	3,733	100%	4,131	100%	4,479	100%
Central Office Personnel	192	16.9%	222	16.9%	236	16.4%	239	15.8%
Transportation	266	23.3%	306	23.3%	331	22.9%	337	22.3%
Maintenance & Operations	454	39.9%	516	39.2%	542	37.6%	574	38.0%
Police Department	25	2.2%	28	2.1%	30	2.1%	33	2.2%
Child Nutrition	201	17.7%	243	18.5%	303	21.0%	329	21.7%
Total Other Personnel	1,138	100%	1,315	100%	1,442	100%	1,512	100%
Increase in Staff from Previous			569	12.7%	525	10.4%	418	7.5%

Year								
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Source: FBISD Human Resources Department.

The district increased the number of FTEs each year since 1996-97. Because of the amount of effort needed to recruit and hire qualified staff, retaining those staff hired is a stated goal of the district, and was addressed in the district's budget objectives for 1999-2000:

Maintain a fair and competitive salary structure, which promotes improved staff retention and which appropriately addresses the relationship between teacher pay and the salaries of the non-teaching professional educator family.

The Human Resources Department began tracking separations by reason for leaving FBISD in 1998-99 to assess why teachers and other staff were leaving. The turnover rate in 1998-99 was 8.6 percent for professional staff. Reasons for resignations by percentage for professional staff included 19 percent job dissatisfaction and 29 percent promotion or higher pay as shown in **Exhibit 3-17**.

**Exhibit 3-17
FBISD Professional Staff Separation Reasons
1998-99**

Separation Reason	Number	% Of Total Separations
Moved from District	71	22%
Returned to School	11	3%
Job Dissatisfaction	60	19%
Health Reasons	11	3%
Family Obligations	49	15%
Promotion/Higher Pay	91	29%
Retirement	28	9%
Total	321	100%

Source: FBISD Human Resources Department.

There were 146 paraprofessional and classified staff resignations in 1998-99 as shown in **Exhibit 3-18**, a turnover rate of 7.5 percent. Reasons for resignations by percentage for paraprofessional and classified staff

included 17 percent job dissatisfaction and 49 percent promotion or higher pay.

Exhibit 3-18
FBISD Paraprofessional/Classified Staff Separation Reasons
1998-99

Separation Reason	Number	% Of Total Separations
Moved from District	10	7%
Returned to School	6	4%
Job Dissatisfaction	25	17%
Health Reasons	9	6%
Family Obligations	15	10%
Promotion/Higher Pay	71	49%
Retirement	10	7%
Total	146	100%

Source: FBISD Human Resources Department.

Employee turnover is a measure of workforce stability, job satisfaction and the adequacy of programs and initiatives designed to retain qualified personnel. **Exhibit 3-19** compares FBISD teacher turnover at peer districts.

Exhibit 3-19
FBISD and Peer District Teacher Turnover Rate
1996-97 through 1998-99

District	1996-97	1997-98	1998-99
Aldine	13.1 %	13.8%	16.3 %
Austin	12.0%	14.4%	15.9%
Cypress-Fairbanks	10.7 %	13.1 %	13.7 %
Fort Bend	28.8 %	12.5 %	14.0 %
Katy	10.0 %	12.2 5	12.6 %
Plano	8.2 %	12.4 %	13.5 %
Round Rock	12.7 %	13.3 %	13.9 %

State Averages	12.6%	13.3%	15.5%
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Source: AEIS for 1996-97, 1997-98, 1998-99.

FBISD Human Resources staff believe the turnover rate in 1996-97 was much lower than 28.8 percent as indicated in the data submitted to TEA, but have not been able to substantiate the actual turnover rate for that year. The district's turnover rate for teachers in 1998-99 was higher than in four peer districts but lower than the state average. The district stated that the teacher turnover rate for 1999-2000 was 10 percent.

FINDING

Teacher turnover rates at certain FBISD schools are well above the average for the district. In the turnover rate information kept by the district for each campus from June 1998 through May 1999, 19 of the 49 schools in the district had turnover rates for teachers above 10 percent as shown in **Exhibit 3-20**. Having more than 10 percent of a campus' teaching workforce resign or retire in a year puts a strain on the staff at the campus and creates disruption in the education process for students.

Exhibit 3-20
FBISD Schools with Turnover Rates of more than 10 Percent
June 1998-May 1999

Campus	Total Number Of Teachers	Total Number of Teachers Resigned/Retired	Turnover Rate
Lake Olympia MS	105	22	21.0%
Quail Valley MS	73	13	17.8%
Lexington Creek ES	60	10	16.7%
Briargate ES	54	8	14.8%
Christa McAuliffe MS	78	11	14.1%
Edgar Glover ES	37	5	13.5%
Dulles MS	84	11	13.1%
Arizona Fleming ES	55	7	12.7%
Stephen F. Austin HS	182	23	12.6%
Austin Parkway ES	40	5	12.5%
I.H. Kempner HS	153	19	12.4%

Barrington Place ES	52	6	11.5%
Missouri City MS	80	9	11.3%
Mission Glen ES	54	6	11.1%
Burton ES	38	4	10.5%
Ridgegate ES	57	6	10.5%
Lakeview ES	48	5	10.4%
Mission Bend ES	49	5	10.2%
Hodges Bend MS	89	9	10.1%

Source: FBISD Human Resources Department.

TSPR surveyed district administrators and support staff, principals, assistant principals and teachers about teacher turnover. The responses are shown in **Exhibit 3-21**.

Exhibit 3-21
FBISD Staff Responses to Survey Questions

Respondents To Survey Question: "Teacher turnover is low"	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
District Administrators and Support Staff	7%	41%	31%	16%	5%
Teachers	5%	23%	22%	38%	12%
Principals and Assistant Principals	6%	57%	10%	23%	4%

Source: TSPR survey data.

On the surveys conducted by TSPR, half of the teachers responding disagreed or strongly disagreed that the turnover for teachers is low, 21 percent of district administrators and support staff supported this opinion, and 27 percent of principals and assistant principals believed this to be true.

Human Resources staff interviewed said that the difference in perception of turnover rates may be due to the number of staff transferring from campus to campus. When a new school opens, many teachers decide to transfer for a variety of reasons, including proximity to home, better commute or an opportunity to change job assignments. TSPR's review of

turnover data by school indicates that the perception of turnover is most likely a factor of the respondent's experience at the campus level, dependent upon whether the individual campus had a high or low turnover rate.

High turnover rates cause disruption in the classroom and on the smooth running of the campus. Other schools have addressed the turnover rate for teachers, particularly new teachers, in various ways. Some effective practices used in school districts include assigning a mentor; creating team-building opportunities; developing new teacher support groups and minimizing paperwork for teachers.

The district has encouraged principals to implement these and other initiatives, and provides training on retention strategies for all campus administrators during administrators' training each year. Recognizing the need for decreasing turnover at certain campuses, the district is considering reassigning assistant principals in order to develop stronger teams to support teachers and other campus staff. Paraprofessionals and classified staff identified "job dissatisfaction" as the second leading cause of separation, while teachers identified dissatisfaction as the third leading cause. The district also has a formal mentoring program for new teachers. However, the district does not have a formal turnover reduction plan.

Recommendation 30:

Develop a formal turnover reduction plan and track the results.

Human Resources should develop a plan to identify any and all sources of job dissatisfaction in the exit interview process. After developing policies, the effectiveness of the plan should be evaluated by tracking the yearly turnover rate.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the associate superintendent of Human Resources and the area superintendents to develop a formal turnover reduction plan with specific initiatives.	November 2000
2.	The associate superintendent of Human Resources and the area superintendents and principals work collaboratively to develop the plan.	December 2000 - January 2001
3.	The associate superintendent of Human Resources implements the plan.	February 2001
4.	The associate superintendent of Human Resources monitors the progress of the turnover reduction plan and makes	March 2001 and Ongoing

modifications based on feedback.	
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FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 3

PERSONNEL MANAGEMENT

D. SALARY ADMINISTRATION

The Human Resources Department conducts salary surveys and participates in surveys conducted by other school districts. The department uses that information as well as data from other published sources to determine the competitiveness of FBISD's employee pay. The district maintains five salary schedules. The teacher salary schedule as shown in **Exhibit 3-22** is based on 187 days of work.

Exhibit 3-22
FBISD Teacher Salary Schedule
1999-2000

Years of Experience	Bachelor's Degree	Master's Degree	Ph.D. Degree
	187 Days	187 Days	187 Days
Beginning	\$31,500	\$32,600	\$33,700
1 Year	\$32,500	\$33,600	\$34,700
5 Years	\$34,076	\$35,176	\$36,276
10 Years	\$37,451	\$38,551	\$39,651
20 Years	\$43,674	\$44,774	\$45,874
30 Years	\$49,721	\$51,083	\$52,183

Source: FBISD Compensation Handbook 1999-2000.

The salary classification of paraprofessionals as shown in **Exhibit 3-23** includes teacher aides, clerks and secretaries, and certain specialists such as Payroll and Benefits specialists. Most of the paraprofessionals are paid on a 226 day calendar. For example, a personnel clerk at pay grade 5 at the midpoint would be paid a daily rate of \$92.04 for 226 days or \$20,801 a year.

Exhibit 3-23
FBISD Paraprofessional Salary Ranges
1999-2000

Pay	Daily Rate
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Grade	Minimum	Midpoint	Maximum
PG 1	\$49.92	\$60.88	\$71.84
PG 2	\$62.04	\$75.66	\$89.29
PG 3	\$66.23	\$80.77	\$95.30
PG 4	\$70.70	\$86.22	\$101.74
PG 5	\$75.47	\$92.04	\$108.61
PG 6	\$80.56	\$98.25	\$115.94
PG 7	\$86.00	\$105.72	\$123.76
PG 8	\$91.81	\$111.96	\$132.10
PG 9	\$98.00	\$119.51	\$141.01

Source: FBISD Compensation Handbook 1999-2000.

The salary classification of administrator non-teaching/professional is shown in **Exhibit 3-24**.

Exhibit 3-24
FBISD Administrator Non-Teaching/Professional Salary Range
1999-2000

Pay Grade	Daily Rate		
	Minimum	Midpoint	Maximum
PG 10	\$121.42	\$151.77	\$182.11
PG 11	\$134.77	\$168.46	\$202.16
PG 12	\$149.59	\$186.99	\$224.39
PG 13	\$166.05	\$207.56	\$249.06
PG 14	\$188.92	\$230.39	\$271.86
PG 15	\$209.70	\$255.73	\$301.76
PG 16	\$232.77	\$283.87	\$334.96
PG 17	\$270.97	\$315.09	\$359.20
PG 18	\$300.78	\$349.75	\$398.71
PG 19	\$359.56	\$416.69	\$473.81

Source: FBISD Compensation Handbook 1999-2000.

The salary classification of administrator non-teaching/professionals includes department managers and supervisors; certain specialists such as Child Nutrition field specialists and Insurance specialists; coordinator positions such as Grants coordinator and Public Education Information Management System coordinator; the chief of police; directors of administrative departments; and associate superintendents of Business, Community Relations, Facilities and Planning, Human Resources and Technology. Most of the positions in this classification are compensated based on a 226 day calendar. For example, a director at pay grade 16 at the midpoint would be paid a daily rate of \$283.87 for 226 days, or \$64,155 a year.

The salary classification of educator non-teaching professionals as shown in **Exhibit 3-25** includes librarians, counselors, education coordinators, assistant principals, principals, department directors and area superintendents. The number of days compensated for staff in this salary classification range from 187 to 226. For example, a special education coordinator at pay grade 23 at the midpoint would be paid a daily rate of \$243.81 for 210 days, or \$51,200 a year. A middle school principal at pay grade 28 at the midpoint would be paid a daily rate of \$321.68 for 226 days or \$72,700 a year.

Exhibit 3-25
FBISD Educator Non-Teaching/Professional Salary Range
1999-2000

Pay Grade	Daily Rate		
	Minimum	Midpoint	Maximum
PG 20	\$168.15	\$206.45	\$247.75
PG 21	\$174.59	\$218.23	\$261.87
PG 22	\$186.83	\$230.66	\$274.48
PG 23	\$197.48	\$243.81	\$290.13
PG 24	\$213.90	\$257.71	\$301.52
PG 25	\$226.09	\$272.39	\$318.70
PG 26	\$238.97	\$287.93	\$336.87
PG 27	\$252.60	\$304.33	\$356.07
PG 28	\$267.00	\$321.68	\$376.37
PG 29	\$292.41	\$340.02	\$387.62
PG 30	\$359.56	\$416.69	\$473.81

Source: FBISD Compensation Handbook 1999-2000.

The salary classification of manual trades as shown in **Exhibit 3-26** include custodians, some clerical staff, craftsmen, bus drivers, carpenters, repairmen, electricians and police officers. The number of days compensated for staff in this salary classification range from 176 to 261, with the majority at 261 days. For example, a plumber at pay grade 48 at the midpoint would be paid a hourly rate of \$14.89 for 8 hours for 261 days or \$31,090 a year.

Exhibit 3-26
FBISD Manual Trades Salary Ranges
1999-2000

Pay Grade	Hourly Rate		
	Minimum	Midpoint	Maximum
PG 40	\$6.24	\$7.61	\$8.98
PG 41	\$6.79	\$8.28	\$9.77
PG 42	\$7.38	\$9.00	\$10.62
PG 43	\$8.03	\$9.79	\$11.55
PG 44	\$8.73	\$10.65	\$12.57
PG 45	\$9.50	\$11.58	\$13.66
PG 46	\$10.32	\$12.59	\$14.86
PG 47	\$11.50	\$13.69	\$15.88
PG 48	\$12.51	\$14.89	\$17.27
PG 49	\$13.60	\$16.19	\$18.78
PG 50	\$14.79	\$17.61	\$20.45

Source: FBISD Compensation Handbook 1999-2000.

FINDING

Maintaining competitive salaries for certain classified positions has been a challenge for FBISD, as neighboring districts have increased hourly wages in order to attract and retain police officers, custodians and bus drivers. FBISD's Personnel Services commissioned the Texas Association of School Board (TASB) to conduct a salary study and compensation plan for all classifications in the district with the exception of teachers. The June 2000 study stated that pay for many positions in the manual trades

group is below market and the number of days paid varies considerably from other districts for some positions. For example:

"Of the sixteen jobs surveyed, 9 were below market. The most highly populated jobs, custodians, food service, and groundskeepers, are the lowest paid. Hiring and retention problems were cited for bus drivers and police officers. Bus drivers in Fort Bend are paid close to the market average but below Katy ISD, the primary competitor. The same is true for police officers. Compounding the problem is a large difference in the number of days that are paid. Bus drivers are paid for 176 days in Fort Bend and 187 days in Katy. Police officers are paid for 210 days in Fort Bend and 260 days in Katy."

As shown in **Exhibit 3-27**, a number of classified positions in the district are compensated well below peer school districts.

Exhibit 3-27
FBISD Minimum and Maximum Hourly Wages
Classified Staff in Neighboring Independent School Districts
1999-2000 School Year

Position	Aldine		Cypress-Fairbanks		Fort Bend		Galena Park		Houston		Katy		Spring Branch	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
Custodian	7.39	10.16	7.81	11.01	6.24	8.98	7.21	10.82	6.90	10.09	7.00	10.50	6.20	8.51
Custodian Lead HS	10.11	17.65	10.18	14.30	11.50	15.88	10.99	16.45	10.85	17.07	12.00	18.00	7.07	10.71
Custodian Lead MS	9.48	13.52	10.18	14.30	10.32	14.86	9.54	14.30	10.85	17.05	10.40	15.60	7.07	10.71
Custodian Lead Elem	8.90	13.13	10.18	14.30	9.50	13.66	8.29	12.43	9.11	14.07	9.00	13.50	6.35	9.53
Cafeteria Worker	7.33	10.47	7.25	9.65	6.24	8.98	7.21	10.82	6.64	9.65	7.00	13.50	5.79	8.51
Cafeteria Manager	11.12	16.31	8.90	16.29	HS 10.78 MS 9.67 EL 8.90	HS 14.88 MS 13.93 EL 12.80	10.97	16.45	HS 8.33 MS 9.12 EL 10.01	HS 12.75 MS 14.07 EL 15.49	MS 12.75 EL 11.25	20.40 18.00	6.87	13.33

Bus Driver	9.60	15.96	11.18	14.30	9.50	13.66	9.54	14.30	10.32	14.30	7.50	11.25	9.50	17.45
Bus Driver Substitute	10.60	14.84	10.18	14.30	10.50	10.50	9.20	9.20	N/A	N/A	7.50	11.25	8.75	8.75
Bus Monitor Sp. Ed.	6.92	10.87	6.65	6.84	6.79	9.77	7.21	10.82	N/A	N/A	4.37	6.56	5.79	8.51
Police Officer	11.76	21.55	11.56	16.29	13.60 13.60	18.78 18.78			16.38	25.86	17.50	26.25	13.00	19.27

Source: TSPR survey of neighboring districts April 2000; Survey completed by FBISD Human Resources Department.

Custodians, cafeteria workers and bus drivers at FBISD receive less than all but one of the districts surveyed in the above exhibit. Many FBISD staff in these categories voiced dissatisfaction with their salaries during focus groups and in interviews.

Bus drivers and bus monitors do not receive the same level of employee benefits as do other district staff. In 1995, bus drivers negotiated for a higher salary in lieu of benefits which created the two tier structure that currently exists. Bus drivers and monitors who work a minimum of 20 hours per week may elect to enroll in the district's benefit plan. Those who choose to do so receive 75 cents per hour less than the wage scale that they are on. Over time, the wages of bus drivers and monitors have failed to keep up with inflation and the marketplace, creating poor morale among drivers. Low pay has contributed to difficulty in hiring drivers and an annual turnover rate of 20 percent. Bus drivers said in focus groups and interviews that not having benefits was a major contributing factor for looking elsewhere for employment at schools that do offer benefits as well as competitive wages.

Realizing that lack of market competitiveness is hurting the district's ability to attract and retain qualified staff, the district plans to use the study to address the lack of market competitiveness and inconsistent pay ranges. On June 20, 2000, Personnel Services presented TASB findings and recommendations to the board. Among the recommendations were to give a general pay increase to the paraprofessional and manual trades groups (custodians, food service workers and bus drivers). The board reacted favorably to the district's recommendations and will vote on the pay increase at its August 29 board meeting, when it votes on the 2000-01 budget.

COMMENDATION

Recognizing that its manual trade and paraprofessional salaries were below market, FBISD commissioned a TASB compensation and salary study and presented its recommendations to the board to be acted upon for 2000-01.

FINDING

While the district has a compensation philosophy and objectives published in the *FBISD Compensation Handbook 1999-2000*, there is no clear understanding of what the compensation guidelines are for the district and where the district wants to position salaries in relation to the market. The district's compensation philosophy states:

The Fort Bend Independent School District provides a compensation structure based on job classification that will attract and retain superior employees for each position in order to successfully achieve the mission and objectives of the District in a fiscally responsible manner.

The district's compensation objectives are:

- To provide current employees with competitive salaries in the job market in order to reward and retain experienced staff;
- To maintain attractive starting salaries to ensure recruitment of good applicants for all positions;
- To provide for continued pay advances for employees while managing payroll cost increases with available revenues and reflecting market changes;
- To provide differential pay ranges between jobs requiring significantly different levels of skill, effort and responsibility; and
- To comply with all state, local and federal laws ensuring that compensation is not influenced by age, sex, creed, race, national origin, religion or physical handicap.

During focus groups, many interviewees voiced concern regarding compensation of employees including the following comments:

"Need salaries that are competitive with other school districts in this area."

"FBISD salaries are much lower than for similar jobs in community. The district does not follow the Texas Association of School Board Salary Study that was done for employees."

"Administrators are overpaid."

The district does not have a framework for the design of compensation programs. For example, a school district should be able to clearly identify where it wants to position teachers' salaries in relation to the market.

For example, a compensation philosophy could be "FBISD will target all teacher salaries between the market average and the 75th percentile of the market among peer school districts." A compensation philosophy should include what types of surveys or other resources will be used to determine salary comparisons, and what peer districts will be included for comparison. FBISD uses a variety of surveys from a number of sources, but does not have a consistent process for determining which surveys or methodologies will be used for various pay grades and classifications of employees. The inconsistency has contributed to the dissatisfaction voiced by teachers and classified staff regarding the fairness of pay increases given to categories of staff.

FBISD has stated that the district plans to target all salaries between market average and 90 percent of market average among 12 peer districts; however, their compensation philosophy does not reflect this goal.

Recommendation 31:

Revise the district's compensation philosophy and strategy to include a framework for the design of employee compensation.

The district should examine its compensation programs and decide where it wishes to target itself in regard to the market. FBISD should complete an annual study using published survey data and peer district data to determine whether or not it is competitive within the marketplace.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent appoints a committee to revise the district's compensation philosophy and design a framework for determining compensation for each employee group. Human Resources leads the group.	November 2000-December 2000
2.	The committee develops a framework for compensation and outlines the competitive position for each employee group.	January 2001
3.	The associate superintendent of Human Resources presents the revised compensation philosophy to the board for approval.	February 2001
4.	The associate superintendent of Human Resources and the	March 2001

budget officer use the philosophy to develop all employee pay structures and programs.	
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FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Lack of market competitiveness is hurting the district's ability to attract and retain qualified staff in certain pay classifications, including classroom aides, instructional coordinators and manual trade groups. Additionally, staff compensation priorities for FBISD have not been focused enough on teachers.

Exhibit 3-28 presents a five-year trend of average FBISD salaries for teachers, professional support staff, campus administrators and central administrators.

Exhibit 3-28
Fort Bend ISD Average Salary Trends
1995-96 - 1999-2000

	1995-96	1996-97	1997-98	1998-99	1999-2000
Teachers	\$29,364	\$31,495	\$33,646	\$34,626	\$38,912
Prof. Support	\$35,915	\$37,597	\$40,340	\$42,168	\$46,109
Campus Admin.	\$45,630	\$56,920	\$59,262	\$61,512	\$63,285
Central Admin.	\$55,319	\$64,381	\$69,842	\$72,689	\$76,613

Source: TEA AEIS 1994-1999; PEIMS 1999-2000.

In recent years, the district has given teachers larger increases as a percentage of their pay than other employees. For 1999-2000, FBISD increased teacher pay in a range between 12 and 14 percent, while non-teacher professional educator salaries were increased either by \$4,000 or by 4.5 percent, whichever was greater for the employee.

For 1999-2000, FBISD added an additional \$1,000 to the \$3,000 teacher's pay increase mandated and supplemented by the state. The average teacher's increase for that year was between 12 and 14 percent. In addition, the district implemented a two-year plan to bring teachers with 10 years of experience in line with area averages. Despite this pay increase in 1999-2000, many teachers believe they are not compensated fairly.

Exhibit 3-29 compares FBISD's average actual salaries with its peer districts. With the exception of teachers with one to five years and more than 20 years, FBISD's compensation fell short of its peer average.

**Exhibit 3-29
FBISD Teacher Salaries
FBISD versus Peer Districts
1999-2000**

Variable	Beginning	1-5 Years	6-10 Years	11-20 Years	Over 20 Years
Aldine	\$29,957	\$34,716	\$38,460	\$46,710	\$51,275
Austin	\$30,217	\$31,544	\$35,054	\$41,448	\$49,253
Cypress-Fairbanks	\$30,197	\$33,174	\$36,317	\$40,736	\$47,428
Katy	\$32,350	\$34,251	\$38,683	\$44,096	\$51,945
Plano	\$31,959	\$33,698	\$36,555	\$43,132	\$52,782
Round Rock	\$29,176	\$31,341	\$34,592	\$40,682	\$46,243
Fort Bend	\$28,330	\$33,342	\$36,237	\$42,706	\$50,117
Average without Fort Bend	\$30,642	\$33,121	\$36,610	\$42,801	\$49,821

Source: PEIMS, 1999-2000.

Exhibit 3-30 compares FBISD's average actual salaries for teachers, professional support, school administration and central administration with those of peer districts. The average actual salary for FBISD teachers and professional support and is less compared with peer districts. Salaries for FBISD campus administration and central administration are higher, on the average, compared to peer districts.

**Exhibit 3-30
Average Actual Salaries
FBISD versus Peer Districts
1999-2000**

District	Teachers	Professional Support	Campus Administration	Central Administration
Aldine	\$40,517	\$48,547	\$56,912	\$78,564
Austin	\$38,176	\$45,510	\$51,433	\$66,415

Cypress-Fairbanks	\$38,091	\$48,487	\$59,214	\$67,271
Fort Bend	\$38,912	\$46,109	\$63,285	\$76,613
Katy	\$41,072	\$50,482	\$64,060	\$80,779
Plano	\$39,927	\$46,044	\$66,078	\$77,095
Round Rock	\$36,968	\$44,010	\$58,333	\$82,990
Average without Fort Bend	\$39,125	\$47,180	\$59,338	\$75,519

Source: PEIMS, 1999-2000.

In response to the TSPR survey, only 32 percent of teachers thought district salaries were competitive with similar positions in the job market, compared to less than half (49 percent) of administrators who felt district salaries were competitive with similar positions in the job market. TSPR received many comments on the surveys from teachers and in focus groups regarding compensation including the following:

"There are too many central administrators receiving high pay as compared to teachers."

"There is reluctance by central administration to ask for more revenues for teachers and facilities. This is gradually hurting the district."

"... Our district's pay is not comparable to surrounding districts even with an increased business tax base."

"I have been in education for many years and it is my opinion that teachers are not compensated for the enormous responsibility that they must carry."

"Pay for teachers is too low."

"Recruiting new teachers to FBISD is very difficult because FBISD's salary scale is not competitive with area districts."

"Why is our superintendent's pay the third highest in Texas and the teachers' pay in the bottom half of the state?"

Recommendation 32:

Raise FBISD teacher salaries to exceed average peer district salaries.

Adding an additional \$1,000 to the state-mandated pay raise in 1999-2000 was a very positive step toward compensating teachers, and TSPR applauds the district for its attempts to make teachers' salaries more attractive.

By giving each teacher at least a \$500 pay increase, the district could better position itself within the market, reduce teacher turnover, increase morale and fill vacancies that could lower its student-to-teacher ratio.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the associate superintendent of Human Resources to develop a plan and cost estimate to give all teachers an annual pay increase.	March 2001
2.	The superintendent presents the plan to the board for approval.	June 2001
3.	The board approves the pay increase.	August 2001
4.	The pay increase goes into effect.	August 2001

FISCAL IMPACT

According to the FBISD Human Resources Department, the district had 3,236 teachers in 1999-2000. Giving each teacher a \$500 annual pay raise, beginning in 2001-02, will cost the district \$1,618,000 annually (3,236 X \$500 = \$1,618,000).

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Raise FBISD teacher salaries to exceed average peer district salaries.	\$0	(\$1,618,000)	(\$1,618,000)	(\$1,618,000)	(\$1,618,000)

Chapter 3

PERSONNEL MANAGEMENT

E. TRAINING AND STAFF DEVELOPMENT

The purpose of training and staff development is to accomplish specific goals, which include improving the quality and/or quantity of the work produced; lowering costs of maintenance or waste; lowering the number of complaints or misunderstandings relative to policy and procedure; or reducing turnover and increasing employee job satisfaction. There are three major elements in successfully implementing training programs. These are:

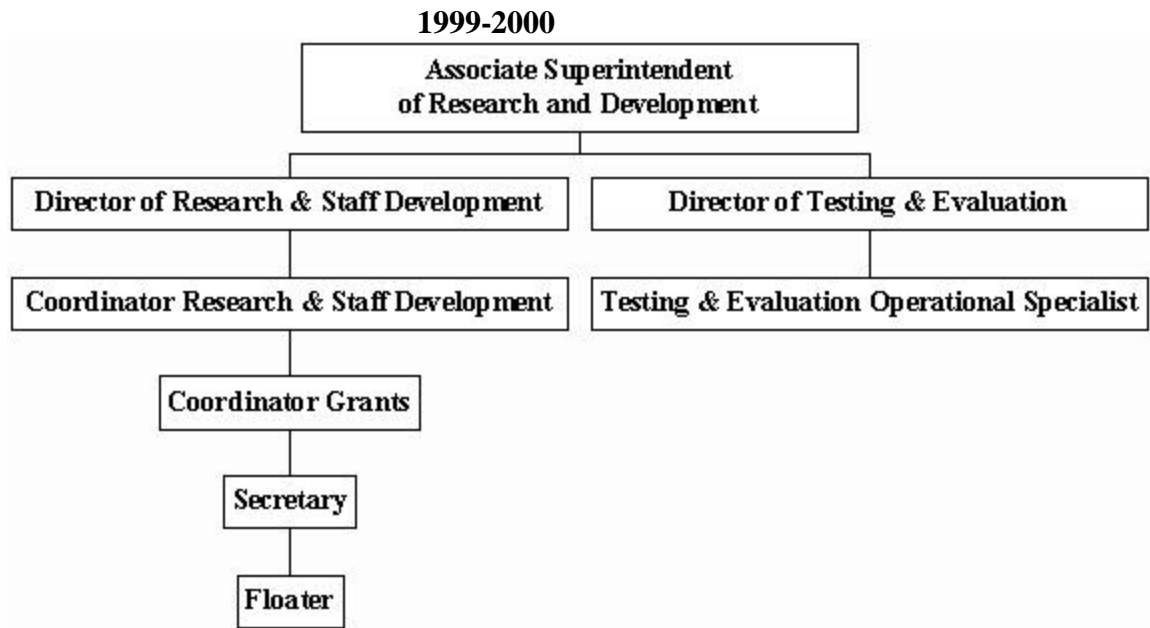
- assessment of training needs;
- providing training; and
- evaluation of training programs on the targeted employee groups.

FBISD offers staff development and training to employees for meeting the needs of the employees and the district. The goal is to develop a comprehensive continuous plan that defines, aligns and monitors the inputs, processes and outputs of training, so that all staff members optimize their effectiveness in supporting student achievement and development.

As part of the district's Achievement and Development Division, the Research and Development Department provides staff development and training, testing and evaluation and grants management. The organizational structure of the Research and Development Department is shown in **Exhibit 3-31**.

Exhibit 3-31

FBISD Research and Development Organization



Source: Research and Development Department.

The FBISD budgets for Research and Development and Facilities and Training are shown in **Exhibit 3-32**.

Exhibit 3-32
FBISD Training Budgets
1998-1999 through 1999-2000

Department	1998-1999	1999-2000
Research and Development	\$962,793	\$1,500,000
Facilities and Training	\$20,000	\$20,000
Research and Development Salaries	\$166,433	\$196,897
Facilities and Training Salaries	\$50,000	\$36,200
Total	\$1,199,226	\$1,753,097

Source: Director of Research and Development; Facilities trainer.

Research and Development is responsible for training teachers, administrators and some of the paraprofessionals. The department coordinates training efforts with the Facilities Department and the Human Resources Department, both of which have specific training responsibilities.

Research and Development coordinates eight staff development days, which is in accordance with the state's staff development standards. Four-and-a-half days are school staff development days. The district coordinates three-and-a-half of the staff development days. Two days are content area days and one day deals with character education. The remaining half-day of training is kept open, giving employees a variety of options. Each district staff development day may offer as many as 50 classes to teachers at various locations. Training coordinators in the district spend one third of their time on presenting staff development classes. Special training is provided on teacher in-service days or theme days, where a guest speaker is invited to speak to a large group of employees on topics of interest. These speakers are covered through grants and are cost effective because they can reach a larger group of the employees at one time. About 15 percent of staff development is outsourced. The district budgeted \$225,199 for 1999-2000's outsourcing of training consultants. FBISD employees participate in training modules such as Franklin Time Management, Stephen Covey's *Seven Habits of Highly Effective People* and other related or specialized training.

In addition to providing an array of training to teachers, the FBISD Research and Development Department offers extensive training for student support services staff as shown in **Exhibit 3-33**.

Exhibit 3-33
FBISD "Student Support Services" Staff Development Plan
1999-2000

Topic/Program	Audience	Number of Days	Estimated Cost
Eating Disorders	Student Support Services	1/2 day	\$350
Community Services	Student Support Services	1/2 day	0
Multi-Cultural Issues	Student Support Services	1/2 day	\$350
CPR Training	Nurses/Nurse Assistants	1 day	\$450
"WHO" Training	Elem./M.S. Counselors, Social Workers	2-4 days	\$1,400
"Grief & Loss" Workshop	LSSP, Counselors, Social Workers, DEC	1/2 day	\$350
"Gang Awareness" (FBISD Police)	Student Support Services	1/2 day	0
Non Violent Crisis Intervention	LSSP, S/C Teachers, Adm., Counselors	2 days	\$300

Medically Fragile Children/School	Nurses/Nurse Assistants	1/2 day	0
Legal and Ethical Issues	Student Support Services	1/2 day	\$350
CSST/IAST (ES,MS,HS)	Student Support Services Staff, Adm., Teachers, Diag.	4 days	\$1,440
PDD Assessment/Intervention	LSSPs Speech Paths	1/2 day	\$400
CPS Training/Reporting	Student Support Services	1/2 day	0
Covey Training	New Staff (25 approx.)	3 days	\$1688
Vision & Hearing Certif./Recertif.	Nurses	2 days	0
Blood Born Pathogens	Nurses/Nurse Assistants	1/2 day	unknown
Franklin Training	Student Support Services	1 day	\$1,800

Source: FBISD Research and Development Department.

Training for the Transportation, Child Nutrition and maintenance operations and some paraprofessional employees is the responsibility of the Facilities trainer. Different departments provide these services with separate budgets. External trainers are brought in for train-the-trainer sessions and to certify instructors. **Exhibit 3-34** shows the training that is offered from the FBISD Facilities trainer's office.

Exhibit 3-34
FBISD Training by Facilities Trainer
1999-2000

Scope of Training	Facilitated By
Transportation	Internal District Instructors from the Transportation Department
Child Nutrition	Internal District Instructors from Food Service
Non-Education Support Staff	Internal District Instructors from all departments
Zenger-Miller Communication for Supervisors	Internal District Zenger-Miller Certified Instructors
Custodial Training Academy	8-9 Internal District Instructors

Customer Service	8-9 Internal District Instructors
Computer Training	8-9 Internal District Instructors
Managing Multiple Sites	8-9 Internal District Instructors
Sexual Harassment	Facilities Trainer conducts annual 2-day training
Progressive Discipline	Facilities Trainer conducts annual 2-day training
Policies and Procedures	Facilities Trainer conducts annual 2-day training
Safety	Facilities Trainer conducts annual 2-day training
Asbestos Awareness	Facilities Trainer conducts annual 2-day training

Source: FBISD Facilities Trainer.

Training presented by FBISD Human Resources Department for professionals and administrators include:

Interviewing Techniques for Site-Based Teams-This workshop is designed for members of interviewing teams including professional, paraprofessional and auxiliary personnel that are new to the position or as a refresher. It consists of legal responsibilities, pre-interview preparation, the interview and the selection process.

Effective Documentation-This workshop is for administrators and covers such topics as the importance of documentation, and essential components and techniques of effective documentation. The workshop includes lectures, group exercises and question and answers.

Sexual Harassment-This training session educates supervisors in the knowledge of what legally constitutes sexual harassment; investigation of allegation of sexual abuse and misconduct and employee standards of conduct.

FINDING

The Research and Development staff offers registration and tracking of course completion for most training using the Staff Development Online Registration and Tracking System through the FBISD Intranet Web site, *Pipeline*. This registration system was implemented in March 1999 and eliminated the manual process of registering and tracking the training for

teachers and professionals. This electronic process improved the accuracy of each registration. Registrants are now capable of registering instantaneously instead of waiting to receive the training catalog, registering by mail and waiting for confirmation.

The registration process for the staff has been reduced significantly. Staff no longer need to prepare catalog mailings, manually register each person, or write or call registrants for additional information or for rescheduling, it is now all computerized. Principals can pull up the training that each of their teachers has completed and use that information as part of the teacher's growth plan.

The Staff Development Online Registration and Tracking System also can limit the number of participants for each training. Training can be added and offered to employees daily, which saves the district time, printing and postage costs. Registration for training of Transportation, Maintenance operators, Child Nutrition and Facilities employees are not online and are coordinated through the Facilities Trainer. About 95 percent of the training in the district for teachers is offered on the system.

COMMENDATION

The FBISD online training system, Staff Development Online Registration and Tracking System, has streamlined the staff development registration process and provides teachers and principals with easy and immediate access to historical training data for staff.

FINDING

The FBISD *Long Range Staff Development Plan* for teachers is not aligned with specific positions or individuals. The plan offers the staff a menu of training that teachers can choose from to meet the department's needs to offer general teaching models. Individual training plans are not used to determine the staff development offerings.

Principals develop campus staff development plans. Principals also monitor progress toward meeting the goals of the plans. Additionally, principals monitor the progress of their staff's participation in district training activities on the Intranet Web site. The principals can offer additional training as needed for their school.

Forty-three percent of the teachers responding to the TSPR survey disagreed that the district's staff development plan was effective. Teachers may be in need of special training in their content area or with issues

unique to their schools. During the community meetings and focus groups held by the review team, attendees noted:

"Teachers need more staff development in integration of technology (how to use it!) into the curriculum."

"Staff development is a joke when teachers are forced by their administrators to attend school-only sessions and not mixing with faculty from other schools from across the district."

"The district implements many new programs, which are great but they also do not give teachers adequate time to teach and use these concepts in the classroom. I think that this district is very much in tune to what the State is requiring. I do feel that the top administrators need to get into the classrooms more to see what is truly going on."

As part of the TSPR district administration and support staff, principals and assistant principal and teacher surveys, participants noted:

"Teachers should receive more computer training in summer in-service programs - one-hour sessions during school hours is not enough time to practice new skills and learn new programs. Software should be made available for remedial work with absent students. There needs to be time for planning - we seem to be "treading water" all of the time - we hurry all of the time."

"We need better computer instruction. Each school needs a computer teacher. Regular classroom teachers can't be responsible for computer education as well as all other subjects like paper grading; TAAS paperwork, etc. regular classroom teachers have more than enough responsibilities. Our computer teacher taught zip because she has two schools and spends all her time doing technical things."

Although FBISD provides a wide array of training, many staff members are not receiving sufficient follow-through, which results in their inability to fully implement the training in the workplace. This is especially the case in critical skills areas such as computer training.

Recommendation 33:

Centrally coordinate staff development functions, such as identifying staff development activities and facilitating employee training.

FBISD should incorporate the individual plans as part of the staff development Web site for determining training offerings throughout the year. To prevent staff development's budget from being spent on development of programs and modules that do not benefit individual teachers, FBISD should tie programs to individual teacher plans and schools. Each school identifying the top three staff development needs for each teacher could accomplish this initially, and entering this information into a simple database maintained on the Internet by Research and Development.

This initiative could demonstrate improved techniques in teaching, employee morale and satisfaction and educational material. Moreover, the district should use the capabilities of the NCS Human Resource Management System (HRMS) module used in the district to meet the staff development needs for central coordination.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Research and Development assists principals in developing an individual training plan for each teacher.	November 2000
2.	The Research and Development clerical staff enter individual training plans' top three staff development requirements into the database.	March 2001
3.	The director of Research and Development, along with development coordinators, compiles all of the information to determine what training will be included in the long-range staff development plan.	April 2001
4.	The staff development coordinators develop and distribute evaluations for each professional development program.	Ongoing
5.	The director of Research and Development and the staff development coordinators use this information to measure the success of the new program.	January 2002

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Orientation is not provided consistently to all FBISD staff. The primary focus for orientation in the district is for teachers. New teachers receive a four-day New Teacher's Orientation before the beginning of the school year. **Exhibit 3-35** provides an overview of the training that was offered at the FBISD New Teacher's Orientation for 1999-2000.

Exhibit 3-35
FBISD New Teacher Orientation
1999-2000

Title	Time						
	9:00 – 9:45	10:00 – 10:45	11:00- 11:45	12:00 – 12:45	1:00 – 1:45	2:00 – 2:45	3:00 – 3:45
1. New Nurse Orientation	Clinic						
2. Welcome to Elementary Math							
3. Bilingual/ESL Hospitality/Bienvenida							
4. Secondary ELA Hospitality Room							
5. Administering PAPI (K-2)							
6. GT Education: What Every Teacher Needs to Know							
7. How to Utilize your Spelling Textbook, Grades 1-5							
8. Employee Benefits							
9. Student Support Services							
10. Off to a Great Start! (K-2)							
11. Ask the Expert (6-12)							
12. Building Strong Partnerships with Your Campus							
13. Special Education Orientation							
14. Everything You Wanted to Know About Special Ed, But Were Afraid to Ask							
15. Special Education Hospitality Room							
16. Using the FBISD Teacher Center							
17. Common Sense Law							
18. Wellness and Stress Management for Women							
19. How to be an Effective First Year Teacher							
20. Effective Parent/Teacher Conferences							
21. Stress Management							
22. Developing Kids of Character (K-5)							
23. Character Education (6-12)							
24. Grants for Teachers							
25. Hip Tips for New Secondary Teachers							
26. A New View Reading Grades 6-8							
27. Cuentamundos, Bilingual 1 & 2							
28. Cuentamundos, Bilingual 3 & 5							

Source: FBISD Research and Development Department.
Shaded areas represent times when classes are not offered.

New teachers are assigned mentors to reinforce the training received. In 1999, the district implemented a mentor program entitled *New Teacher Induction Program*. This program kicks off with the New Teacher's Orientation that is the four-day New Teacher Induction Week. All teachers hired during the spring and summer are required to attend this event. New teachers are assigned mentors who work with them throughout their transition into the district.

All other new employees, including administrators, paraprofessionals and classified staff, receive the FBISD handbook sometime after they begin work. They are not given an orientation to explain the district's policies, procedures and benefits. In interviews, supervisors said new employees are unfamiliar with standards that are used for correspondence, do not understand district policies and procedures and are unsure of their benefits.

It is the responsibility of the individual's supervisor to provide employees with any orientation to their work environment.

Thirty percent of the district administration and support staff responding to the TSPR survey felt the district has a good and timely program for orienting new employees. The lack of an orientation for all new employees results in the inconsistency of information that employees receive. Also, employees have a longer learning curve in understanding and carrying out FBISD's policies and procedures.

Recommendation 34

Develop and offer a new employee orientation to all new district employees on a quarterly basis.

The Human Resources Department should conduct new employee orientation on a quarterly basis. A half-day (four-hour) program should allow enough time for the staff to cover all areas necessary. The orientation should include an explanation of FBISD's overall mission, proper timekeeping procedures, understanding and working with different cultures, FBISD's compensation and benefits packages for all employees, leave and absence policies, opportunities for internal promotions and transitions, performance evaluation procedures and timelines, policies for submitting grievances and reasons for disciplinary action and terminations.

This type of training would ensure that all employees are receiving the same information about employment in the district. It will also reduce complaints and misunderstandings of how to handle situations and explanations of policies and procedures. The district should also explore the possibility of developing an "on-line" orientation.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Research and Development and the executive director of Staffing determine what needs to be included in the orientation.	November 2000
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2.	The executive director of Staffing and his/her staff develop two - four-hour orientations, one for the managers and supervisors and the other for the paraprofessionals and classified personnel.	January 2001
3.	The Human Resources administrators conduct a new employee orientation for all new employees.	Ongoing
4.	The Human Resources administrators conduct managers and supervisors orientation quarterly.	Ongoing

FISCAL IMPACT

This recommendation should not have a fiscal impact, as orientation will be conducted during normal business hours by existing human resource staff, using materials such as employee handbooks and benefit information that already exist.

Chapter 4

COMMUNITY INVOLVEMENT

This chapter reviews Fort Bend Independent School District's (FBISD) community relations and communications efforts in four sections:

- A. Organization and Evaluation
- B. Internal and External Communications
- C. Volunteer Programs
- D. Community Relations

Community involvement is essential to both the success of a school district and the quality of life within a school district's community. Community involvement includes those activities that enable parents, business leaders and others with a stake in public education to become involved in the district.

Effective community involvement programs address the unique characteristics of the school district and the community. A critical component of community involvement programs includes strategies for communicating both with the community (external communications) and within the school district (internal communications). Other essential program components include methods for recruiting volunteers and soliciting business support for campus functions and outreach activities designed to encourage community participation in the district.

BACKGROUND

FBISD is a growing school district with a changing student demographic population. As a result, in 1996 FBISD's Community Relations and Partnership Department (Community Relations) was reorganized and its mission was redefined to better meet the demands of changing student demographics within the district. As part of the restructuring process, the department developed the following mission statements:

- Provide quality support services for all district initiatives designed to promote student success; and
- Focus communication efforts on building positive partnerships to foster trust, understanding and a commitment to student achievement and development among all stakeholders in the FBISD community.

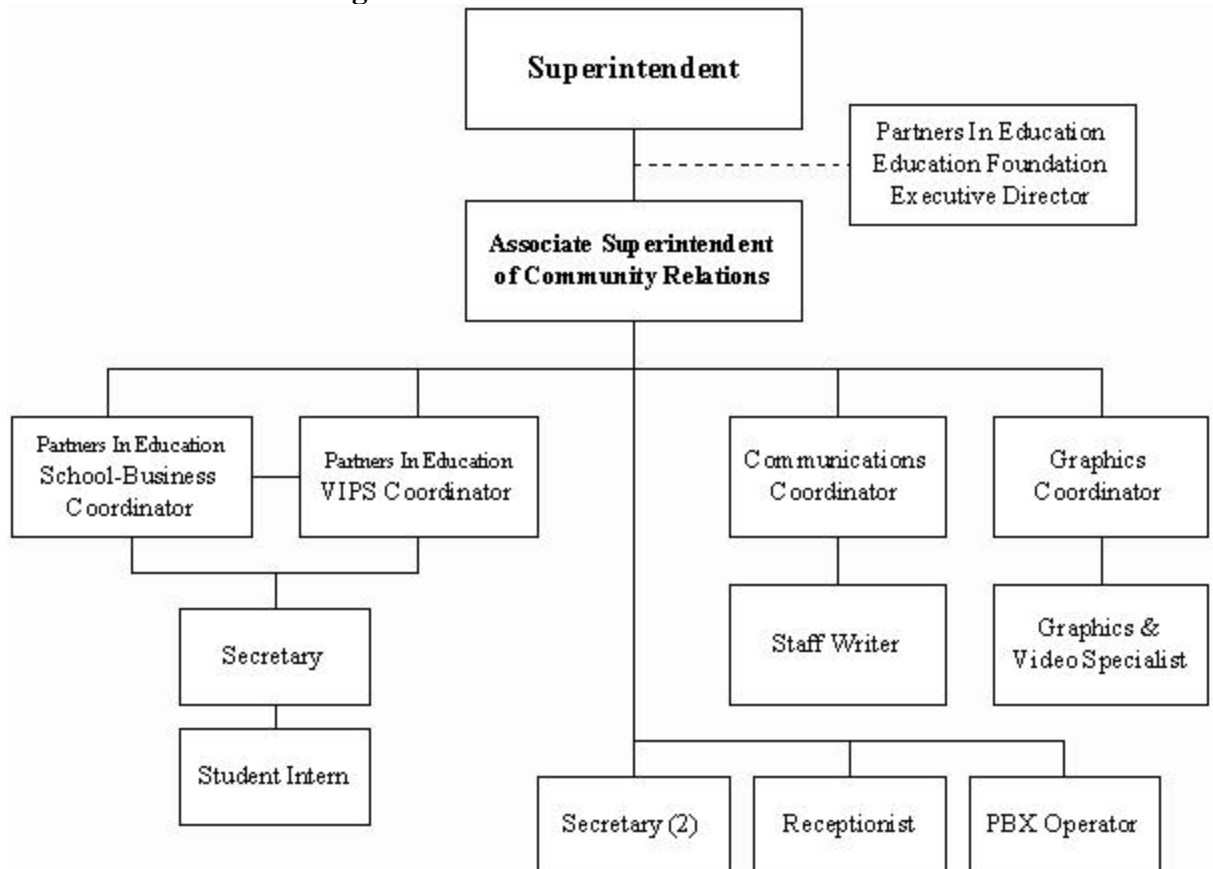
FBISD's Community Relations Department is staffed with seven professionals (including the associate superintendent) and six clerical and administrative employees who serve a total of 52 schools and more than

53,000 students. The department is responsible for media relations, print, Internet and Web-based media, special event coordination, communications training and business partnerships and volunteers in education programs. The department is also responsible for graphic arts and video services, as well as directing incoming telephone calls and providing visitors with a variety of information about district programs and services.

Annually, the department fills more than 10,000 information requests from community members and newcomers to the area who are seeking information about enrollment procedures, attendance zones, educational programs and a variety of other school-related issues. Additionally, Community Relations produces and distributes more than 1,800 newcomer packets annually, each containing a wealth of information about campuses, district programs and seminars.

Exhibit 4-1 presents Community Relations' organizational structure.

**Exhibit 4-1
Community Relations & Partnership Department
Organizational Structure**



Source: FBISD Superintendent's Office.

Exhibit 4-2 presents a more detailed overview of the different organizational units that manage FBISD's community involvement functions.

Exhibit 4-2
FBISD Organizational Units Responsible for Performing
Major Community Involvement-Related Functions

Organizational Unit	Major Functions
<i>Associate Superintendent</i>	<ul style="list-style-type: none"> • Manages and establishes the direction for community relations and community involvement efforts for the district • Serves as district spokesperson • Issues FBISD press releases and coordinates press conferences • Provides feature ideas to the news media and coordinates information flow to the media in crisis situations • Coordinates various special communications and internal and external advisory committees • Acts as liaison to FBISD Education Foundation • Oversees annual parent and employee satisfaction surveys • Oversees bond referendum campaigns
<i>School-Business Partners Program</i>	<ul style="list-style-type: none"> • Facilitates school-business partnerships that connect classroom learning experiences to real "business-world" experiences in various industry areas • Provides opportunities for students to obtain a behind-the-scenes look at career choices • Develops and oversees enrichment programs that link individual business professionals to schools
<i>Volunteers in Public Schools Program</i>	<ul style="list-style-type: none"> • Facilitates structured volunteer programs in schools • Develops and oversees districtwide mentoring, tutorial and community assistance programs (clothing for families in need) • Develons and oversees senior citizen and vouth-

	centered volunteer programs
<i>The Education Foundation</i>	<ul style="list-style-type: none"> • Provides financial support for innovative teaching ideas not funded through school budgets • Funds bi-annual visits from educational experts to expand staff development opportunities • Provides avenues for individuals to fund grants for teachers
<i>Communications Services</i>	<ul style="list-style-type: none"> • Prepares internal and external newsletters to inform stakeholders about district activities and assists campuses in editing newsletters • Assists the district's Technology Department with maintaining Web site items such as school board agendas and meeting minutes • Gathers data for informational news stories
<i>Graphics Services</i>	<ul style="list-style-type: none"> • Provides graphic arts support to schools and departments districtwide • Provides videotaping services to support district activities including training programs, administrative in-services and community forums
<i>Receptionist/PBX Operator</i>	<ul style="list-style-type: none"> • Directs incoming telephone calls to administrative departments and greets district guests

Source: Community Relations Department

Exhibit 4-3 presents FBISD's Community Relations operating budget for 1999-2000.

**Exhibit 4-3
Community Relations & Partnership Department
Operating Budget for 1999-2000**

Description	1999-2000
Number of Staff	13
Salaries	\$466,282

Professional and Contract Services	243,487
Supplies and Materials	53,829
Other Operating Expenses	74,535
Capital Outlay	1,300
Total	\$839,433

Source: Community Relations Department

Chapter 4

COMMUNITY INVOLVEMENT

A. ORGANIZATION AND EVALUATION

A well-organized communications and community involvement staff is critical to providing the district with effective community involvement programs. Effective relationships between a school district and its community take time to develop and should be guided by well-established goals, objectives and strategies that support the district's overall mission.

Community Relations works closely with the superintendent to organize and facilitate various advisory councils and leadership committees that support the district's vision and mission. This is important because these communications forums provide opportunities for employees and community members to give input about key operational issues facing the district, as well as participate in planning activities. **Exhibit 4-4** illustrates advisory councils and leadership committees organized by Community Relations.

Exhibit 4-4
FBISD Advisory Councils and Leadership Committees
Facilitated by Community Relations

Advisory Council/ Leadership Team	Purpose	Membership	Date/Time	Planner/ Facilitator
Superintendent's Cabinet	To serve as the district's senior leadership team	Associate and Area Superintendents	Weekly	Superintendent Associate Supt. Community Relations
Administrative Team Meetings	To provide general information necessary for the operation of the district	Associate and Area Superintendents Principals Directors Coordinators Supervisors	First Wednesday of the Month	Associate Supt. Community Relations
Executive Steering Teams	To develop plans of action to address specific	Representatives from Central Office and Campuses	Five to six times annually	Superintendent Associate Supt. Community Relations

	projects and streamline the work of the district			
Key Communicator Network	To provide a network of district stakeholders to share information, gain feedback on program needs and counter misinformation	Representatives from a cross-section of the community	District two times annually Area four times annually	Superintendent Associate Supt. Community Relations Area Superintendents
Professional Growth Committee	To address campus and district concerns	Campus Representatives 1 Elected 1 Appointed	District two times annually Area three times annually	Superintendent Associate Supt. Community Relations Area Superintendents
Bond Referendum and Rezoning Community Forums	To gain input from those closest to the area of discussion	Specific constituents to each area of discussion	Determined by each group	Associate Supt. Community Relations Associate Supt. for Facilities and Planning
Partners In Education Advisory Council	To involve partners in setting and achieving goals and objectives	Stakeholder representatives (Businesses, VIPS, etc.)	Quarterly or as needed	School Business Partners/VIPS Coordinator
FBISD Education Foundation	To guide the fundraising and allocation of grants for educational enrichment	Education Foundation Board of Directors Volunteers	Quarterly	Executive Director of Education Foundation

Source: Community Relations Department.

FINDING

The Fort Bend ISD Education Foundation was established as a 501(c) 3 nonprofit organization in 1992. A 39-member volunteer board of directors comprised of local business, industry and community leaders governs the foundation. An executive director manages day-to-day foundation operations. The foundation is housed at FBISD's administration building, and facilities support services such as office space and telephones are donated by the district to minimize operational costs.

In 1998-99, the foundation awarded more than \$70,000 to fund 60 classroom grants through its Grants for Teachers and School Program. This program awarded grants in two areas--Grants to Teachers and School Site Grants. The purpose of the Grants to Teachers Program is to promote innovative classroom instructional projects not funded through regular school budgets. The amount of Grant to Teacher Program awards can range from \$100 to \$1,500. School Site Grants allow staff on each campus to identify and address needs, challenges and concerns unique to the campus. In order to be a recipient of a school site grant, the FBISD campus program must be related to goals cited in the campus/district plan of action and the program outlined in the grant application must have potential for duplication on other FBISD campuses. The maximum School Site Grant award is \$1,500 per campus. FBISD's Education Foundation also administers the Grants for Experts Program, which provides funding for bi-annual visits from educational experts for staff development purposes.

In addition to providing education grants for innovative instruction programs, school sites and staff development, a primary goal of the Foundation is to establish a \$1 million endowment to increase the number and amount of grants awarded annually.

FBISD's Education Foundation obtains funding from four major sources. **Exhibit 4-5** outlines the Foundations funding sources.

Exhibit 4-5
FBISD Education Foundation Fundraising Sources
1998-2000

Program/Activity	Description
Tribute Fund	<ul style="list-style-type: none"> • Allows individuals to make contributions that recognize or memorialize teachers, loved ones or other special people
ABC Program	<ul style="list-style-type: none"> • Provides FBISD employees an avenue to support the Grants for Teachers and Schools Program

Annual Gala	<ul style="list-style-type: none"> • Raises funds for grants and the endowment fund through the sale of event and raffle tickets and auctioned items
Endowment Fund	<ul style="list-style-type: none"> • Established through fundraising efforts by the Foundation board of directors to ensure that the Foundation remains self-perpetuating. The endowment has grown to more than \$500,000

Source: Executive Director FBISD Education Foundation.

COMMENDATION

FBISD's educational foundation provides funds to support innovative academic and staff development projects.

FINDING

Community Relations staff regularly evaluate department-sponsored events, meetings and programs. The department developed a standardized form to evaluate events such as the State of District Address, Teacher of the Year Banquet, FBISD Volunteer Conference, Staff Service Award Banquet, Partners in Education and Volunteers in Public Schools Appreciation Event and others. Information obtained from the evaluations is used to determine ways the functions could be improved. While the majority of evaluation comments were positive, event attendees provided suggestions for improvement such as sending out invitations sooner and ways to streamline the program(s).

Speakers for districtwide programs such as Texas Scholars, who make presentations to middle school students are evaluated to ensure that the material presented is effective. Additionally, the department plans to evaluate print media items such as the Community Newsletter distributed to all homes in the Fort Bend area 20 times per year. This evaluation was scheduled for May 2000.

COMMENDATION

By promptly evaluating Community Relations events and programs, FBISD provides feedback to stakeholders about ways to continuously improve the district's community involvement-related functions.

FINDING

FBISD's Community Relations Department conducted a parent survey from 1996-97 to 1999-2000. The survey covered educational programs, community relations and communications issues. The most recent parent survey was distributed in April 2000 to a stratified, random sample of 12,000 parents and taxpayers in the district. More than 1,900 parents responded to the survey. The survey is an excellent tool for obtaining feedback from the public.

Community Relations also developed an employee satisfaction survey. The department began administering the survey in spring 1998, and conducted it again in 1999 and 2000. Executive summaries of both the parent and employee satisfaction survey responses are distributed to administrative department heads and campus administrators for use in identifying areas for improvement.

COMMENDATION

FBISD gives parents, taxpayers, and employees an opportunity to rate the performance of the district through the use of annual parent and employee satisfaction surveys.

FINDING

While the surveys discussed in the previous finding represent an excellent way to obtain feedback from parents, taxpayers and employees, TSPR noted a number of improvements that could make the district's survey process even more effective.

For example, annual printing and postage cost of the parent satisfaction survey is about \$10,000, and annual printing and postage costs for the employee satisfaction survey is about \$2,800. Parent surveys have been administered from 1995-96 to 1999-2000, and the employee survey was administered in 1998, 1999 and 2000. A comparison of survey responses shows little change for most survey questions from the prior year.

Narrative responses for both the parent and employee satisfaction surveys contain limited summary information. For example, on the 1999 Parent Satisfaction Survey, 1,929 community members responded to the survey. Narrative comments were reduced to 13 areas and included topics such as the survey questionnaire, transportation, sports and curriculum. Narrative comments on each topic included a one- to three-sentence summary of what respondents said about area. Similarly, with the 1999 Employee Satisfaction Survey, 1,883 respondents participated in the survey, but narrative comments were limited to three areas and 27 comments. Narrative responses make it easier to interpret qualitative survey data and

provide explanations why stakeholders feel strongly in a positive or negative way about programs and services.

Administrative department heads and campus administrators are instructed to use parent and employee satisfaction survey results to develop goals and objectives for the district's strategic plan, and to identify areas where misunderstandings or a lack of communication may exist about a district program or service. The district does not follow up with administrative department heads and campus administrators to ensure that survey results are actually used.

Recommendation 35:

Administer the parent and employee satisfaction surveys every other year instead of annually, and follow up with department heads and campus administrators to ensure results are used constructively.

The Community Relations Department should administer both the parent and employee satisfaction survey every other year instead of annually. Administering both surveys every other year will allow the Communications Department time to expand opportunities for narrative responses and to follow-up with department heads and campus administrators so survey results can be monitored and used more effectively. Administering both surveys every other year instead of annually will also result in cost savings for the district.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the associate superintendent of Community Relations to review survey responses from the latest parent and employee satisfaction survey to ensure that items that warrant attention are included as corrective action items in strategic, department and campus improvement plans.	October 2000 and every other year thereafter
2.	The associate superintendent of Community Relations revises questions on both the parent and employee satisfaction survey to include more narrative responses.	January 2001
3.	The associate superintendent of Community Relations administers the parent and employee satisfaction survey.	April 2001 and every other year thereafter
4.	The associate superintendent of Community Relations directs Communications staff to tabulate survey results and disseminate to administrative department heads and campus administrators.	June 2001 and every other year thereafter

FISCAL IMPACT

The district spends about \$10,000 annually for the parent satisfaction survey and \$2,800 annually for the employee satisfaction survey. By administering the surveys every other year instead of annually, the Community Relation Department will save \$12,800 in alternate years.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Administer the parent and employee satisfaction surveys every other year instead of annually.	\$0	\$12,800	\$0	\$12,800	\$0

FINDING

During the on-site phase of FBISD's performance review process, TSPR conducted both its own parent survey and a series of public forums and focus groups. While many narrative comments were favorable about district operations, some parents expressed feelings that they have not received satisfactory response to issues that affect their children.

Several focus group participants complained that open records requests are not handled in a timely manner by FBISD. Focus group participants stated that citizens submitting open records requests are often stonewalled by the district's Administrative Services Department, which processes the requests. Common complaints from citizens included the district requesting legal opinions from the Texas Attorney General's office to delay processing. Another common complaint from citizens during focus groups was that they are often transferred to several departments before they actually find out that the Administrative Services Department is responsible for processing the requests.

FBISD has a grievance procedure in its administrative policies and procedure manual, which requires that community members attempt to resolve complaints at the source, continuing up the chain of command until they are finally resolved. Some school districts have opted to provide district stakeholders more prompt and personal conflict resolution as a means of improving district communications and assistance negotiating the chain of command.

FBISD received a proposal in January 2000 primarily for human resources-related complaint resolution services. Based on FBISD's employment count, 300 hours of ombudsman services would be needed. The proposed cost of services was a minimum of \$35,000 per year, plus \$150 hourly per client. While the services in the January 2000 ombudsman

proposal could be expanded to include complaint resolution for parents and community members, minimum contract costs could reach \$80,000.

Corpus Christi ISD established an ombudsman position to facilitate improved communications and to expedite complaint resolution for parents and community members. Corpus Christi ISD's ombudsman reports to and operates with direct authority from the superintendent. When Corpus Christi ISD's ombudsman attempts to resolve problems between parent or community members and district or school administration, the superintendent gets involved if the issue is not handled to the satisfaction of the parent or community member.

Corpus Christi ISD's ombudsman holds regular monthly forums with the community at various locations around the district including churches, schools and community centers, to enable community members to voice concerns about unresolved problems and issues. The ombudsman follows up on these forums by printing public input and the district's responses in a districtwide publication, and by meeting with concerned individuals either in person or sending a letter.

Comal ISD hired an assistant to the superintendent in July 1999, who functions as an ombudsman. The assistant to the superintendent takes care of parent complaints about student expulsion hearings under appeal and student-to-student harassment. The assistant to the superintendent works closely with the district's Human Resources Department to mediate staff issues, in order to resolve them before they reach the grievance level. The ombudsman also spends a significant amount of time working with various Parent Teacher Associations in a community relations capacity.

Recommendation 36:

Create an ombudsman position as a means of establishing better two-way communication between the district and the community.

The addition of an ombudsman position would enable the district to respond better to community concerns and issues and resolve community complaints. Similar to the Comal ISD ombudsman position, the proposed ombudsman for FBISD could also handle human resources-related complaints. Community members and FBISD employees will feel they are being listened to, and that the district is genuinely concerned about their feelings and input. This position should be created in addition to the associate superintendent of Community Relations, who is primarily responsible for developing and facilitating internal and external communications and managing media relations. The ombudsman position should report directly to the superintendent.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent requests board approval to hire an ombudsman.	October 2000
2.	The superintendent and the associate superintendent of Community Relations creates a position and a job description for an ombudsman.	December 2000
3.	The district hires an individual for the position.	February 2001
4.	The district notifies the community of the new ombudsman through media, newspapers, television and quarterly publications.	March 2001
5.	The ombudsman develops a procedure for processing parent complaints.	April 2001
6.	The ombudsman publicizes these procedures.	May 2001
7.	The ombudsman develops a plan for holding monthly forums, including dates and locations.	June 2001
8.	The district publicizes the first forum.	July 2001
9.	The ombudsman holds the first forum.	August 2001

FISCAL IMPACT

The average annual salary for an FBISD employee in Community Relations with similar responsibilities is about \$47,000. Salary plus medical benefits of \$1,764 plus workers compensation and unemployment insurance benefits rate of .0055 (\$259) respectively, will result in a total cost of \$49,023 annually (\$47,000 + \$1,764 + \$259). Since the ombudsman position will not be hired until February 2001 only half of the annual salary and benefits are estimated for the 2001-01 school year (\$49,023/2=\$24,512).

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Create an ombudsman position as a means of establishing better two-way communication between the district and the community.	(\$24,512)	(\$49,023)	(\$49,023)	(\$49,023)	(\$49,023)

Chapter 4

COMMUNITY INVOLVEMENT

B. INTERNAL AND EXTERNAL COMMUNICATIONS

Community Relations disseminates school district information through newsletters, press releases, brochures and the district's Web site. Initiatives implemented by Community Relations have focused on three essential components:

- Internal Communications (Employee Relations);
- External Communications (Community Relations); and
- Media Relations

Many of these communications have received statewide recognition from the Texas School Public Relations Association. To reduce costs and save time, the Communications Department is considering distribution of these communications in e-mail format on the district's Web site. The district will continue to mail hard copy publications to those who do not have access to the Internet.

FBISD's Community Relations Department has also developed a matrix outlining all district stakeholders (internal and external) and all the methods used to communicate with them. According to the associate superintendent of Community Relations, this tool has been especially helpful in ensuring that the district reaches all of its constituents. **Exhibit 4-6** presents FBISD's Communications Matrix.

Exhibit 4-6 FBISD Communications Matrix

Method of Communication	External Stakeholders Who Benefit											Internal Stakeholders Who Benefit				
	Community/ FBISD Employees	*Reg. Community	Parents & Students	School Volunteers PTA/PTO	Business Community	News Media	Senior Citizens	Boomers	State	National/ Internal	Recruit Personnel	Board of Trustees	Admini- strators	Principals	Teachers	All FBISD Staff
Fort Bend ISD (Community Newsletter)	•	•	•	•	•	•	•	•			•	•	•	•	•	•
Welcome Packets (General Information)	•							•			•					
Campus Newsletters (Every 6 weeks)			•													
Class Act/Board Briefs (Staff Newsletter)											•	•	•	•	•	•
Secondary Program Guides			•													
Internet Homepage	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Community Surveys	•	•	•	•	•	•	•	•			•	•	•	•	•	•
District Improvement Plan	•	•	•	•	•	•	•	•			•	•	•	•	•	•
Campus Improvement Plans		•	•	•	•						•	•	•	•	•	•
Press Releases	•					•										
Misc. Print Information (About Specific Programs)		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
School Board Meetings	•	•	•	•	•	•	•	•			•	•	•	•	•	•
Cabinet Meetings												•				
Executive Steering Committees												•	•			
Administrative Team Meetings												•	•			
Professional Growth Committee												•	•	•	•	•
One-on-one meetings/Phone calls/e-mails	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•
Zoning Surveys/Meetings	•	•	•								•	•	•	•	•	•
Community Forums	•	•	•	•	•	•	•	•								•
Key Communicator Network		•	•	•	•						•	•	•	•	•	•
Advisory Groups*		•									•	•	•	•	•	•
Campus Based Leadership Teams		•	•	•	•							•	•	•	•	•
Academic Advisory Council (District Level)	•	•	•	•	•							•	•	•	•	•
Education Foundation Board	•	•														
VIPS Program	•		•	•			•									
School/Business Partnership Program	•		•		•							•	•	•		
Seniors Gold Cards	•							•								
PEIMS (Public Education Information Management System)	•					•			•							•
Parent Phone Lines (Campus)			•										•	•		
Campus Marquees	•		•													•
Elementary Weekly Folders			•													
Job Fairs (To recruit Teachers)	•									•						
Policy On-Line											•	•	•	•	•	•

* Numerous program/issue specific advisory groups comprised of district and community members provide input through ongoing dialogue.

Source: FBISD Community Relations Department.

The department's communications matrix is supported by a comprehensive Key Communicators list that includes nearly 500 names and contact information of community members that are regularly involved in the district. Examples of internal and external communications produced Community Relations and contained on the matrix include:

- **Fort Bend ISD Community Newsletter:** Published and mailed to all homes (84,000) in Fort Bend ISD 20 times annually. The format has been redeveloped to be more reader-friendly, providing shorter information pieces on timely topics and issues of interest to parents and other district constituents.
- **Board Briefs:** Published bi-monthly and distributed to district employees. The publication provides a summary of actions taken by the FBISD school board.
- **Points of Pride:** Distributed annually to all homes in the district to salute achievement demonstrated by FBISD campuses.

- **Partners in Education Annual Report:** Published annually to summarize Partners in Education activities.
- **Quick Reference Guide:** Distributed to parents and community members to address frequently asked questions.
- **STAR (Special to Area Retailers):** Published employee discount booklet distributed annually to employees.
- **Press Releases/Press Conference Calls:** Produced and distributed weekly. Since 1996, more than 750 press releases have been sent to all local newspapers about various district programs, important events, student and staff accomplishments and services, instruction and financial matters such as budget and tax rates. Press releases and press conference calls are used to raise awareness of district activities in the media.
- **Informational Publications:** Developed brochures and program guidelines for several departments and campuses in FBISD, including Achievement and Development, Career and Technology Education, Benefits and Insurance, Gifted and Talented, Human Resources, Library Media Services, Staff Development, Testing and Evaluation, Student Support Services, Special Education, Extended Day, Special Programs and Transportation.
- **Class Act Employee Newsletter:** Published twice monthly (20 issues annually) to provide staff with relevant news and information about the district.
- **1999 Bond Referendum Print and Video Campaign:** Conducted a public information campaign to build community support for the \$264.3 million bond referendum in March 1999. Produced an informative video and print pieces to share information about district facility needs; served as district liaison for the Citizen Bond Advisory Committee; coordinated several community information meetings.
- **Video Resource Library Service:** Developed a video resource library service to videotape administrator in-services and specific staff development activities to build a lending resource library for use by district staff.

FINDING

FBISD developed a comprehensive Web site that provides useful information about the district. The Web site includes names and photographs of district board members, board meeting summaries, public forum comments and key press releases. The Web site also includes facts about the district's budget and tax rate. All FBISD's schools have links to the Web site.

Although the district's Technology Department has primary responsibility for providing technical support and maintaining the Web site, Community Relations often finds ways to graphically make the Web site more user-friendly and visually appealing.

In addition, the Community Relations communications coordinator is responsible for responding to information requests forwarded to the district's general e-mail address and routing specific requests to the appropriate department.

The maintenance of a Web site shows FBISD's commitment to efficient and effective communications. Although FBISD realizes that not all households in the Fort Bend community

Chapter 4

COMMUNITY INVOLVEMENT

C. VOLUNTEER PROGRAMS

School districts can develop a strong base of volunteers, and create good relations with the community by conducting ongoing outreach activities, and by developing informational workshops and school- and district-based activities of interest to parents and the public.

FINDING

Community Relations has developed and implemented a wide array of community service programs that solicit community participation and promote positive relations for the district and volunteers. The effort, led by the Volunteers in Public Schools Coordinator, has succeeded in involving over 2000 people in FBISD volunteer programs. Such programs include:

- **Shared Dreams:** Each year the Shared Dreams program provides clothing (some new and some gently used) to several hundred FBISD students. Volunteers from every campus give time and energy to coordinate clothing drives and to staff the Shared Dreams Center to support this effort. Shared Dreams not only provides the basic necessities for children, it also helps build self-esteem-the belief that when children feel good about themselves, they will have a better chance to perform well in class.
- **Mentor Program:** The Mentor program matches adult volunteers in a caring relationship with a child who needs an extra measure of friendship. Mentors make a one-year commitment to meet with an assigned student once each week. About 200 students and 200 mentors were involved in this program in 1998-99.
- **Senior Volunteers In Public Schools (VIPS):** An intergenerational program started in 1998, 75 senior VIPS share their time, talents and life experiences serving as mentors, classroom assistants, speakers, office aides and role models at several campuses.
- **Texas Scholars Program:** A joint business/education venture that has made a more rigorous high school curriculum attractive to students, Texas Scholars presentations are made each year to every eighth grade class. Each year the number of businesses participating in Texas Scholars has increased-46 businesses allowed their staff to attend the Texas Scholar presentation training during the 1998-99 school year and presented the program to the eighth grade classes. About 2,300 students have completed the Texas Scholars program since 1996. Additionally, an upbeat,

informational video of the Texas Scholars program was produced to add interest to the presentations. This video won a Gold Star Achievement Award from the Texas School Public Relations Association, and has since been requested for replication by other school districts in Texas.

- **Future Quest:** Since 1997-98, whether a student's experience involved medicine, law enforcement, teaching or engineering, the Future Quest program has provided more than 1,340 students with an opportunity to career-shadow with a district business partner. About 250 businesses have participated in the program, some returning each year.
- **Student Volunteer Involvement:** Nonprofit organizations in Fort Bend County were invited to a breakfast where several youth from each high school presented "How to Access the Power of Youth." The organizations were shown the many services that youth can provide, how to network within all of the youth organizations and clubs on a high school campus, and were given a form to request youth volunteer services. Youth Expanding Services (YES) and Youth in Philanthropy (YIP) continue to focus FBISD youth on giving their time and talent. Many clubs and organizations within the FBISD school district require volunteer hours as part of their membership requirements.
- **United Way Campaign:** Organized, produced, and distributed information to staff at all district campuses about participation in the annual United Way Fundraising Campaign. The district has raised more than \$100,000 for the United Way annually since 1996.
- **Communication Advisory Groups:** Coordinated (for the superintendent) annual Key Communicator Meetings and Community Zoning Forums with district patrons and Professional Growth Committee meetings with district staff, Executive Steering Team (EST) special work team meetings, and monthly administrative team meetings for principals and central office administrators.
- **Crisis Management Advisory Council:** Coordinated efforts to revise and update the District Crisis Management Plan. This committee work is still in progress.
- **Senior Gold Card Program:** Provided Senior Gold Cards annually to patrons over the age of 65, which enabled them to attend at no charge all district athletic and cultural events (games, plays, concerts). Over 300 patrons have received Senior Gold Cards.
- **Neighbors Exploring Technology Program:** Provided evening computer and technology classes to adults and children in order to make parents more comfortable with visiting district schools and to provide valuable training.

COMMENDATION

FBISD implements a wide array of community service programs that promote both community participation and positive community relations.

FINDING

FBISD began conducting a Volunteer Training Conference in 1997. The annual conference provides information about volunteer opportunities. In addition to the VIPS staff, many district professional from the Division of Achievement and Development, as well as board members, make presentations at the conferences on a variety of topics of interest to volunteers.

Campus volunteers also participate in a formal planning process where volunteer teams comprised of community/business volunteers and educators provide input for planning many of the volunteer programs and events, and explore innovative ideas for new volunteer programs.

COMMENDATION

FBISD provides structured training to its volunteers and includes them in the planning process.

FINDING

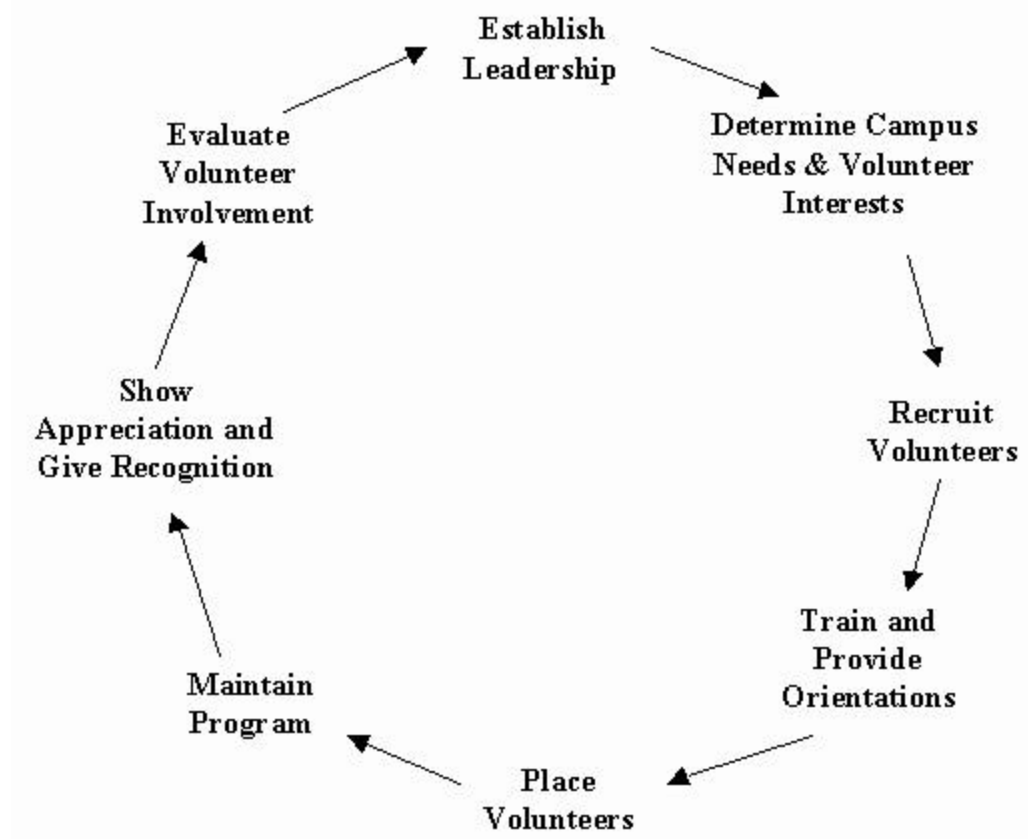
FBISD has established Campus-Based Partnership Teams (CBPTs) comprised of all of the volunteer leaders on a campus, such as the VIPS Campus Coordinator, the PTA/PTO president, the school business partner, the Parent Advisory Council representative, the School-Business Partner liaison and the FBISD Education Foundation Volunteer Organization. The objective of the CBPT is to:

- Nurture a continuing volunteer program at the campus level;
- Welcome, involve and recognize volunteers in schools in a meaningful way;
- Match volunteer skills, talents and interests with campus needs as designated in the Campus Strategic Plan; and
- Empower campus volunteers to reach their fullest potential.

The CBPT was developed so that each campus would have a complete complement of volunteers to help students succeed in school. All CBPT members have a comprehensive manual that describes the roles, responsibilities and expectations for the team.

At FBISD, each campus has a parent center/VIPS room that has been set aside for CBPTs where volunteers can sit, make friends and assist teachers outside the classroom. In Title I schools (schools that receive additional funding for at-risk students) the parent center also provides a place for parents to work and learn how to help their children succeed in school. **Exhibit 4-7** illustrates FBISD's Model CBPT model for a successful volunteer program.

Exhibit 4-7
FBISD Model of Successful Volunteer Involvement Program



Source: FBISD Community Relations Department

Major benefits of the CBPTs include a structured way to connect the volunteer community to schools, enhancement of campuses through the community sharing resources, expertise and experiences, and involving the community in meeting common goals.

COMMENDATION

FBISD's Campus-Based Partnership Teams successfully support volunteer programs.

FINDING

FBISD allows nonprofit organizations headquartered within district boundaries to use its facilities after school operations as a means of promoting positive relations in the community. On most evenings after school hours and on weekends, community members are using 60 percent of the district's facilities. Because of FBISD's generous community usage policy, there are some district facilities that are operational seven days a week.

FBISD has formal policies, procedures and fee schedules that govern the outside use of district facilities. Allowing outside use of facilities is also a way for the district to earn additional revenue through rental fees. Groups or organizations whose activities are conducted for the benefit of district patrons and have nonprofit status are permitted to use the facilities at a reduced cost or waived fee. Typical organizations that use FBISD facilities include:

- Neighborhood youth organizations (scout troops);
- State and local government;
- Civic organizations;
- Churches; and
- Sports leagues.

For example, 27 of the district's elementary schools are used by 58 Boy Scout and Girl Scout troops. If the scout troops meet Monday through Friday and are out of the facilities by 8:30 p.m., the district allows the buildings to be used for free. FBISD has memorandum agreements with local governments for use of facilities at specified lower rates to support recreational programs for students. The district also hosts a myriad of election sites during the year and is reimbursed direct usage costs, in accordance with state and local election laws. Several homeowner associations use district facilities for meetings at the fee rate set by the school board. The district allows various religious organizations to use its facilities to host gatherings on a weekly basis. Several athletic leagues use district gyms and sports fields during the respective season of that sport. FBISD does not charge for field use unless special clean up is required by staff or lights are used.

The district also maintains an automated facility-scheduling package that tracks the approval status of user requests, date and time the facility is to be used and rental fee, if applicable.

COMMENDATION

By allowing outside organizations to use district facilities, FBISD promotes positive community relations and generates additional income for the district.

FINDING

The FBISD Family Literacy Even Start Program was established to integrate early childhood education, parenting education and adult education into a unified program that builds on available community resources to serve at-risk students and economically disadvantaged families. The program provides a partnership between home, school and community in order to break the cycle of illiteracy. This family centered education program enables parents to become partners in their children's education, helps children reach their full potential as learners and provides literacy training for parents.

FBISD has three sites for its Even Start Program: the Education Complex, Ridgemont Elementary School and Mission West Elementary School. Classes are offered during the day and evening at the Education Complex and two nights per week at the other sites. The program serves about 500 adults who are parents and grandparents of FBISD students. Entry into the program is based upon need. The program has a long waiting list, and funds are not available to serve all eligible families. Program components include:

- English as a Second Language;
- Adult Basic Education (Basic Literacy);
- GED (High School Equivalency Certificate);
- Parenting Education;
- Parent & Child Time Together (PACT);
- In-Home Parent Education;
- Transportation;
- Tutorial/Enrichment for School-Aged Children; and
- Developmental Learning

FBISD's Even Start Program was originally awarded a federal grant in fall 1992. After four successful years of operation, FBISD was one of only 14 school districts in Texas awarded a second-year cycle of funding. Since inception, Family Literacy Even Start has received \$198,962 annually from a federal grant, which amounts to about 50 percent of the program's total expenditures. The 1999-00 school year is the final year of the grant provision. The district plans to secure funding from existing collaborating partners as well as other sources to continue the program beyond the 1999-00 school year.

FBISD collaborates with the William Smith, Sr. Tri-County Child Development Council, Inc., Wharton County Junior College Adult Education Consortium, the Literacy Council of Fort Bend County and the Foster Grandparent Program to implement the program. Some of the results include:

- Of the at-risk children in grades 3-5 who participated in the program, 82.9 percent passed all portions of the TAAS in 1999. Compared to at-risk peers who did not participate in the program, the results are significant;
- Thirty FBISD Even Start graduates received their GED in 1999;
- FBISD was selected as the site for an Early Head Start Program in early 2000. Head Start contributed substantial funding to work with FBISD in enhancing the learning of students and their families;
- The program has been highlighted at several statewide conferences and FBISD was invited to participate in a national teleconference; and
- The FBISD Even Start site is referenced by numerous entities as a model for serving at-risk students and their families.

COMMENDATION

FBISD's Family Literacy Even Start Program uses collaborative partnerships to involve parents and community members in addressing illiteracy for at-risk students and the economically disadvantaged.

FINDING

Parental involvement is high at many FBISD schools. During the 1998-99 school year, VIPS participants donated more than 220,000 hours. To track VIPS participants' time, sign-in sheets are placed in individual school's main office. VIPS participants' hours are summarized and used to calculate total in-kind services to the district and for awards recognition.

VIPS participants enhance the education of students by serving as teacher assistants, tutors, mentors and field trip chaperons. Using a rate of \$14.30 per hour (a national pay rate recommended by the Points of Light Foundation) for volunteer services rendered, FBISD's VIPS participants donated more than \$3 million to the district in just one year.

Exhibit 4-8 shows FBISD's VIPS participant's hours for 1998-99.

Exhibit 4-8
FBISD VIPS Participants Hours
1998-99

School	Hours
Clements High School	12,720
Willowridge High School	11,544
Commonwealth Elementary	11,237
Highlands Elementary	9,959
Colony Meadows Elementary	9,655
Dulles High School	9,632
Pecan Grove Elementary	9,461
Lexington Creek Elementary	7,449
Stephen F. Austin High School	7,443
Colony Bend Elementary	7,249
Missouri City Middle School	7,108
Settlers Way Elementary	6,123
Walker Station Elementary	5,769
Quail Valley Middle School	5,444
Palmer Elementary	5,317
Sugar Mill Elementary	5,252
First Colony Middle School	5,074
Quail Valley Elementary	5,071
Austin Parkway Elementary	5,000
Lantern Lane Elementary	4,962
Garcia Middle School	4,748
Lake Olympia Middle School	4,654
Brazos Bend Elementary	4,588
Elkins High School	4,085
Mission Bend Elementary	4,064
Sienna Crossing Elementary	3,536

Dulles Middle School	3,248
Edgar Glover Elementary	2,961
Dulles Elementary	2,921
Arizona Fleming Elementary	2,812
Ridgegate Elementary	2,580
Lakeview Elementary	2,502
Meadows Elementary	2,351
Briargate Elementary	2,260
E. A. Jones Elementary	2,197
Mission Glen Elementary	2,177
Townewest Elementary	2,056
Hunters Glen Elementary	1,920
Barrington Place Elementary	1,895
M.R. Wood	1,824
Kempner High School	1,666
Sugar Land Middle School	1,546
Mission West Elementary	1,509
Burton Elementary	1,487
Hodges Bend Middle School	1,018
Ridgemont Elementary	830
McAuliffe Middle School	594
Hightower High School	338
Blue Ridge Elementary	305
Progressive High School	35
Technical Education Center	20
Total	220,196

Source: FBISD Community Relations Department

COMMENDATION

FBISD's Volunteers in Public Schools initiatives are well supported by community members and result in considerable in-kind donations for the district.

FINDING

Despite the fact that FBISD has structured training programs for parent and community volunteers, campus-based partnership teams, and has implemented the Family Literacy Even Start Program to better serve at-risk students and economically disadvantaged families, parental involvement is still low on some campuses. To increase parent involvement at Title I schools, FBISD has established nine Parent Resource Centers funded through Title I Program. Parents, who encourage other parents to volunteer at their child's school, staff these centers. Parent Resource Centers are located at the following schools:

<ul style="list-style-type: none"> • Briargate Elementary; • Burton Elementary; • Glover Elementary; • Hunters Glen Elementary; • E. A. Jones Elementary; 	<ul style="list-style-type: none"> • Ridgeway Elementary; • Ridgemont Elementary; • Townewest Elementary; and • Christa McAuliffe Middle School.
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VIPS participant hours ranged from a high of 12,720 at Clements High School (shown in **Exhibit 4-8**) to a low of 20 at the Technical Education Center. **Exhibit 4-9** shows the 13 FBISD schools that fell in the bottom 25 percent for volunteer hours for 1998-99, based on the average number of hours donated by VIPS participants during the school year.

**Exhibit 4-9
FBISD VIPS Participants Hours (Bottom 25 Percent)
1998-99**

School	Hours
Barrington Place Elementary	1,895
M.R. Wood*	1,824
Kempner High School	1,666
Sugar Land Middle School	1,546
Mission West Elementary	1,509
Burton Elementary	1,487
Hodges Bend Middle School	1,018

Ridgemont Elementary	830
McAuliffe Middle School	594
Hightower High School	338
Blue Ridge Elementary	305
Progressive High School*	35
Technical Education Center*	20

Source: FBISD Community Relations Department

** Denotes alternative campuses, which have lower parent involvement in most school districts*

Educational research says that children whose parents volunteer to participate in their education perform better in school. Nationally, districts are trying new ways of enlisting parental involvement. One approach that has been used successfully by school districts has been to ask parents on the first day of each school year to sign an agreement that commits them to helping their child and the school in specific ways. By most accounts, the agreements bind the parents to the school and vice-versa in a way that proves more lasting than traditional communication via notes or telephone calls.

Recommendation 38:

Establish pilot parental involvement agreements at schools where parental involvement has been low.

If the results of the pilot studies are positive, the district should consider expanding the agreements districtwide.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the associate superintendent of Community Relations to identify schools with low parental involvement to participate in the pilots of parental involvement agreements.	November 2000
2.	The associate superintendent of Community Relations and the VIPS coordinator draft parental involvement agreements for review and approval by the board.	November - December 2000
3.	Upon approval by the board, principals identify parents to	January 2001

	enroll and sign the parental involvement agreements.	
4.	The associate superintendent of Community Relations, VIPS coordinator, and principals monitor the progress of the pilot parent involvement agreements and expand the program, as necessary.	February 2001 and Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 4

COMMUNITY INVOLVEMENT

D. COMMUNITY RELATIONS

Positive relations with the community are essential to the success of school districts. School districts promote positive community relations by conducting regular outreach activities and embracing and working with all members of the community.

FINDING

FBISD's student population is becoming increasingly ethnically diverse. During the 1999-2000 school year the district's ethnic breakdown was 40 percent Anglo, 28 percent African American, 17 percent Hispanic, and 15 percent Asian. Neighboring school districts, with diverse student populations such as Houston ISD, began implementing programs to address racial and cultural differences in 1991.

FBISD established a superintendent's Advisory Committee on Racial Harmony for Student Success in 1998. The committee's objective was to identify and address racial and cultural issues that influence students both academically and socially. The committee is comprised of a diverse group of individuals, including parents, community leaders, school board members and district staff who work together to define district goals.

Some of the district's Racial Harmony Committee activities include:

- Annual Teen Summit on race relations;
- Peer Assistance Leadership;
- Interracial Field Day;
- Multicultural Festivals;
- Spring Around the World Festivals;
- Foreign Languages Week Celebration;
- Cultural Sensitivity Training;
- ROPES (a course of supervised individual and group challenges) that promotes teamwork;
- Assumicide Project (a role-playing activity that helps students understand and appreciate differences in people);
- Various ethnic and cultural celebrations (Chinese New Year, Black History Month, Hispanic Heritage Month, and Cinco de Mayo); and
- Various student organizations (such as the International culture Club, the Pan-American Spanish Forum and Cultural Leaders of African-American Society Club).

In the fall of 1999, FBISD's superintendent and the Racial Harmony for Student Success Committee recommended that a student conference on racial harmony be held. Students from all FBISD high schools were selected to participate in the "Building Bridges...One Family, Many Faces" youth conference held in Houston.

Students took what they learned at the conference and brought it back to their home campuses where they completed related projects and shared the results of their work. The youth conference, which was suggested by FBISD, received a Leadership Houston award in the education category.

COMMENDATION

FBISD sponsors programs and activities to raise awareness of ethnic and cultural diversity for students.

Chapter 5

FACILITIES USE AND MANAGEMENT

This chapter examines Fort Bend Independent School District's (FBISD) facilities use and management in four sections.

- A. Facilities Planning, Construction and Design
- B. Facilities Maintenance
- C. Operations and Grounds
- D. Energy Management

A comprehensive facilities, maintenance, custodial and energy management program should coordinate all of the physical resources in the district to integrate facility planning with all other aspects of school planning. Facility personnel are involved in design and construction activities and are knowledgeable about operations and maintenance activities. In addition, facility departments operate under clearly defined policies, procedures and activities that can be adapted to accommodate changes in the district's resources and needs.

BACKGROUND

The FBISD Facilities and Planning Department is responsible for maintenance, operations and custodial training, grounds upkeep, waste pickup, laundry pickup of towels and uniforms, outside pest control, energy conservation, long range facility planning, developing attendance zones and facility construction.

The associate superintendent for Facilities and Planning manages 583 staff and a budget of \$33.2 million for 1999-2000. **Exhibit 5-1** compares budget charges between 1998-99 and 1999-2000, excluding salaries for Facilities and Planning.

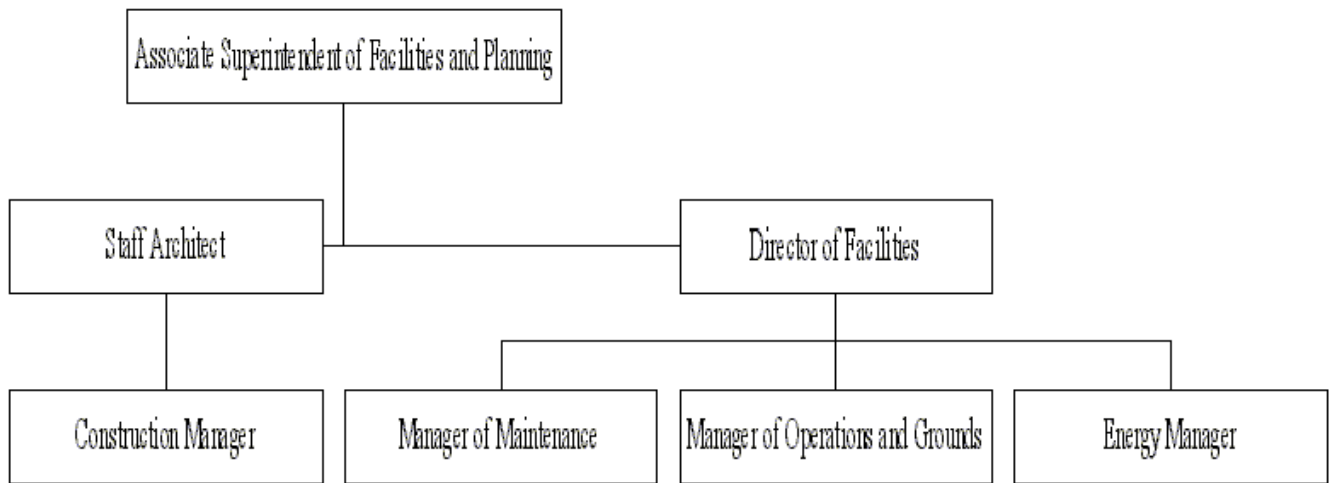
Exhibit 5-1
FBISD Facilities and Planning Budget Summary, Excluding Salaries
1998-99 and 1999-2000

Expenditure Category	1998-99	1999-2000	Percent Change
Contracted Services	13,718,846	13,204,021	(3.75)
Supplies & Materials	1,694,250	1,862,549	9.93
Other Expenses	130,500	145,000	11.11
Capital Outlay	429,100	585,400	36.43
Total	\$15,972,696	\$15,796,970	(1.10)

Source: FBISD Budget Office.

The director of Facilities supervises the manager of Maintenance, the manager of Operations and Grounds and the Energy Division manager. The Staff Architect supervises districtwide construction. The organization of the Facilities and Planning Department is shown in **Exhibit 5-2**.

**Exhibit 5-2
FBISD
Facilities and Planning Department**



Source: FBISD Facilities and Planning Department.

Exhibit 5-3 shows the number of FBISD's Facilities and Planning staff by position for 1998-99 and 1999-2000.

**Exhibit 5-3
FBISD's Facilities and Planning Employees by Position
1998-99 and 1999-2000**

Position	1998-99	1999-2000	Percent Change
Managers	3	3	0.0
Supervisors	11	14	27.3
Skill Craft (Maintenance) workers	60	77	28.3
Custodial Staff	412	417	1.2
Groundskeepers	35	35	0.0
Other paraprofessionals	11	11	0.0
Other administrators	3	5	66.7
Other skilled operations workers	15	21	40.0

Total	550	583*	6.0
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Source: FBISD Facilities and Planning Department.

**The associate superintendent for Facilities and Planning also oversees Transportation and Construction, which is not included in these totals.*

Chapter 5

FACILITIES USE AND MANAGEMENT

A. FACILITIES PLANNING, CONSTRUCTION AND DESIGN

The associate superintendent of Facilities and Planning is responsible for overall leadership and direction in the development, maintenance and use of facilities, property and transportation throughout the school district. Long range facilities planning is one of the most critical aspects of facilities management, especially in a rapidly growing school district. The district must continually assess the condition of its existing facilities and plan for the future based on changes in student enrollment. **Exhibit 5-4** shows the enrollment trend for FBISD from 1995-96 to 1999-2000.

Exhibit 5-4
FBISD's Five-Year Enrollment Projections
Compared to Actual
1995-96 through 1999-2000

Year	Projected Student Enrollment	Actual Student Enrollment	Difference	Percent Difference (over)under
1995-96	46,206	45,469	(737)	(1.6%)
1996-97	47,257	47,333	76	0.2%
1997-98	49,147	49,260	113	0.2%
1998-99	51,635	51,149	(486)	(1.0%)
1999-2000	53,226	52,904	(322)	(0.6%)

Source: FBISD Facilities and Planning Department and PEIMS.

Enrollment projections for 2000-01 through 2004-05 are provided in **Exhibit 5-5**.

Exhibit 5-5
FBISD's Five-Year Enrollment Projections
2000-01 through 2004-05

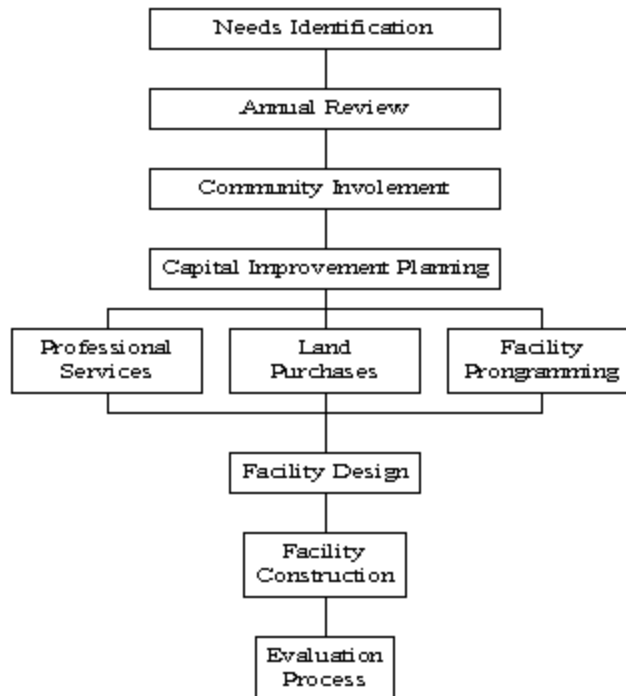
Year	Student Enrollment	Percent Change
2000-01	54,980	3.92

2001-02	55,947	1.76
2002-03	57,469	2.72
2003-04	59,133	2.90
2004-05	60,808	2.83
Total Increase	5,828	10.60

*Source: FBISD Facilities and Planning Department. *Percent change from 1999-2000 projected enrollment.*

FBISD's Long Range Facilities Plan was developed in November 1996 and continues through 2001. District personnel and community leaders developed the plan. The plan describes the procedures and processes involved in the planning and implementation of each facility project. The plan lists the major projects completed from summer 1996 to the spring 1997, all of the renovation projects in progress, all construction projects completed and all new construction projects in progress. **Exhibit 5-6** provides the Long Range Facilities Plan process chart.

**Exhibit 5-6
Long Range Facilities Plan Process Flow Chart
1999-2000**



Source: FBISD Long-Range Facilities Plan.

School sites must be in a location central to the population that the school will serve. Student enrollment and forecast data are key in determining this need. Maintaining low acquisition costs and the elimination of uncertain site costs can be accomplished through ongoing communication with local developers. After a Contract of Sale is executed, studies should be performed using due diligence to minimize the risk of acquiring sites that may prove unacceptable or become future financial burdens.

Facilities in FBISD are evaluated from three aspects. First, the staff occupying a facility are interviewed for suggestions and improvements. Second, outside consultants are hired on a three-year cycle to evaluate the current and future facilities. Modifications are then made to the facilities program based on the educational specifications for renovations and new construction. Third, community input and support is sought for renovations and construction of new facilities.

The associate superintendent of Facilities and Planning develops attendance zones using the American Metro Study of Housing and Real Estate Development, Central Appraisal District Data, Fort Bend County Economic and Development Analysis and Edulog Software System. FBISD Administrative Procedure FC-R gives direction in the development of attendance zones. FBISD's Long Range Facility Plan objective 9.3 is to "Establish attendance zones for the new school(s) and those school(s) with zones adjoining the new school." The following are the action steps to meet this objective:

- Review rezoning standards;
- Collect relevant information;
- Conduct community based Rezoning Advisory Group meetings;
- Conduct community forums;
- Finalize rezoning recommendations; and
- Submit attendance zones to the Board of Trustees for approval.

FBISD has commissioned the following studies in its development of facilities plans:

- *A Comprehensive Analysis of Facilities and Future Facility Needs Study in 1995* provided information to the FBISD administration and the board for developing both short and long-range facilities plans for the district. The study also analyzed the demographics of the district in terms of its present population and its expected growth, declining or shifting student population over five years and analyzed all facilities in the district in terms of their present

condition, use, capacity, instructional adequacy and present and future needs.

- *The Student Demographics Study* was conducted during fall 1998. The study reviewed the student population and made projections for five years.

The board approved *The Facility and Demographics Study* on February 28, 2000. This study will include a five-year forecast of student growth prepared on local economic conditions and shifting patterns of student growth, an analysis of all instructional facilities detailing their present condition, use, capacity and adequacy and recommendations for improving the instructional adequacy of the facilities.

All of the studies assist the district with forecasting student growth and detailing the present condition of all facilities.

On March 6, 1999, the FBISD community passed a \$264 million bond package that is administered by the Construction Section. In the bond package there are 10 new schools to be built from 1999 to 2003. **Exhibit 5-7** lists the 1999 bond referendum projects.

Exhibit 5-7
FBISD Bond Referendum Projects
1999

Project/ School	Description	Project Start	Total Cost
High School-FM 1464	New Construction	Summer 1999	\$44,600,000
Middle School	New Construction	Summer 1999	\$26,000,000
Middle School	New Construction	Summer 1999	\$26,000,000
Willowridge HS Project	Building Renovations	Summer 1999	\$4,280,000
Blueridge Elem.	Roof Replacement	Fall 1999	\$400,000
Clements HS	Roof Replacement	Fall 1999	\$900,000
Clements HS	Fire Alarm	Fall 1999	\$200,000
District	ADA Modifications	Fall 1999	\$125,000
District	Electrical Analysis/Upgrades	Fall 1999	\$250,000

Elkins HS	Replace Carpet/Terazzo D/S halls	Fall 1999	\$1,200,000
Lake Olympia MS	Replace Carpet/Tile D/S Halls	Fall 1999	\$376,000
Lakeview Elem.	Kitchen Renovation	Fall 1999	\$205,000
Settlers Way Elem.	Kalwall Replacement	Fall 1999	\$110,500
Sugar Mill Elem.	Kalwall Replacement	Fall 1999	\$110,500
Wheeler Field House	Foundation Repair	Fall 1999	\$50,000
High School-Texas Pkwy	New Construction	Jan. 2000	\$46,600,000
District Stadium	New Construction	Jan. 2000	\$15,000,000
Alternate Education School	New Construction	May 2000	\$8,500,000
Science Labs-WHS	Renovations	May 2000	46,839,625
Science Labs-CHS	Renovations	May 2000	\$7,731,750
Science Labs-EHS	Renovations	May 2000	\$1,488,875
Science Labs -KHS	Renovations	May 2000	\$3,568,500
Science Labs-QVMS	Renovations	May 2000	\$2,379,000
Elementary School # 35	New Construction	May 2000	\$10,400,000
Austin Parkway Elem.	Replace Carpet and Selected Tile	2000	\$160,000
Blueridge Elem.	Replace Carpet and Selected Tile	2000	\$160,000
District	ADA Modifications	2000	\$125,000
First Colony MS	Roof Replacement	2000	\$900,000
Highlands Elem.	Replace Carpet and Select Tile	2000	\$172,000
Hunters Glen Elem.	Kalwall Replacement	2000	\$110,000
Meadows Elem.	Replace Carpet and Select tile	2000	\$204,000
Meadows Elem.	Roof Replacement	2000	\$380,000
Missouri City MS	Electrical Upgrade	2000	\$300,000
Missouri City MS	Roof Replacement	2000	\$400,000

Palmer Elem.	Kalwall Replacement	2000	\$110,000
Palmer Elem.	Roof Replacement	2000	\$400,000
Pecan Grove Elem.	Replace Carpet and Select tile	2000	\$190,000
Sugar Mill Elem.	Sewer lines	2000	\$100,000
Wheeler Field House	Foundation Repair	2000	\$200,000
Elementary School # 36	New Construction	2001	\$11,336,000
Colony Meadows Elem.	Replace Carpet and Select Tile	2001	\$184,000
District	ADA modifications	2001	\$250,000
Highlands Elem.	Kalwall Replacement	2001	\$110,000
Lakeview Elem.	Auditorium HVAC	2001	\$400,000
Mercer Stadium	Foundation Repair	2001	\$350,000
Mission Glen Elem.	Kalwall Replacement	2001	\$110,000
Elementary School # 37	New Construction	2002	\$12,356,240
District	Roof/Carpet & Foundation Reserve	2002	\$3,500,000
Elementary School # 38	New Construction	2003	\$13,468,302
Elementary School # 39	New Construction	2003	\$13,468,302

Source: FBISD Facilities and Planning Department.

The responsibilities of the Construction Section are:

- Establishing the scope of the work and the cost of future bonds;
- Creating and maintaining the educational specifications and construction standards;
- Assisting in the selection of design professionals, contractors and consultants;
- Negotiating fees and developing contracts for board action;
- Directing the work of project architects, engineers and contractors;
- Overseeing funds spent during construction;
- Obtaining soil tests, land surveys, traffic studies;
- Coordinating platting, zoning, drainage and municipal utility district (MUD) requirements;

- Preparing all work-in-progress reports; and
- Conducting project observation reports on ongoing construction projects.

The Construction Section is under the direction of a staff architect who reports to the associate superintendent of Facilities and Planning. The section staff consists of a staff architect, a staff engineer, a clerk, a secretary, a construction manager and two inspectors.

FINDING

FBISD uses prototype models to ensure that the construction and renovation projects of its schools are cost-effective.

The Construction Section has developed prototypes for elementary, middle and high schools. The prototypes are described in the educational specifications developed and updated by the Construction Section.

Exhibit 5-8 shows detailed information on designs used to build FBISD schools. **Exhibit 5-9** provides the design frequency.

Exhibit 5-8
School Designs at FBISD Facilities
1999-2000

School	Design Number	Year Built
High Schools		
Dulles	Unique	1962
Willowridge	HSD00	1979
Clements	HSD00	1983
Kempner	HSD0	1988
Elkins	HSD0	1992
Austin	HSD1	1995
Hightower	HSD1	1998
HS #8 @ 1464	HSD2	2001
HS #9 @ 2234	HSD1	2002
Middle Schools		
Dulles	Unique	1965
Sugar Land	Unique	1975

Missouri City	Unique	1976
Quail Valley	Unique	1978
First Colony	MSD00	1985
McAuliffe	MSD00	1986
Hodges Bend	MSD0	1987
Lake Olympia	MSD0	1992
Garcia	MSD1	1995
MS # 10 @ New Territory	MSD1	2001
MS #11 @ Avalon	MSD1	2001
Elementary Schools		
E.A. Jones	Unique	1954
Lakeview	Unique	1959
Blueridge	Unique	1970
Meadows	Unique	1973
Ridgemont	ESD00	1973
Quail Valley	ESD00	1975
Dulles	Unique	1976
Briargate	Unique	1977
Lantern Lane	ESD0	1978
Townewest	ESD0	1978
Ridgegate	ESD0	1980
Colony Bend	ESD0	1981
Mission Bend	ESD0	1981
Settlers Way	ESD1	1984
Sugar Mill	ESD1	1984
Hunters Glen	ESD1	1985
Palmer	ESD1	1985
Sugar Mill	ESD1	1984
Hunters Glen	ESD1	1985
Palmer	ESD1	1985

Highlands	ESD1	1986
Mission Glen	ESD1	1986
Pecan Grove	ESD1	1988
Austin Parkway	ESD2	1989
Barrington	ESD2	1990
Colony Meadows	ESD2	1991
Mission West	ESD2	1991
Walker Station	ESD2	1992
Glover	ESD2	1994
Lexington Creek	ESD2	1994
Arizona Fleming	ESD3	1995
Burton	ESD3	1996
Brazos Bend	ESD3	1997
Commonwealth	ESD3	1997
Sienna Creek	ESD3	1998
Oyster Creek	ESD3	1999
ES # 34	ESD3	2001
ES # 35	ESD4	2001

Source: FBISD Construction Section.

**Exhibit 5-9
School Design Frequency
1999-2000**

Design	Frequency Rate
Unique	Each school had a different design
HSD00	High School Design 00 repeated two times
HSD0	High School Design 0 repeated two times
HSD1	High School Design 1 repeated two times
HSD2	High School Design 2 done one time
MSD00	Middle School Design 00 repeated two times

MSD0	Middle School Design 0 repeated two times
MSD1	Middle School Design 1 repeated three times
ESD00	Elementary School Design 00 repeated two times
ESD0	Elementary School Design 0 repeated five times
ESD1	Elementary School Design 1 repeated seven times
ESD2	Elementary School Design 2 repeated seven times
ESD3	Elementary School Design 3 repeated seven times
ESD4	Elementary School Design 4 done one time

Source: FBISD Construction Section.

COMMENDATION

The use of prototype facilities has kept district construction costs below what it would cost to use unique designs.

FINDING

The Construction Section has been able to keep all projects within budget.

The department has developed and uses a variety of forms to keep up with all new construction and renovations. The following are some of the reports used:

- Monthly construction department work in progress reports for the board;
- Project observation reports done by staff on all ongoing projects;
- Inspection request reports done by staff at the request of the contractor; and
- Material testing report reviews done by staff on all material used by contractors.

COMMENDATION

The Construction Section has developed project-tracking reports that improve the quality and cost-effectiveness of construction.

FINDING

Although FBISD is implementing a \$264 million bond program the district has not consolidated many of its reports into a facilities master plan. FBISD has a publication titled *Long Range Facilities Plan 1996-*

2001 dated August 1997 which documents the procedures and processes that assist in the planning and implementation of each project. The district also has numerous reports on construction projects that go to the superintendent's cabinet and the Board of Trustees. These reports track costs, direct and document planning efforts, analyze attendance zones and documents school designs.

Some essential components of a comprehensive facilities master plan include:

- Identification of the current and future needs of district facilities and educational programs;
- Analysis of the condition of existing schools;
- Student growth projections and community expansion plans;
- Cost and capital requirements analysis; and
- Facilities program management and design guidelines.

A facilities master plan should be used to set the district's strategy for future land acquisitions.

Exhibit 5-10 shows the facilities planning process recommended by the Texas Education Agency (TEA).

**Exhibit 5-10
Facilities Planning Process Recommended by TEA 1998**

Program Element	Mission	Responsibilities	Deliverables
Planning	Needs Assessment	Identify current and future needs	Demographics, facilities survey, boundary, funding, education program, market, staff capability, transportation analysis
	Scope	Outline required building areas; develop schedules and costs	Programming, cost estimating, scheduling, cost analysis
	Strategy	Identify structure	Facilities project list, master schedule, budget plan, organizational plan, marketing plan
	Public Approval	Implement public relations campaign	Public and media relations

Approach	Management plan	Detail roles, responsibilities and procedures	Program management plan and systems
	Program Strategy	Review and refine details	Detailed delivery strategy
	Program Guidelines		Educational specifications, design guidelines, computer-aided design standards.

Source: Texas Education Agency.

Recommendation 39:

Create a consolidated comprehensive facilities master plan, and annually monitor the district's progress toward implementation.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent for Facilities and Planning uses the TEA model to assess FBISD's status in facility planning.	November-December 2000
2.	The associate superintendent for Facilities and Planning meets with the director of Facilities, staff architect and staff engineer, in order to assign responsibilities for completing the district's facilities planning.	December 2000
3.	The associate superintendent for Facilities and Planning, together with the director of Facilities, the chief financial officer and the associate superintendent for Achievement and Development, designs a method for obtaining community involvement in the facilities planning process.	December 2000
4.	The director of Facilities compiles components of the facilities master plan and develops a formal facilities master plan document.	January 2001
5.	The associate superintendent for Facilities and Planning presents the facilities master plan to the board for review.	January 2001
6.	The board approves the facilities master plan.	February 2001
7.	The director of Facilities annually monitors progress of implementing the facilities master plan.	February 2001 and Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Seven elementary schools are at or above 100 percent capacity, while nine elementary campuses have 80 percent or less capacity.

The facilities usage rates for elementary schools ranged from 26 percent to 105 percent and are based on the district's capacity study. Nineteen temporary buildings are already in use at 12 elementary campuses. **Exhibit 5-11** reflects FBISD's facility usage rates by high school.

Exhibit 5-11
FBISD High School Facility Use
1999-2000

School	Current student enrollment	Number of permanent classrooms	Permanent classroom capacity	Portable classroom capacity	Total classroom capacity	Permanent classroom use rate	Total classroom use rate
M. R. Wood	132	12	300	200	500	44%	26%
Dulles	2,089	110	2,178	0	2,178	96%	96%
Willowridge	1,954	110	2,288	220	2,508	85%	78%
Clements	2,767	113	2,332	308	2,640	119%	105%
Kempner	2,624	121	2,552	44	2,596	106%	101%
Elkins	2,196	119	2,486	44	2,530	88%	87%
Austin	3,060	100	2,200	968	3,168	139%	97%
Hightower	1,610	100	2,200	0	2,200	73%	73%
Progressive	119	24	528	0	528	23%	23%
Total	16,551	809	17,064	1,784	18,848	97%	87%

Source: FBISD Facilities and Planning Department and TSPR. Exhibit 5-12 reflects FBISD's facility usage rates by middle school.

Exhibit 5-12
FBISD Middle School Facility Use
1999-2000

School	Current student enrollment	Number of permanent classrooms	Permanent classroom capacity	Portable classroom capacity	Total classroom capacity	Permanent classroom use rate	Total classroom use rate
Dulles	1,405	94	1,400	50	1,450	100%	97%
Missouri City	1,176	65	1,350	100	1,450	87%	81%
Sugar land	1,476	47	1,400	150	1,550	105%	95%
Quail Valley	1,126	47	1,400	0	1,400	80%	80%
First Colony	1,710	66	1,625	400	2,025	105%	84%
McAuliffe	1,220	72	1,625	0	1,625	75%	75%
Hodges Bend	1,402	75	1,675	50	1,725	84%	81%
Lake Olympia	1,632	77	1,650	400	2,050	99%	80%
Garcia	2,045	44	1,200	1,100	2,300	170%	89%
Total	13,192	587	13,325	2,250	15,575	99%	85%

Source: FBISD Facilities and Planning Department and TSPR.

Exhibit 5-13 shows FBISD's facility usage rates for elementary schools.

Exhibit 5-13
FBISD Elementary Facility Usage Rates
1999-2000

School	Current student enrollment	Number of permanent classrooms	Permanent classroom capacity	Portable classroom capacity	Total classroom capacity	Permanent classroom use rate	Total classroom use rate
Arizona Fleming	726	39	678	44	722	107%	101%
Austin Parkway	515	48	832		832	62%	62%
Barrington Place	784	48	832		832	94%	94%

Blue Ridge	520	33	656		656	79%	79%
Brazos Bend	777	36	750	88	838	104%	93%
Briargate	693	46	788		788	88%	88%
Walter Burton	729	36	750		750	97%	97%
Colony Bend	637	41	766		766	83%	83%
Colony Meadows	786	48	942		942	83%	83%
Commonwealth	600	36	750		750	80%	80%
Dulles	542	43	810		810	67%	67%
E.A. Jones	674	38	722	88	810	93%	83%
Edgar Glover	761	46	722		722	105%	105%
Highlands	777	47	810		810	96%	96%
Hunters Glen	664	45	788		788	84%	84%
Lakeview	458	35	634		634	72%	72%
Lantern Lane	566	42	788		788	72%	72%
Lexington Creek	936	47	854	88	942	110%	99%
Meadows	478	35	458	44	502	104%	95%
Mission Bend	666	44	832	44	876	80%	76%
Mission Glen	757	43	788	88	876	96%	86%
Mission West	858	49	896	132	1,028	96%	83%
Palmer	786	47	920		920	85%	85%
Pecan Grove	762	43	810		810	94%	94%
Quail Valley	667	47	832		832	80%	80%
Ridgegate	899	50	920	44	964	98%	95%
Ridgemont	792	43	766	44	810	103%	93%
Settlers Way	664	48	832		832	80%	80%
Sienna Crossing	592	36	775		775	76%	76%
Sugar Mill	663	45	744		744	89%	89%
Townewest	683	45	854	44	898	80%	76%

Walker Station	983	56	942	88	1030	104%	95%
Oyster Creek	700	36	775		775	90%	90%
Total	23,095	1,421	26,014	836	26,852	89%	86%

Source: FBISD Facilities and Planning Department and TSPR.

In 2001-02, one high school, two middle schools and one elementary school will open.

FBISD projects enrollment to increase by more than 3 percent in 2000-01. This means almost 700 more students at elementary campuses.

Temporary classrooms or portables are a common fixture in school districts. They are usually built or moved to meet enrollment fluctuations or to house temporary programs. A recent temporary building needs study reported that the district would need 104 portable building to address its enrollment needs. FBISD currently uses 63 portables. Austin High School (22 buildings) and Garcia Middle School (13 buildings) have the largest number of portables, but this number will change with the opening of new schools in the 2000-01 school year.

The area superintendents and the associate superintendent for Facilities and Planning administer FBISD's temporary classroom building allocation procedure. They determine the location and number of temporary classroom buildings based on projected student population and program needs. The total number of students at each school is reviewed and compared to the facility design/educational programmed capacity of the school. The net student overage represents the number of students that need to be accommodated in temporary buildings. The needs of each school are matched to the current temporary buildings and are distributed using a set procedure. If the total number of temporary buildings is insufficient, a request to purchase buildings is released by the associate superintendent of Facilities and Planning. The bid process is implemented and the buildings are obtained. If the number of temporary buildings is more than sufficient, the excess temporary buildings are moved to schools in need of such buildings. If the total number of temporary buildings is more than what is needed, a determination is made to either hold the temporary buildings for projected growth or auction the older temporary buildings.

Recommendation 40:

Reassess current and future building plans and reallocate dollars to areas where facilities are needed to address enrollment and capacity needs.

FBISD should initiate a balanced approach attendance zone changes and of grade level shifts to underused facilities to minimize overcrowding and more effectively use district resources.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Facilities, the associate superintendent of Facilities and Planning and associate superintendent of Business and Finance obtain accurate student enrollment data by campus to identify over capacity situations.	November 2000
2.	The associate superintendent of Facilities and Planning, the associate superintendent of Business and Finance and the director of Facilities develop a plan to provide capacity of less than 100 percent at each campus through the use of temporary buildings and attendance shifts.	December 2000
3.	The associate superintendent of Business and Finance and the associate superintendent of Facilities and Planning present to the superintendent and the board a plan to minimize overcrowding across all campuses.	December 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

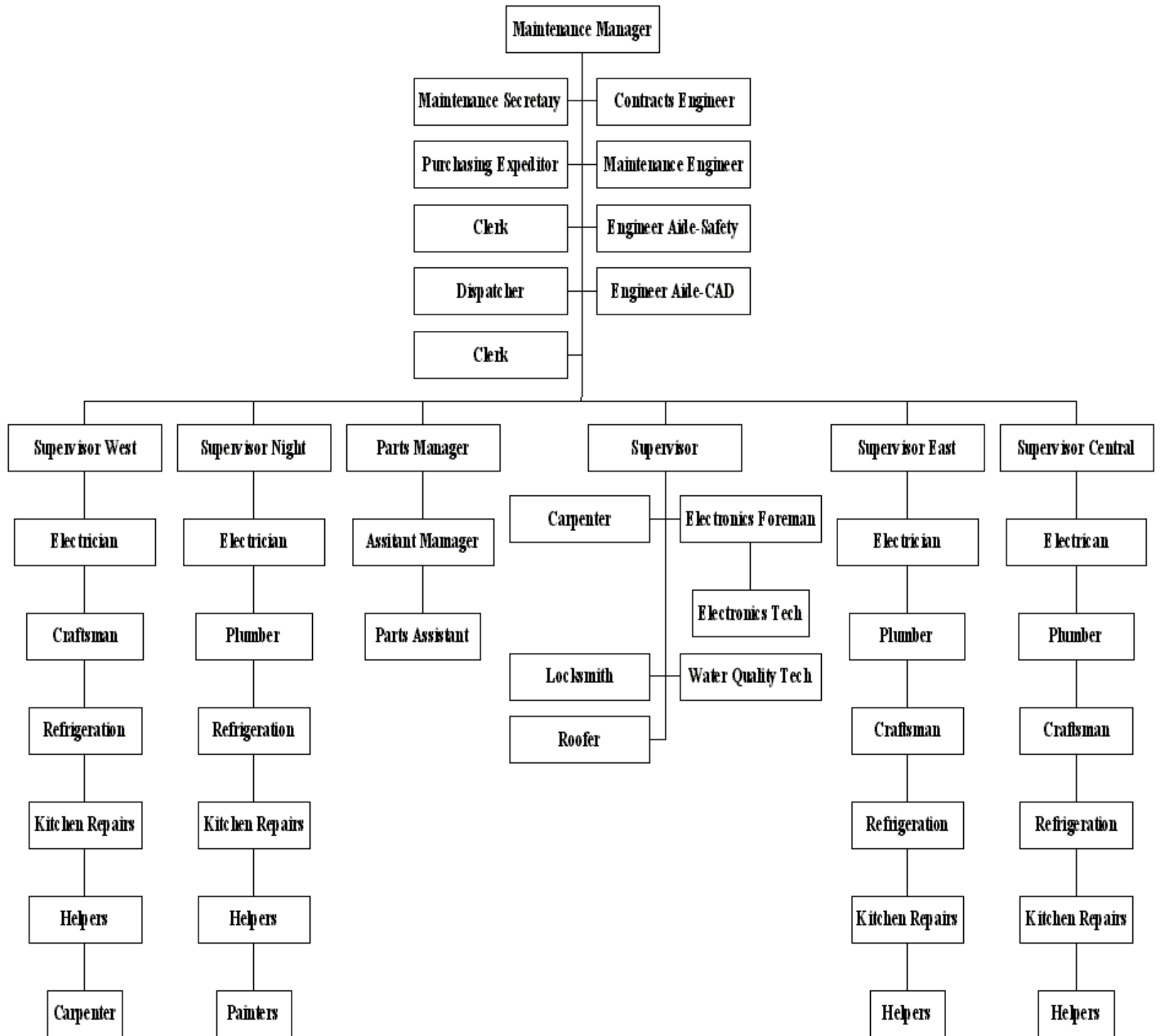
Chapter 5

FACILITIES USE AND MANAGEMENT

B. FACILITIES MAINTENANCE

FBISD's Maintenance Department is responsible for daily and preventive maintenance of the district's facilities. **Exhibit 5-14** shows the organization of the Maintenance Department.

Exhibit 5-14
FBISD Maintenance Department
1999-2000



Source: FBISD Maintenance Department.

The Maintenance Section has a staff of 88 and a budget of \$15.3 million for 1999-2000. The section is responsible for maintaining 33 elementary schools, nine middle schools, 10 high schools and nine other facilities for a total of 7.6 million square feet. The ratio of facilities to employees is 0.83 facilities to one maintenance employee. **Exhibit 5-15** compares the ratio of facilities to maintenance employees of peer districts.

Exhibit 5-15
Ratio of Facilities to Employee - Peer Districts
1999-2000

District	Number of Maintenance Employees	Number of Facilities	Ratio
Austin	205	116	0.57 to 1
Cypress-Fairbanks	152	63	0.41 to 1
Fort Bend	73	61	0.84 to 1
Katy	100	36	0.36 to 1
Plano	113	64	0.57 to 1
Round Rock	65	46	0.71 to 1

Source: FBISD and Peer districts survey.
 *Aldine ISD did not respond with comparative data.

FBISD has the leanest ratio of maintenance staff to facilities of any of its peer districts.

The Maintenance Section is divided into six teams, with five led by supervisors and one led by a parts manager. The supervisors and parts manager report to the Maintenance manager. **Exhibit 5-16** lists the number of service personnel by trade.

Exhibit 5-16
Number of Service Personnel by Trade
1999-2000

Trade	Number
Plumber	5
Service personnel	16
Refrigeration	4
Kitchen Repairs	4
Helper	14
Carpenter	3
Painter	6
Locksmith	2

Water Quality Tech	1
Roofer	2
Safety Tech	1
Electronics Tech	3
Assistant Parts Manager	1
Parts Assistant	3
Electrician	8
CAD Operator	1
Total	74

Source: FBISD Maintenance Department.

The functions and responsibilities of each of the six teams are presented in **Exhibit 5-17**.

Exhibit 5-17
Functions and Responsibilities of Supervisors in Maintenance Section
1999-2000

Function	Major Areas of Responsibility
Senior Supervisor	Special projects assigned by maintenance manager
Supervisor West	Preventive maintenance and daily work orders on 19 facilities
Supervisor Night	Preventive maintenance and daily work orders districtwide
Parts Manager	Supplies all material and parts needed by service personnel to complete their jobs
Supervisor East	Preventive maintenance and daily work orders on 22 facilities
Supervisor Central	Preventive maintenance and daily work orders on 19 facilities

Source: FBISD Maintenance Department.

Each team covers a section of the district for daily maintenance repairs requested through work orders and scheduled preventive work. **Exhibit 5-18** lists the schools assigned to each team.

Exhibit 5-18
Schools Assigned to Each Team

1999-2000

Group I East Side	Group II Central Area	Group III West Side	Group IV Night	Group V Special Projects	Group VI Parts
Elkins H. S.	Dulles	Kempner	District-wide	District-wide	District-wide
Willowridge	Clements	Austin			
Hightower	Tech Ed Center	Hodges Bend			
Lake Olympia	Dulles	Sugarland			
McAuliffe	First Colony	Garcia			
Missouri City	Quail Valley	Arizona Fleming			
Burton	Dulles	Barrington Place			
Blue Ridge	Lexington Creek	Lakeview			
Briargate	Highlands	Mission Bend			
E. A. Jones	Austin Parkway	Mission Glen			
Glover	Settlers Way	Mission West			
Hunters Glen	Colony Bend	Pecan Grove			
Lantern Lane	Colony Meadows	Sugar Mill			
Palmer	Commonwealth	Townewest			
Ridgegate	Meadows	Brazos Bend			
Quail Valley	Warehouse	Walker Station			
Ridgemont	Administration	Old Kempner Stadium			
Sienna Crossing	Athletics Complex	Kempner A G			
School # 34	Teachers Center/ Progressive	M R Wood			
Education Complex					
Transportation					

Source: FBISD Maintenance Department.

FBISD's Maintenance Department uses the Applied Computer Technologies (ACT) 1000 maintenance management system. The ACT 1000 maintenance management system is a comprehensive tool that helps facility and physical managers control maintenance and operations resources effectively. The system provides work order control, preventive maintenance scheduling, inventory control management and equipment tracking. The system provides a request line that enables remote locations to submit work orders through a Web browser. Requests submitted by remote users are automatically stored in the system for approval. The Maintenance manager reviews the work orders and routes them to the senior supervisor for approval, prioritization and assignment by trade to the other supervisors. The supervisors print the assigned work orders and place them in the workers' mailboxes for action.

The ACT 1000 system allows the tracking and management of work orders. The Maintenance Section handles three types of work orders: preventive maintenance, regular maintenance and summer maintenance. Regular work orders occur during day-to-day operations and are identified by the onsite administrator or head custodian. The Maintenance Section, on a predetermined schedule, assigns preventive work orders. The staff of each school submits summer work orders they deem

necessary. The Maintenance manager can reject a work order and return it to its originator who may resubmit a revised work order. All work orders contain the following information:

- Work order ID number;
- Location requesting work order;
- Date received;
- Service personnel assigned;
- Description of work requested;
- Priority ID number;
- Warehouse supplies used;
- Items purchased from supplier;
- Labor to complete request;
- Vehicle driven;
- Miles driven to complete request;
- Action taken to complete request; and
- Authorized signature after work order is completed.

The ACT 1000 system allows the supervisors of the Maintenance Section to provide reports to the maintenance manager on the number of complete and incomplete work orders by craftsman.

Exhibit 5-19 lists the priority codes for the work orders. The system also allows the Maintenance manager, supervisors and the originator to track the work order through the various stages by using the following information:

- Date received;
- Priority code;
- Service personnel assigned;
- Percentage completed;
- Date completed; and
- Work completion signature.

Exhibit 5-19
Work Order Priority Codes
1999-2000

Code	Description	Definition
1	Emergency	Danger to life or property
2	Priority	Possible danger
3	Routine	Daily maintenance repairs
4	Improvement	Changes to facility
5	Summer Work	Summer request
6	Rejected	Request rejected
7	Deferred for study	Future consideration

Source: FBISD Maintenance Department.

After the work is completed by the craftsman, a school administrator or head custodian signs the work order to indicate that the work has been completed. The craftsman returns the completed work order to his/her supervisor at the end of the day. The supervisor then closes the work order by entering the time and materials used to complete the job into the ACT 1000 system.

During the summer, the Maintenance Department starts its total team maintenance and routine summer work schedule. The total team maintenance concept is one where a group of district maintenance personnel goes through an entire facility doing minor repairs, minor touch-up painting and minor maintenance repairs. One work order is assigned to each facility that covers all of the work performed by the team. The routine summer maintenance involves plumbers, kitchen repairman and refrigeration repairman doing work in their assigned areas. The plumbers test and inspect all natural gas lines and forward the results to the appropriate city agencies. The kitchen repairman services all of the kitchen equipment and the refrigeration repairman services all refrigeration equipment in the facilities.

The Maintenance Department completed more than 97 percent of work orders received between September 1998 and March 2000. During this period the Maintenance Department received more than 21,000 work order requests for maintenance work from all of the schools. Of the work orders submitted, 20,490 were completed, 541 were not completed and 22 were delayed due to lack of material. **Exhibit 5-20** reflects the number of work orders processed by the Maintenance Department.

Exhibit 5-20
Number of Work Orders Received and Processed
September 1998 to March 2000

Area	Number of Work Orders Submitted	Number of Work Orders Completed	Number of Work Orders Not Completed	Number Work Orders Delayed Due to Material
One Facilities	7,494	7,379	114	1
Two Facilities	5,905	5,690	210	5
Three Facilities	6,765	6,562	191	12
Other Facilities	889	859	26	4
Total	21,053	20,490	541	22

Source: FBISD Maintenance Department.

FINDING

The Maintenance Department opened a maintenance satellite station in the west area of the district at the Hodges Bus Terminal, reducing the distance and response time to schools.

The Maintenance Department is located in the upper northern center of the district. The district decided to open a maintenance satellite station in Area III of the district. The goal was to reduce the response time, travel time and distance to the school from the maintenance complex in situations needing immediate attention. When selecting the location for the satellite three factors influenced the decision: distance, traffic and the railroad, which crosses the district from east to west. During the interview process, the maintenance personnel stated that the time for trains crossing intersections ranged from five to 20 minutes, depending on the length of the train.

A satellite station is a miniature maintenance department that is manned by a maintenance supervisor and a team of maintenance employees. The maintenance manager stated that the satellite station concept has been well received by everyone because response times have been reduced and they can respond to emergency situations faster. The satellite station has reduced the travel time to schools allowing the employees more time to complete their jobs.

The following are examples of total distance saved: Austin High, 14 miles, Hodges Bend Middle, 20 miles, Mission West Elementary, 20 miles and Townewest Elementary, five miles.

COMMENDATION

The Maintenance Department operates a satellite facility, reducing response time to schools.

FINDING

FBISD's Maintenance Department does not have a manual describing emergency utility cut-off locations and procedures for each campus.

The manual would help all maintenance employees pinpoint the locations of utility cut-offs needed for any type of emergency repairs. For example, a painter finding a water leak could locate the valve and turn off the water until a plumber arrives to repair the leak. However, the painter would need to be aware of the associated procedures that must be followed, such as notifying the principal, possibly evacuating the building and so forth. School districts are developing utility cut-off manuals due to the large number of facilities in district, which makes it difficult to know where each utility cut-off is located. The average maintenance employee does not know where all of the utility cut-offs are located at any given school. The problem is compounded at night when no one is around to provide the locations of the cut-offs.

Recommendation 41:

Develop and distribute a utility cut-off manual to Maintenance staff.

All of the necessary blueprints needed to accomplish this task are in the Maintenance and Construction department. The utility cut-off manual would be assigned to each maintenance employee, operations and grounds supervisors and to the police dispatcher.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The maintenance director, manager and supervisors develop the guidelines for the development of the utility cut-off manual and draft written procedures.	November 2000
2.	The computer-aided design (CAD) engineer develops mechanical blueprints for each facility.	December 2000
3.	The Maintenance supervisors and the craftsman find and mark all utility cut-offs on the mechanical blueprints.	January 2001
4.	The maintenance director, manager and the supervisors review and approve all utility cut-offs on the mechanical blueprints and procedures.	February 2001
5.	The CAD Engineer reproduces the mechanic blueprints showing the location of all utility cut-offs.	March 2001
6.	The Maintenance director and manager approve the corrections and the manual is printed and distributed.	April 2001

FISCAL IMPACT

This recommendation could be implemented at a cost of \$10 per manual, for a total cost of \$1,000.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Develop and distribute a utility cut-off manual to Maintenance staff.	(\$1,000)	\$0	\$0	\$0	\$0

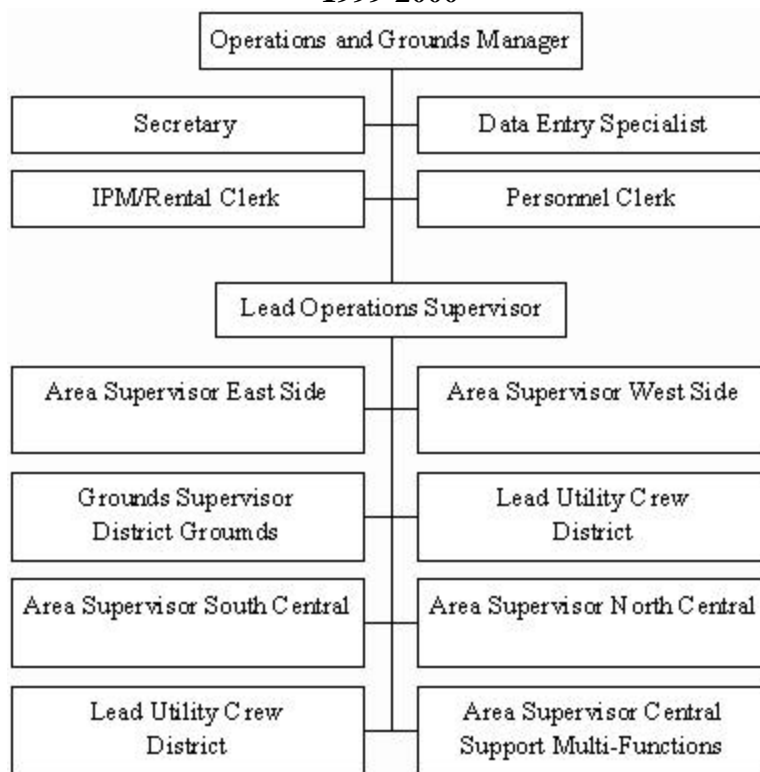
Chapter 5

FACILITIES USE AND MANAGEMENT

C. OPERATIONS AND GROUNDS

The Operations and Grounds manager reports to the director of Facilities and provides support in four areas: custodial support, central operations support, grounds upkeep and vehicle maintenance for all vehicles used by operations, construction, child nutrition, energy management, police, maintenance, technical services and warehouse. The Operations and Grounds mechanics do not maintain school buses. Transportation Department mechanics maintain buses at each of the district's transportation sites. **Exhibit 5-21** shows the organization for this section.

Exhibit 5-21
FBISD Operations and Grounds Section
1999-2000



Source: FBISD Operations and Grounds.

The Operations and Grounds Section has a staff of 492 and a budget of \$3.2 million for 1999-2000.

The functions and responsibilities of each of the six areas of the Operations and Grounds sections are presented in **Exhibit 5-22**.

Exhibit 5-22
Functions and Responsibilities of the Operations and Grounds Section
1999-2000

Function	Staffing	Major Areas of responsibility
East Side Area Supervisor	Second shift custodians	Supervises the second shift custodians in 16 facilities
South Central Area Supervisor	Second shift custodians	Supervises the second shift custodians in 16 facilities
North Central Area Supervisor	Second shift custodians	Supervises the second shift custodians in 16 facilities
West Side Area Supervisor	Second shift custodians	Supervises the second shift custodians in 15 facilities
District Grounds Supervisor	32 Employees	Supervises grounds men, licensed applicator, light equipment operator, sprinkler repairman and athletic grounds crew
Utility Crews Supervisor	8 Employees	Supervises the utility crews that perform special tasks district wide
Central Support Multi-Functions Supervisor	16 Employees	Supervises the furniture/equipment repairman, waste pick-up crews and the operations mechanics

Source: FBISD Operations and Grounds.

The 391 custodial staff are responsible for cleaning 33 elementary schools, nine middle schools, 10 high schools and nine other facilities for a total of 7.6 million square feet.

The Grounds Section has 32 employees, including two mechanics, who maintain all the mowers, weed eaters, tractors, edgers, utility trailers and weed blowers. They also maintain the custodial buffers, wet-dry vacs and carpet extractors. The Grounds Section is responsible for the regular ground maintenance of 1,255 acres of district property with four rotating crews, one athletic crew and a support crew. The rotating crews are responsible for the campus grounds and the safety material under all playground equipment. The athletic crew is responsible for turf maintenance and game preparation at 62 district playing fields. The support crew is responsible for outside chemical application, the moving

of dirt used in landscaping or minor construction work and the sprinkler systems.

The central support multi-functions section is divided into three groups: transportation, equipment/furniture repair and utility. This section has 16 employees reporting to a supervisor under the lead operations supervisor and the operations manager. The transportation group is responsible for waste pickup at each campus, delivering towels, rags and uniforms cleaned in district laundries, and transferring items between campuses. The equipment/furniture repair group repairs all custodial equipment, district furniture and student lockers.

The two vehicle maintenance mechanics conduct preventive maintenance, service checks and minor repairs on a fleet of 185 vehicles used by operations, agricultural, construction, child nutrition, energy management, maintenance, police, waste pickup, technical services and warehouse.

FBISD custodial staff use "Team Cleaning for Healthy Schools" procedures. The amount of square feet cleaned by district staff is slightly more than the industry suggested standard of 19,000 square feet per custodian. The square feet cleaning concept assigns on the average, 20 classrooms, adjacent hallway and two student restrooms. The custodian daily straightens the classroom furniture, empties the waste paper baskets, vacuums the floors and sanitizes various items in the classroom. The student restrooms are cleaned and sanitized, then the hallways are cleaned. In the square foot concept, the custodian works alone, and in the team cleaning concept all of the custodians work together.

The team cleaning concept requires a primary technician to straighten classroom furniture and empty waste paper baskets. A floor technician then vacuums the classroom floors. A sanitation technician then sanitizes the desktops, door handles and various other items in the classroom. After all of the classrooms and restrooms are cleaned, the technicians become multipurpose technicians and work on various cleaning tasks.

The Operations and Grounds manager stated that the program is working well because the schools are cleaner and both teachers and students have indicated satisfaction with the system. **Exhibit 5-23** shows that FBISD is able to provide custodial service at a level of staffing comparable to industry standards.

Exhibit 5-23
FBISD Custodial Staffing Levels Compared to Industry Standard
1999-2000

	Total	Number	Number	Projected Staff	Over
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	Gross Square Feet (GSF)	of Staff	of GSF per Custodian	at Standard 19,000 GSF per Custodian	(Under) Standard
High Schools	2,600,556	122	21,316	137	(15)
Middle Schools	1,700,065	92	18,479	89	3
Elementary Schools	2,646,548	165	16,040	139	26
Other Sites	531,306	12	44,276	28	(16)
Total	7,478,475	391	19,127	393	(2)

Source: FBISD Operations and Grounds.

FBISD custodians work either the day shift or the night shift. The first, or day shift, opens the school campus and does the daily cleaning of the school. They are responsible for providing paper towels and toilet tissue in the restrooms, cleaning spills on the floors and sweeping and general hallway cleaning. The second or night shift does the major cleaning of the school using the "team cleaning for healthy schools" concept.

FINDING

The custodial supply cost per square foot is less than the industry standard cost of 5 cents per square foot. The Operations and Grounds manager controls the custodial supply budget for each school. The manager reviews the orders processed through the ACT 1000 management system and makes changes on items ordered as needed. Orders are tightly controlled so that supplies are not wasted. **Exhibit 5-24** compares the amount of custodial supplies used at each campus.

**Exhibit 5-24
FBISD Custodial Cleaning Supplies Cost
1999-2000**

School	Total Square Footage	Custodial Supplies Cost	Average Cost per Square Foot
High Schools	2,600,556	\$83,000	\$0.032
Middle Schools	1,700,065	\$63,500	\$0.037
Elementary Schools	2,646,548	\$116,500	\$0.044

Total	6,947,169	\$263,000	\$0.038
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Source: FBISD Operations and Grounds.

The cost of cleaning supplies in the district as shown above is \$0.038 per square foot, which is below the suggested standard cost of \$0.050 per square foot.

COMMENDATION

Tight controls and monitoring by the Operations and Grounds Manager have resulted in lower than average costs for cleaning supplies.

FINDING

FBISD has 15 vehicles that are driven less than 8,000 miles per year. FBISD has 201 vehicles excluding school buses and equipment such as mowers and tractors. **Exhibit 5-25** shows the number of vehicles by department and average mileage per vehicle.

**Exhibit 5-25
FBISD Vehicle Usage
1998-99**

Department	Number of Vehicles	Total Mileage for 1998-99	Average Mileage per Vehicle for 1998-99
Maintenance	66	1,027,752	15,572
Operations/Grounds	60	870,360	14,506
Police	26	522,099	20,081
Warehouse	7	100,904	14,415
Technology	11	63,270	5,752
Food Service	13	168,714	12,978
Construction	4	47,592	11,898
Transportation	10	135,000	13,500
Energy	4	30,408	7,602
Total	201	2,966,099	14,757

Source: FBISD.

Purchasing and maintaining vehicles that are used infrequently is an inefficient use of district resources.

Recommendation 42:

Sell district vehicles that are driven less than 10,000 miles per year.

Although the 15 vehicles cited were driven less than 8,000 miles per year, any vehicle that is driven less than 10,000 miles per year should be sold. In departments with multiple vehicles, the number of vehicles should be reduced so that the overall miles per vehicle driven in that department is more than 10,000.

When considering whether to sell vehicles, the district should consider the additional costs of not having a vehicle, such as additional mileage paid to employees and the effect the loss of a vehicle would have on operations.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Facilities and the Operations and Grounds manager identify underused vehicles and determine the number of vehicles from each department that should be sold to increase the average miles driven per vehicle to more than 10,000 miles.	November 2000
2.	The director of Facilities and the Operations and Grounds manager develop a plan to redistribute vehicles and sell excess vehicles.	December 2000
3.	The manager of Operations and Grounds sells excess vehicles.	January 2001

FISCAL IMPACT

According to **Exhibit 5-25** the Technology Department could to reduce its number of vehicles by five to achieve a 10,000 miles-per vehicle standard; the Energy Department could sell one vehicle. If the district could realize a net gain of \$1,000 on each vehicle sold, the total savings would be \$6,000 during the year of sale. This recommendation assumes that the annual maintenance and insurance cost savings of each vehicle sold would be offset by mileage reimbursements to district employees.

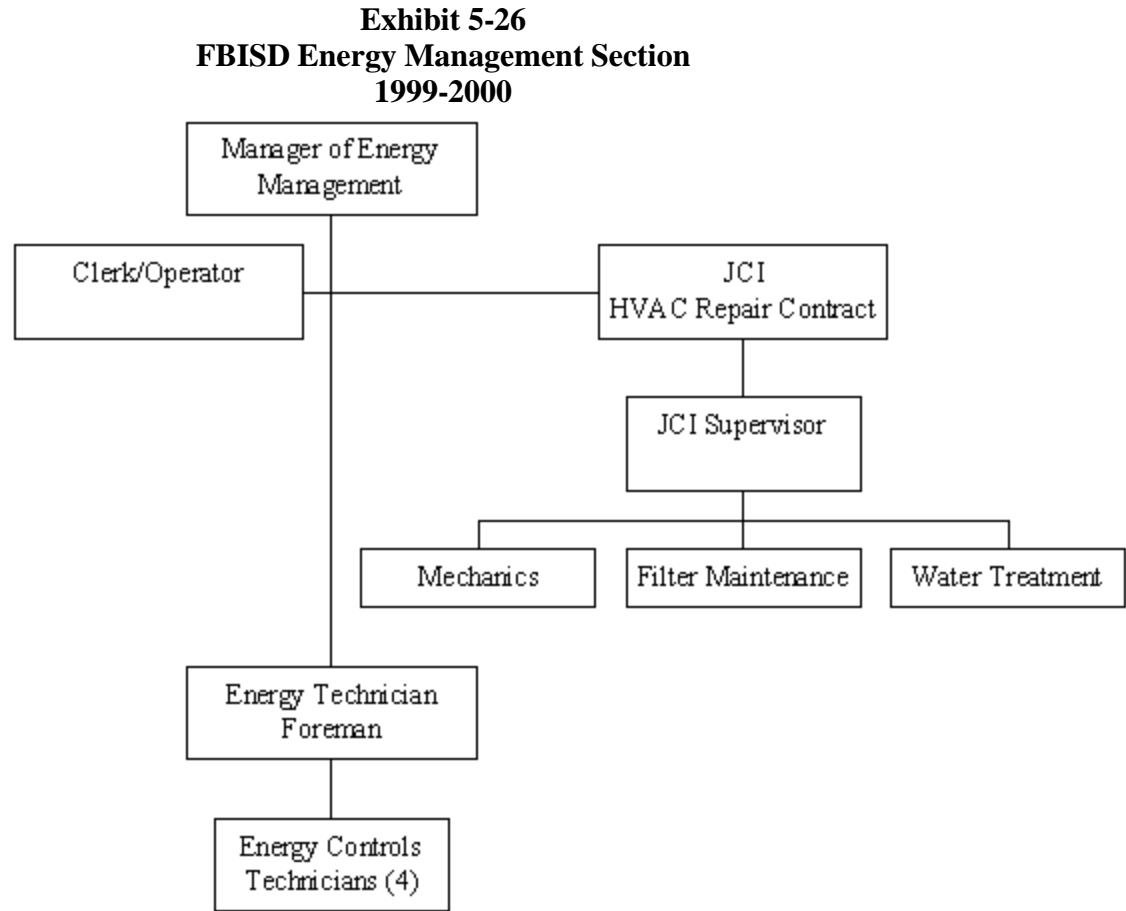
Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Sell district vehicles that are driven less than 10,000 miles per year	\$6,000	\$0	\$0	\$0	\$0

Chapter 5

FACILITIES USE AND MANAGEMENT

D. ENERGY MANAGEMENT

FBISD's Energy Management section is organized as shown in **Exhibit 5-26**.



Source: FBISD Energy Management Section.

The seven Energy Management staff consist of a manager, a clerk, an energy technician foreman and four energy control technicians. The manager reports to the director of Facilities Maintenance. The budget is \$11.1 million for 1999-2000. The manager's responsibilities are:

- Checking utility bills for accuracy;
- Coordinating with utility companies to ensure best rates;
- Coordinating with the water utility on conservation;

- Monitoring utilities usage for irregularities which might indicate a problem;
- Consulting on new construction mechanical systems and heating, ventilation and air conditioning (HVAC) projects;
- Coordinating energy-saving programs;
- Scheduling of times of operation for HVAC equipment; and
- Monitoring the contract with Johnson Controls.

Energy Management is working to automate energy management systems at all schools to minimize energy waste, ensure the comfort of the building and encourage energy awareness. With these systems, computers control the levels of heating, cooling and the times of operations. The Energy Management section has achieved 85 percent of its goal to fully automate all of the district's facilities.

The Energy Management Section uses the ACT 1000 management systems request line for its HVAC work orders from schools. The Eron's Faser 5 utility tracking and reporting system is used to obtain the following data:

- Date of report;
- Facility ID number;
- Utility usage by type;
- Utility cost by type per facility;
- Savings and losses by amount and percent of cost per utility;
- Cost avoidance per facility; and
- Budget management information.

Exhibit 5-27 shows an example of the information on the energy report card provided by the Eron's Faser 5 utility tracking and reporting system.

Exhibit 5-27
Energy Report Card
1999-2000

Energy Type	Use	Cost	Savings Amount	Percent of Cost	Losses Amount	Percent of Cost
Electric	23,372,832 KWH	\$1,509,804	\$2,029	0.13%	\$525,675	34.82%
Natural Gas	92,111 CCF	\$21,583	\$22,529	104.39%	\$1,198	5.55%
Water	13,709 KGAL	\$41,897	\$0	00.00%	\$50	0.12%

Source: FBISD Energy Management Department.

The Energy Management Section prepares the utility budget for the entire district, as shown in **Exhibit 5-28**.

Exhibit 5-28
FBISD Utility Budget
1999-2000

Utility	1999-2000 Budget	Year-to-Date Expenditures	Total Projected	Amount Above/ Below Budget	Percent Above/ Below Budget
Electrical	\$7,615,005	\$3,565,235	\$8,420,530	\$805,525	10.58%
Gas	\$497,005	\$172,961	\$412,216	(\$84,789)	(17.06%)
Water	\$816,005	\$395,235	\$958,720	\$142,715	17.49%

Source: FBISD Energy Management Section.

FINDING

FBISD signed a contract in 1992 with the Johnson Controls Company to provide a five-year energy management cost-avoidance program.

During the time of the contract, Johnson Controls based personnel with the energy department and did preventive maintenance on the HVAC units. The cost-avoidance programs have saved the district \$1.2 million per year since implementation.

COMMENDATION

The Energy Management Section has developed an effective energy management program that has realized a five-year cost avoidance of \$6 million.

FINDING

The Energy Management Section reduced electric consumption 45 percent by replacing large electric boilers with Aerco gas engine boilers at Willowridge High School and Christa McAuliffe Middle School.

The Energy Management Section replaced a 300-ton electric chiller with a new chiller equipped with a more efficient variable frequency drive unit at Willowridge High School. Electrical consumption was reduced by 20

percent at that campus. The Energy Management Section is using a hybrid plant system in its new high schools. A hybrid system combines an electric chiller and a natural gas chiller into an operating group for the HVAC system. This chiller combination provides operating savings and flexibility as utility rates change. Currently, gas unit cost is more economical than electrical unit cost.

COMMENDATION

The Energy Department is installing gas-fired chillers to save energy and money.

FINDING

The Energy Management Section has not completed energy savings projects budgeted in 1995.

The district has already saved money by implementing various programs that were funded by the 1995 bond project. The programs were rooftop HVAC unit replacements, chiller replacement, lighting, ballast and exit light upgrades and boiler upgrades. These upgrades led to lower utility consumption and lower costs.

Recommendation 43:

Complete the lighting, ballast and exit light retrofit program on all remaining schools.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Energy manager prepares a budget and presents it to the director of Facilities for review and approval.	November 2000
2.	The director of Facilities presents the budget to the associate of facilities and planning for review and approval.	November 2000
3.	The associate superintendent of Facilities and Planning presents the budget to the board for approval.	January 2000
4.	Material is ordered and maintenance schedules the work.	February 2001

FISCAL IMPACT

The Facilities Maintenance Department estimates the savings from retrofitting at about \$169,800 per year. If installation begins in February

2001 and is completed by June 2001, savings could be realized in 2001-02.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Complete the lighting, ballast and exit light retrofit program on all remaining schools.	\$0	\$169,800	\$169,800	\$169,800	\$169,800

Chapter 6

ASSET AND RISK MANAGEMENT

This chapter of the report addresses the asset and risk management functions of the Fort Bend Independent School District (FBISD) in the following four sections:

- A. Cash and Investment Management
- B. Insurance Programs
- C. Fixed Assets
- D. Bond Issuance and Indebtedness

Texas school districts have a fiduciary responsibility to protect publicly financed assets provided to educate children. Cash, employees, land, buildings, equipment and borrowing capacity all are school district assets. The goal of asset and risk management is to protect these assets from financial losses resulting from unforeseen events.

Effective asset and risk management involves investing idle cash to achieve optimum rates of return after board policy, principal preservation and liquidity considerations are met. It also involves providing affordable health and workers' compensation insurance to employees; safeguarding property from loss through damage, theft and unexpected events; and managing debt through timely principal and interest payments while seizing opportunities to reduce interest costs.

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 accurate forecasting of cash requirements so that funds are available when needed; and maximizing returns on assets deposited in appropriate, approved and safe investment vehicles.

FBISD's controller has day-to-day responsibility for managing the district's cash and investments and reports to the associate superintendent of Business and Finance. The controller:

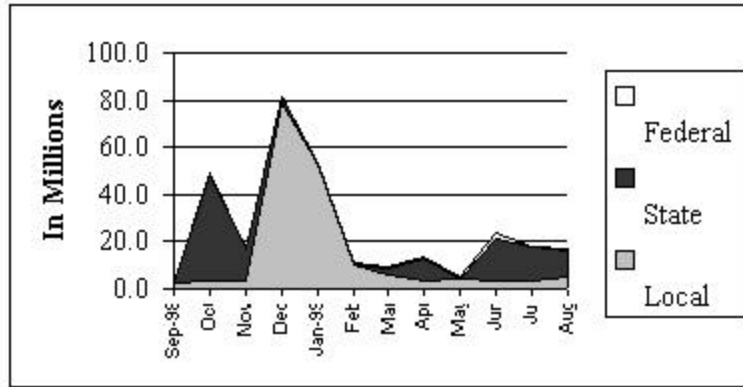
- Invests district funds on a short and medium-term basis;
- Uses both manual (calendar) and spreadsheet cash flow models to project cash needs;
- Moves funds between and among accounts as necessary to satisfy daily cash requirements;
- Processes stop payments, wire transfers and debt service payments;
- Maintains investment ledgers, spreadsheets and a log of all material cash receipts and transfers;
- Prepares the monthly investment report;
- Posts cash and investment transactions to the general ledger;
- Maintains and verifies deposits; and
- Facilitates reconciliation of bank accounts.

The district generates cash from three general sources: local, state and federal revenues. Property taxes represent the primary source of cash and are generated through tax assessments on local property values. During fiscal 1999, cash generated from property taxes was 47 percent of cash receipts, revenues from state sources were 43 percent and 10 percent was from federal and other sources. Property tax collections peak in December and most state revenues are received in October. **Exhibit 6-1** depicts the flow of actual revenues from local, state and federal sources during fiscal 1999.

Exhibit 6-1

Fiscal 1999 Revenue from Local, State and Federal Sources

In Millions



Source: FBISD's Business and Finance Department-Controller's Office.

The district maintains 16 checking accounts for normal operations and 53 campus and student activity fund checking accounts. Campus and student activity fund checking accounts are deposited in various banks throughout the area. These funds support campus-based activities such as booster clubs and student government and are maintained at the campus level. On August 31, 1999, the district had \$10.7 million in checking accounts consisting of \$9.6 million in regular checking accounts and \$1.1 million in campus and student activity funds.

The district's checking accounts are maintained under a compensating balance agreement with its depository, Chase Bank. The depository agreement was last bid in 1997 and in 1999 was extended for an additional two-year term through 2001. Under this agreement, the district maintains sufficient balances to compensate the bank for account maintenance, items processing and various 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 6-2 summarizes funds held in checking accounts as of August 31, 1999 and describes each account's purpose.

**Exhibit 6-2
FBISD Bank Accounts
As of August 31, 1999**

Account Name	Balance at August 31, 1999	Purpose of Account

Trust & Agency	\$0	Funds held on behalf of others
Tax Account	\$2,509	Lock box account for property tax receipts
Payroll	\$1,198,481	Disburse payroll checks
General Fund	\$7,542	Receives state and local funds
Enterprise Fund	\$2,919,834	Accounts for activity of insurance internal service funds
Capital Projects Fund	\$4,585,740	Funds related to construction projects
Debt Service Fund	\$882,772	Funds are for payment of bond principal and interest
Special Fund	\$0	Used to pay vendor accounts payable
Food Service Fund	\$0	Accounts for funds from food service operations
Special Revenue fund	\$2,229	Receives from federal, state and local grants
403(b) Plan	\$29,231	Used to clear checks written for 403b retirement plan
457 Plan	\$234	Used to clear checks written for 457 deferred income plan
Workers' Compensation	\$0	Workers' compensation checks clear through this account
Health Plan	\$0	Health plan checks clear through this account
Life and Dental	\$0	Life and dental plan checks clear through this account
Flex-Ed account	\$0	Cafeteria plan checks clear through this account
Total	\$9,628,572	

Source: FBISD Business and Finance Department-Controller's Office.

The district uses a variety of investment vehicles to achieve its investment goals of safety, liquidity and maturity sufficient to meet anticipated cash requirements. The primary objectives of the district's investment policy, last updated in January 1999, are 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
- ensure the quality and capability of investment officers through ongoing training.

As of February 29, 2000, the date of the most recent quarterly investment report, the district had funds with a book value of approximately \$254 million in various investments allowed by its investment policy. **Exhibit 6-3** provides a description of the types of investment instruments in the district's portfolio and **Exhibit 6-4** summarizes the portfolio as of February 29, 2000.

**Exhibit 6-3
Description of Investments**

Type of Investment	Description
Investment Pool	Public investment funds that provide governmental entities with an opportunity to pool idle cash with other governmental entities in order 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: Glossary of Investment Terms.

**Exhibit 6-4
Investment Portfolio as of February 29, 2000**

	Percentage Represented in Each Major Fund
--	--------------------------------------------------

Type of Investment	Book Value at February 29, 2000	General	Food Service	Special Revenue	Debt Service	Capital Projects	Other
*Texpool	\$27,890,032	26%	5%	9%	1%	56%	2%
*Lonestar	\$9,018,749	55%	0%	0%	1%	42%	2%
*LOGIC	\$16,867,110	72%	0%	0%	0%	3%	25%
U.S. Agencies	\$149,623,542	36%	0%	0%	19%	45%	0%
Commercial Paper	\$50,291,210	73%	0%	0%	0%	27%	0%
Total	\$253,690,643	44%	1%	1%	11%	38%	5%

Source: FBISD February 2000 Investment Report.

**Investment Pools*

Totals may not add due to rounding.

FINDING

The district uses positive pay to protect itself from fraudulent checks written against its bank accounts. Positive pay is a service provided by the district's depository that protects against third-party check fraud by identifying discrepancies between checks presented for payment and approved district checks. Each day by 5:00 p.m., the district electronically transmits check data to the bank. As checks are presented for payment, the bank compares them to the list of approved checks. Checks that match are cleared for payment. Checks that do not are flagged as exceptions and are not paid until the district clears them for payment.

In January 2000, an individual using computer equipment created fraudulent district checks complete with check and account numbers. When 19 checks totaling \$6,541 were presented for payment, they were flagged by positive pay and rejected.

COMMENDATION

The district works with the depository to prevent fraud on its checking accounts.

FINDING

The district pays vault service fees that include rolling coins, strapping currency, processing coin orders and preparing a bank deposit. During fiscal 1999, the district paid the bank \$104,615 in vault service fees and paid an armored car service \$8,856 to transport funds to the bank.

One full-time district police officer and a contract officer from the Missouri City Police Department pick up moneybags from school cafeterias, the administration building and athletic events. They bring the bags back to the police department to be held until an armored car service picks them up and delivers them to the bank. The bank then performs vault services on the cash.

The current arrangement has been in place since about 1995. Prior to that time, district police officers brought the cash back to the administration building for processing. A district employee performed vault services and a single deposit was delivered to the bank by an armored car service. This arrangement was discontinued because of concerns about the safety of counting cash in the administration building with no security present. The district is considering bringing vault services back in-house, but performing the functions at the police department rather than at the administration building.

Cash collection, verification and deposit procedures vary among school districts. While most of FBISD's peers use a courier service to transport funds to the bank, Austin ISD uses its Police Department. **Exhibit 6-5** summarizes peer district procedures for collecting, verifying and depositing cafeteria receipts.

Exhibit 6-5
Peer District Cafeteria Cash Collection and Deposit Procedures

District	Schools	Process
Aldine	64	Cafeteria managers prepare daily deposits, which are picked up by district police and delivered to administration building where a bill of lading is prepared for armored car pickup and delivery to the bank.
Cypress-Fairbanks	50	Cafeteria managers prepare daily deposits, which are picked up by an armored car service and delivered to the bank.
Katy	27	Cafeteria managers prepare daily deposits, which are picked up by an armored car service and delivered to the bank.
Round Rock	36	Cafeteria managers prepare daily deposits, which are picked up by an armored car service and delivered to the

		bank.
Plano	55	Cafeteria managers prepare daily deposits, which are picked up by an armored car service and delivered to the bank.
Fort Bend	53	Cafeteria managers prepare daily deposits, which are picked up by district police and delivered to the police department where bill of lading is prepared for armored car pickup and delivery to the bank.
Austin	96	Cafeteria managers prepare daily deposits, which are picked up by district police and delivered directly to the bank. An independent courier service is not used.

Source: Peer district survey.

FBISD's cafeteria manager said the district would need one full-time person plus a part-time person to perform vault services in-house. According to the district's fiscal 1999-2000 salary ranges, the full-time individual would earn \$18,517, at the top of the scale, plus \$1,949 in benefits. The part-time person would earn \$9,259 plus \$1,857 in benefits.

Recommendation 44:

Perform vault services in-house with existing staff.

The district should modify its vault services arrangement with the bank and return to performing some of these functions in-house. As changes are made, specific controls should be put into place to ensure the safety and accuracy of cash deposits. Such controls include:

- relocating cashier's office to the police department;
- requiring police department staff to deliver the deposit to the bank, thereby discontinuing the armored car service;
- issuing fidelity bond on employee assigned to count cash;
- establishing cash handling policies and procedures; and
- developing forms and reports to monitor and control receipts and deposits.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of Business and Finance instructs the controller to confer with the police chief and the cafeteria manager about performing vault services in house.	November 2000
2.	The controller, police chief and cafeteria manager review the	November

	requirements of bringing vault services in house, including staffing needs, equipment needs and policies and procedures.	2000
3.	The controller, police chief and cafeteria manager present a plan to the associate superintendent of Business and Finance that outlines requirements for bringing vault services in-house.	December 2000
4.	The associate superintendent of Business and Finance reviews and approves the plan and instructs the controller to implement it with the cooperation of the police chief and cafeteria manager.	December 2000

FISCAL IMPACT

The district paid \$104,615 for all vault services in fiscal 1999. Of this amount, \$58,113 was for services that could be performed in-house, according to the district's bank. The remaining services would continue to be performed by the bank. The cafeteria manager said that one full-time and one part-time person would be needed to perform vault services in-house. According to the district's fiscal salary ranges for 1999-2000, a Pay Group 4, Child Nutrition Clerk, would earn a maximum daily rate of \$101.74. Working for 184 days (or 36.8 weeks, the school year), this employee would earn \$18,720, plus \$1,867 in benefits for a total of \$20,587. A part-time employee at the same pay grade would earn \$9,360 plus \$1,867 in benefits for a total of \$11,227. Together, these positions would cost the district \$31,814 annually. Based on this information, the fiscal impact of this recommendation would be \$35,155 (Vault service savings of \$58,113 plus armored car services of \$8,856 less staff salaries and benefits of \$31,814). If the clerks were hired to begin in November 2000, they would work ten less weeks than other employees, and the first year impact would be \$25,593 (10 weeks divided by 36.8 weeks = 27.2 percent; \$35,155 - 27.2 percent = \$25,593).

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Perform vault services in-house with existing staff.	\$25,593	\$35,155	\$35,155	\$35,155	\$35,155

FINDING

While the district uses a variety of cash management services, it does not use controlled disbursement accounts (CDA), which is available at the district's bank. Controlled disbursement is a feature designed to provide disbursement totals early enough each day to satisfy cash needs in accounts. Each business day the controller would receive an online bank report showing the checks presented for payment that day. The controller

would then transfer funds into the accounts sufficient to honor the checks and bring the account balance to zero. This feature would improve the float on district deposits, thereby allowing cash to stay invested longer. Float represents the time between when the district writes a check and the bank deducts it from the account.

The district is unsure how controlled disbursement would affect checks clearing through its accounts because of the district's method of managing its cash. Instead of writing checks out of each account, the district writes all checks out of the operating account, then transfers funds from other accounts to cover these checks. For example, checks for cafeteria supplies are written out of the operating account, after which funds from the food service account are transferred into the operating account to cover the checks.

Recommendation 45:

Convert the operating account to a controlled disbursement account.

To receive a report, by fund, of checks clearing the operating account, the district should supply the bank with the fund numbers of checks clearing the operating account. The district already furnishes check numbers, dates and amounts to the bank when it submits positive pay information. The district also could supply the bank with fund numbers, which would allow the bank to produce a cash balance report by fund.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The controller confers with the bank about its need for cash balance reports by fund that will allow the district to transfer the correct amount of cash to specific bank accounts.	November 2000
2.	The controller and the bank determine what type of information is needed to produce cash balance reports by fund and arrange to submit the information with positive pay data.	November 2000
3.	The controller subscribes to the bank's controlled disbursement service and begins submitting required data with positive pay information.	December 2000
4.	The controller transfers cash to specific accounts based on controlled disbursement information received from the bank.	December 2000

FISCAL IMPACT

According to the bank's analysis, the district could improve float days from 1.77 days to 2.77 days, thereby saving \$18,146 annually (\$26,243

gross savings according to the bank's analysis, less \$8,097 controlled disbursement account service charges). Savings for the first year would be limited to \$13,609 since the recommendation would not be implemented until November 2000.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Convert the operating account to a controlled disbursement account.	\$13,609	\$18,146	\$18,146	\$18,146	\$18,146

FINDING

District procedures for tracking, monitoring and reporting investment transactions are basically manual and duplicative. Controls over investments are strong and there is adequate segregation of duties; however, effort is being duplicated because investment transaction information is typed several times. For example, when the controller purchases a security, the description and amount are recorded electronically once on the investment log, once on the wire transfer log, again on the assistant controller's investment analysis spreadsheet and a fourth time on the controller's investment report spreadsheet.

The controller and assistant controller also keep separate spreadsheets that serve different purposes. The controller's spreadsheet is a template that is used to prepare the quarterly investment report. The spreadsheet is compiled from documentation, such as trade tickets and trade confirmations received after a trade is made. The assistant controller's spreadsheet is compiled from the same information, but it is more extensive because it is used to track every detail of a transaction. These details include purchase settlement date, issue date, maturity date, par amount, coupon rate, yield rate, purchase price, accrued interest, interest income, market value and changes in market value.

The investment transaction data compiled by the controller and assistant controller is comprehensive, but it cannot be manipulated quickly and efficiently enough to provide maximum informative value when compiled manually. For example, to accurately compute the district's return on its total portfolio, the controller must prepare yet another spreadsheet showing cash balances invested during each day of the year. Average invested cash is derived from this schedule and is divided into annual interest earnings to compute the return on the portfolio.

Portfolio management software represents an automated solution to manual portfolio accounting. Features of such software include:

- Eliminates duplicative effort and laborious spreadsheets;
- Specifically designed for public institutional investors;
- Windows compatible on a standalone PC or on a network;
- Accounts for any fixed income, money market or equity security;
- Generates many standard and custom reports on any aspect of the portfolio;
- Automatically values portfolios at market;
- Automatically computes return on the overall portfolio;
- Maintains and monitors legal, policy and accounting compliance;
- Online access to pricing services, bankers, brokers or other government organizations; and
- Exports data to other programs or the general ledger.

Recommendation 46:

Acquire portfolio management software to streamline investment management and accounting.

The district should acquire investment management software to simplify investment management and accounting. Full use of the software's capabilities will eliminate manual processing and streamline investment management activities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The controller instructs the assistant controller to assess the requirements and procedures necessary to place all district investments on portfolio management software.	November 2000
2.	The controller and assistant controller contact investment portfolio vendors and begin the process of assessing available program options.	November 2000
3.	The controller takes appropriate steps to acquire the selected portfolio management program.	December 2000
4.	The assistant controller instructs an accounting clerk to enter details of all district investments into the portfolio management program, while the controller and assistant controller learn to use all of the program's features.	December 2000
5.	The controller and assistant controller begin using the portfolio management software to manage the district's investments and produce investment reports.	January 2001

FISCAL IMPACT

Based on a software vendor's quote, basic portfolio management software can be licensed for approximately \$5,100 per year. This price includes free upgrades each time the system is upgraded, which is typically once or twice per year, toll-free support and free interest rate updates. This price does not include a one-time start up fee of \$500 in the first year. Assuming the district chose to license the software, the fiscal impact would be \$5,600 the first year and \$5,100 per year thereafter.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Acquire portfolio management software to streamline investment management and accounting.	(\$5,100)	(\$5,100)	(\$5,100)	(\$5,100)	(\$5,100)
One-time start-up fee.	(\$500)				
Net cost.	(\$5,600)	(\$5,100)	(\$5,100)	(\$5,100)	(\$5,100)

FINDING

The district's investment procedures do not satisfy the internal control requirements of its investment policy. The policy requires that the district establish and document in writing, a system of internal controls that includes specific procedures designating who has authority to withdraw funds. The policy also requires the system to be designed to protect against losses from fraud, employee error, third-party misrepresentation, unanticipated changes in the financial market or imprudent actions by district employees or officers. The investment procedures that were written to satisfy these requirements are shown below:

- Determine daily surplus cash;
- Analyze Cash Flows and Cash Position reports for investment needs;
- Obtain two or three phone quotes from securities dealers;
- Fax copy of trade tickets to Chase Bank's safekeeping department;
- Enter purchased security in logbook and assign a log number;
- Record wire transfer number for general ledger input;
- Give copy of security transaction to assistant controller for general ledger input; and
- Update Cash Flows and Cash Position reports.

Although these procedures accurately describe the general steps involved in an investment transaction, they fall short of meeting the policy's goal of documenting a system of investment controls.

The American Institute of Certified Public Accountants (AICPA) is the premier professional organization for accountants in the United States. The AICPA's definition of internal control includes policies and procedures, and *control activities* to help ensure that management directives are carried out. Example of these control activities include checking the accuracy, completeness and authorization of transactions as well as physically safeguarding assets, properly recording transactions and providing for adequate segregation of duties. To be effective as instruments of internal control, procedures must identify control activities in addition to describing transaction steps.

Recommendation 47:

Expand investment procedures to include a discussion of the control activities necessary to ensure that management's objectives for safeguarding district investments are met.

The district should expand its investment procedures to include a discussion of the control techniques that ensure district investments are properly authorized, recorded, reported and safeguarded. The procedures should emphasize how:

- authority for initiating and consummating investment transactions is delineated;
- critical investment duties are segregated;
- collusion is avoided;
- investments are kept secure;
- custodial functions are segregated from recordkeeping functions;
- transactions are confirmed, reconciled and documented; and
- only authorized securities are purchased.

Finally, the district's internal auditor should review the investment procedures at least every two years.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of Business and Finance instructs the controller to draft investment procedures that are more detailed and incorporate control activities designed to safeguard investments.	November 2000
2.	The controller and assistant controller review the investment process in detail and draft detailed procedures that incorporate specific controls and safeguards.	November 2000
3.	The controller and assistant controller submit a draft of the investment procedures to the associate superintendent of	December 2000

Business and Finance for review and approval.	
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FISCAL IMPACT

This recommendation could be implemented with existing resources.

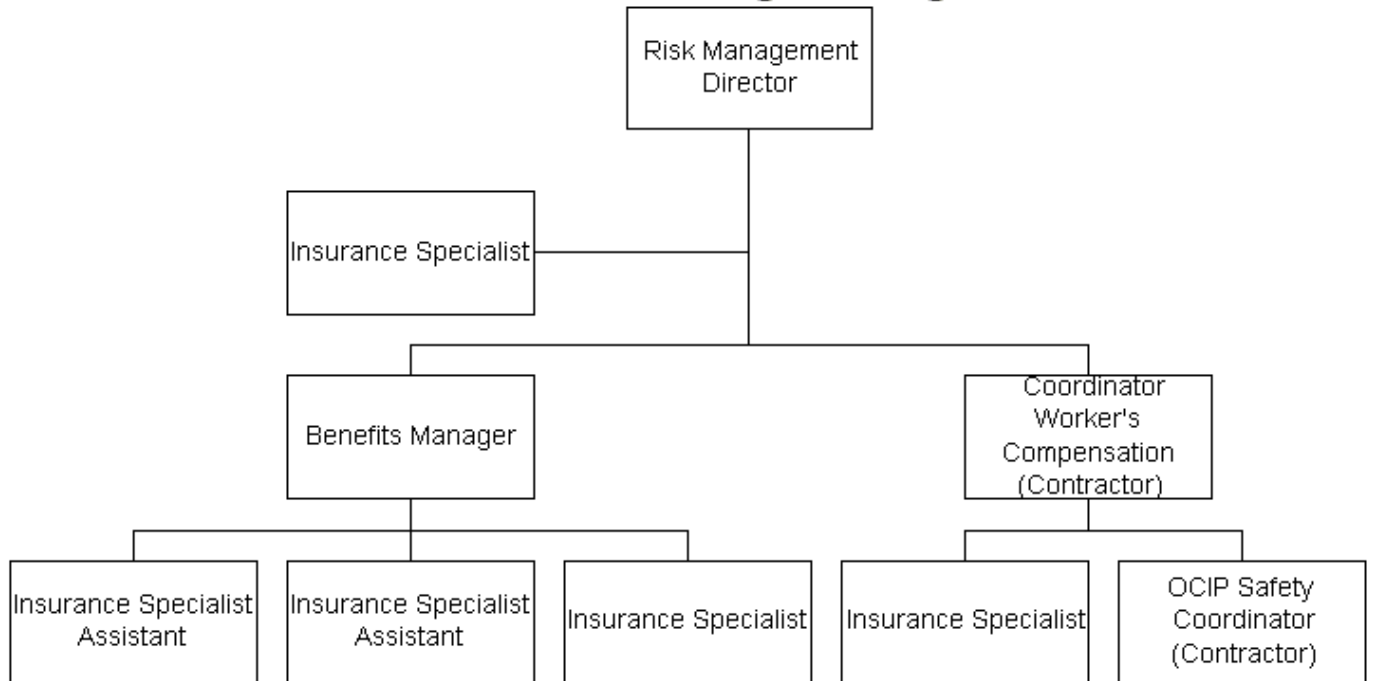
Chapter 6

ASSET AND RISK MANAGEMENT

B. INSURANCE PROGRAMS (PART 1)

FBISD's insurance programs consist of group health care and employee benefit plans, workers' compensation insurance and property and casualty insurance. FBISD's risk manager has overall responsibility for employee health insurance and benefits, workers' compensation insurance, property casualty insurance, Section 125 Flexible Spending Accounts, 403 (b) and 457 retirement plans and the Owner Controlled Insurance Program (OCIP). The risk manager reports to the associate superintendent of Business and Finance. Six employees and two contractors report to the risk manager. **Exhibit 6-6** presents Risk Management's organization.

Exhibit 6-6
FBISD Risk Management Organization



Source: FBISD Risk Management Department.

The workers' compensation systems coordinator and the OCIP safety coordinator are not district employees; they are employees of Ward North America, the district's workers' compensation third party administrator (TPA).

Employee Benefit Plans

The district offers a variety of benefit plans to its employees. In addition to three health plan choices, employees also may enroll in dental, vision, disability, life and accidental death and dismemberment insurance programs. The district also provides supplemental insurance as well as prepaid legal services and a flexible spending account program.

Exhibit 6-7 provides an overview of the various types of benefits provided to district employees and shows the number of employees enrolled in each plan.

**Exhibit 6-7
Overview of Benefit Plans and Enrollment**

Plan	General Description	Number of Enrollees	Employee Monthly Premium
Health Plan	Makes health care available through a network of health care providers and offers a prescription drug plan.	4,386	\$46.40 employee only to \$317.30 full family
Alternate Health Plan	Provides hospital inpatient supplement of \$500 per day for 120 days, dental coverage and life and accidental death and dismemberment insurance	1,658	Free
Dental	Offers fee-based care through a network of providers. Or employee may use any provider through an indemnity plan option but will pay a specified percentage of expenses after a deductible.	2,729	\$10.75 employee only to \$85.21 full family
Vision	Provides benefits for primary vision care through a national network of providers. Care is available outside of network at a reduced benefit level.	1,257	\$9.90 employee only to \$25.14 full family
Disability	Pays monthly income if employee becomes disabled and is unable to work. Also has a hospital indemnity benefit, a medical treatment benefit, an accidental death and dismemberment benefit and a partial disability/work incentive benefit.	1,175	\$1.13 to \$4.20 per \$100 of benefit depending upon how soon benefits begin after disability
Life and Accidental Death & Dismemberment	Provides a lump-sum benefit to beneficiary if employee dies. Also provides benefits if employee dies or loses a limb in an accident.	811	\$.03 to \$2.53 per \$1,000 of coverage depending on age and nature of coverage

Supplemental Insurance	Provides additional protection against cancer and hospital intensive care.	575	\$19.90 employee only to \$54.00 full family
Legal Services	Provides a variety of legal services through a network of attorneys.	166	\$14.96
Section 125 Flexible Spending Accounts	Allows employee to set aside pre-tax dollars for unreimbursed medical, orthodontia and dependent care expenses.	374	Annual Maximums Medical-\$3,500, Dependent care-\$5,000 Orthodontia expenses are reimbursed continually, based on a predetermined amount.
Section 403(b) Plan	Represents a retirement plan that allows employees to set aside pre-tax dollars into a tax-sheltered annuity product of their choice.	2,300	No charge, but employee contributions to the plan are limited by law.
Section 457 FICA Alternative Plan	Represents a nonqualified deferred compensation plan of which all part-time, seasonal and temporary employees are mandatory participants.	All part-time, seasonal and temporary employees	Participants contribute 7.5 percent of their compensation into the plan.

Source: Fiscal 2000 Benefit Plan Enrollment Guide.

The district's health care plan is self-funded. Self-funded means the district assumes the risk of loss and pays all claims rather than paying an insurance company to assume the risk. Although the district pays the claims, it contracts with a third party administrator to manage and administer the claims. The third party administrator, TML Intergovernmental Employee Benefits, formerly Texas Municipal League Group Benefits Risk Pool, provides all the necessary elements of a commercial plan including administrative services, claims administration, utilization management, payment agent, preferred provider credentialing, claims audits and employee satisfaction surveys.

The TML contract is for three years beginning January 1, 2000, during which time rates for services are guaranteed. The district has written performance standards into its contract with TML. These standards are designed to ensure efficient, accurate and timely claims administration. They include member services standards, eligibility determination standards and claims processing standards. A penalty equal to 5 percent of administrative fees will be charged if standards are not met as an annual average.

As part of its self-funded health care program, the district has purchased stop-loss insurance to ensure that catastrophic claims do not bankrupt the fund. Stop-loss insurance limits plan losses to \$200,000 per year. This protection has served the district well. From fiscal 1997 to 1999, the district paid approximately \$928,000 in premiums and received about \$1.9 million in reimbursements from excess claims. This represents a return of more than 200 percent.

The district also has contracted with an actuary to calculate the annual reserve for unpaid medical claims. As of August 31, 1999, the actuarially determined liability for unpaid medical claims was \$2.4 million. Over the past three fiscal years, the liability has averaged around \$2.3 million.

Health care costs are accounted for in an internal service fund. The fund accounts for employee and employer contributions and the primary costs of insurance, which include premiums, claims costs, administration fees, consultant fees and stop-loss insurance. **Exhibit 6-8** provides a three-year overview of operating results of the health care fund.

Exhibit 6-8
Health Care Fund Operations
Fiscal 1997 through 1999

	1997	1998	1999
Revenue			
Premium Contributions	\$12,462,412	\$12,164,605	\$13,005,058
Investment earnings	254,876	322,390	194,779
Total Revenue	\$12,717,288	\$12,486,995	\$13,199,837
Expenses			
Insurance claims	12,594,513	12,166,949	14,679,758
Payroll & Travel	2,646	0	1,568
Purchases & contracted services	703,667	628,952	726,886
Supplies and materials	707	633	5,413
Life Insurance & Stop Loss	348,399	396,918	509,073
Total Expenses	\$13,649,932	\$13,193,452	\$15,922,698
Operating Transfers In (Out)	(1,500,000)	0	1,500,000
Net Income (Loss)	(\$2,432,644)	(\$706,457)	(\$1,222,861)
Fund Balance September 1	\$4,492,632	\$2,059,988	\$1,353,531
Fund Balance August 31	\$2,059,988	\$1,353,531	\$130,670
Average Enrollment	4,723	5,059	5,274

Source: FBISD Fiscal 1997-1999 Audited Financial Statements.

Since fiscal 1996, health care costs per enrollee have increased 3.9 percent per year. Factors driving these increases include growth in the number of enrollees, enrichment of plan benefits, increased plan utilization and inflation--particularly with respect to prescription drugs. Drug costs, which once averaged 8-12 percent of total plan costs, now are 15-20 percent of plan cost.

These cost increases reflect national and regional trends. Lower managed care company profits, increased cost of prescription drugs, reduced competition resulting from HMO mergers, an aging population and potential cost shifts resulting from Medicare cuts are responsible for rising health care costs nationally. Regionally, a 1999 survey commissioned by the Houston Health Care Coalition reported that overall costs of all types of health plans rose 5.4 percent between January 1998 and January 1999. Observers of the survey commented that the increase was "more of a catch-up of very flat and declining rates in the past few years." The district's primary health plan is a Preferred Provider Organization (PPO), which allows employees to choose any doctor within a predefined network. These types of health plans experienced cost increases of 8 percent between January 1998 and 1999, according to the survey. PPO inflation is expected to range between 7-10 percent in 2000 and 2001.

Benefits plans are difficult to compare because of their diverse features. Employee demographics, regional health care considerations, availability of providers, specific plan features, type of plan and claims experience all play a significant role in the determination of plan costs and benefits. However, district contributions towards employee coverage as well as employee costs per coverage category for similar types of plans can be validly compared.

The North East ISD conducts an annual survey of school district employee benefits programs. The 1999 survey included 56 school districts including FBISD. When compared to districts with a self-funded PPO and 1,500 or more enrollees, FBISD's contribution to employee coverage was 80 percent of the group average. FBISD employees contributed 39 percent more than the group average for employee only coverage. FBISD employee contributions for other coverage categories were less than the group average. **Exhibit 6-9** presents a summary of North East ISD's survey results. The survey was based on fiscal 1999 data.

Exhibit 6-9
Summary of North East ISD 1999 Survey Results
Selected Districts-Self-funded PPO with 1,500 or More Enrollees

Coverage Category	Employees' Cost		Ratio of FBISD to Group
	Group Average	FBISD	
Employee Only	\$25.13	\$35.00	1.39
Employee & Spouse	\$246.51	\$190.26	0.77
Employee & Children	\$188.32	\$173.00	0.92
Employee & Family	\$308.81	\$267.30	0.87

District's Contribution	\$178.91	\$143.00	0.80
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Source: North East ISD 1999 School District Benefit Survey.

FINDING

In spite of general increases in health care costs, FBISD's health care premiums compare favorably to those of its peer districts. In fact, FBISD's premiums are lower than the peer average for each coverage category. **Exhibit 6-10** compares FBISD and peer district health plan costs and shows that FBISD's health plan monthly premium is \$3.10 or 2 percent lower than the peer average for employee only coverage. FBISD's employee and family premium is \$115.88 or 20 percent lower.

Exhibit 6-10 also shows that although overall plan costs are lower, employees contribute slightly more towards their coverage than peer district employees. The district's contribution of \$147 per month is \$32.36 or 18 percent lower than the peer average resulting in a higher weighted average cost for FBISD employees. The weighted average cost is a measure of a health plan's cost from the employees' perspective. Weighted average cost is computed by multiplying the enrollment for each coverage category by the employees' cost for that category, summing the totals, and dividing by total enrollment. Employees for two of FBISD's six peers pay nothing for employee only coverage, which drives down the peer weighted average.

Exhibit 6-10
Comparison of Health Plan Costs
FBISD and Peer Districts

Type of Plan	Weighted Average Cost	Average Monthly Employer Contribution	Total Monthly Premium			
			Employee Only	Employee & Spouse	Employee & Children	Employee & Family
Austin	\$65.63					
-Amil HMO		\$154.00	\$154.00	\$364.67	\$320.17	\$488.95
-Amil PPO		\$154.00	\$207.16	\$490.56	\$430.69	\$657.74
-NYLCare/Aetna HMO		\$154.00	\$162.79	\$385.50	\$338.45	\$516.87
-NYLCare/Aetna PPO		\$154.00	\$211.47	\$500.76	\$439.65	\$671.42
Aldine	\$132.88					
-HMO Blue		\$132.00	\$186.04	\$507.72	\$385.08	\$660.68
-Nylcare Exclusive		\$132.00	\$171.94	\$358.68	\$313.12	\$529.58
-Nylcare Full		\$132.00	\$199.68	\$416.54	\$363.62	\$615.02
-Prudential		\$132.00	\$183.00	\$513.00	\$389.08	\$667.54

Katy -Aetna HMO -Aetna Point of Service	\$125.66	\$151.40 \$151.40	\$178.40 \$222.00	\$395.20 \$492.00	\$308.80 \$384.40	\$496.90 \$618.50
Round Rock -PPO Plan -EPO Plan	\$60.94	\$209.99 \$209.99	\$209.99 \$216.60	\$527.95 \$538.07	\$408.16 \$438.89	\$570.44 \$604.20
Plano -Option 1 -Option 2 -Health Management -Medical Core Plan	\$57.20	\$218.25 \$218.25 \$218.25 \$218.25	\$212.08 \$205.40 \$267.52 \$184.05	\$404.66 \$375.53 \$510.45 \$333.66	\$351.48 \$324.26 \$443.37 \$289.79	\$537.80 \$503.92 \$678.38 \$456.36
Cypress-Fairbanks -Plan A PPO -Plan B PPO -Plan C HMO	\$71.08	\$93.79 to \$512.05*	\$118.79 \$250.14 \$194.33	\$266.04 \$512.33 \$417.14	\$236.60 \$386.60 \$368.32	\$374.03 \$773.33 \$601.82
Peer Average	\$85.57	\$179.36	\$196.60	\$437.39	\$364.24	\$580.18
Fort Bend	\$86.42	\$147.00	\$193.50	\$380.44	\$357.50	\$464.30
Ratio of FBISD to Peers	101%	82%	98%	87%	98%	80%

Source: Fiscal 2000 Benefit Plan Enrollment Guide and Peer District Surveys.

* District contribution varies widely depending on plan and type of coverage.

FBISD has employed a number of strategies to control the overall cost of health care. For example, the district bids health insurance every three years and requires agency service agreements for brokers and agents placing district insurance coverage. These agreements define the duties and responsibilities of the agents. In addition, the district contracts directly with medical providers, which allows input into the rate setting process. Further, the district conducts annual claims audits of TML and has maintained a strong relationship with the company. Independent auditors have reported TML financial and payment accuracy rates of 100 percent. Finally, the district established an in-house program to handle COBRA coverage for terminated employees, resulting in annual savings of \$50,000. COBRA is an acronym for the Consolidated Omnibus Budget Reconciliation Act, 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.

FBISD's health plan benefits also are on par with the peer districts. **Exhibit 6-11** compares key features of FBISD's health plan to those of its peers.

Exhibit 6-11
Comparison of Key Health Plan Features
FBISD and Peer Districts

Type of Plan	Deductible	¹ Co-Payments	Maximum Annual Out of Pocket	² Drug Copay
Austin -Amil HMO -Aetna HMO -Amil PPO -Aetna PPO	None None None \$300-Ind., \$600-Fam.	\$10-\$75 \$10-\$40 \$10-\$75-10% \$10-10%	\$0 \$0 \$1K-Ind., \$2K-Fam. \$1.3K-Ind., \$2.6K-Fam	\$25 NF, \$15 BN, \$5 GR \$10 BN, \$5 GR \$25 NF, \$15 BN, \$5 GR 80% after \$50 annual deductible per insured
Aldine -HMO Blue -Nylcare Exclusive -Nylcare Full -Prudential	None None None None	\$10-\$100 \$5-\$75 \$7-\$275 \$10-\$75	\$0 \$0 \$0 \$0	\$15 BN, \$10 GR \$25 NF, \$10 BN, \$5 GR \$25 NF, \$10 BN, \$5 GR \$15 BN, \$10 GR
Katy -Aetna HMO -Aetna Point of Service	None None	\$15-\$240 \$15-\$240	\$1.5K-Ind., \$3K-Fam. \$1.5K-Ind., \$3K-Fam.	\$30 NF, \$15 BN, \$10 GR \$30 NF, \$15 BN, \$10 GR
Round Rock -PPO Plan -EPO Plan	\$300-Ind., \$600-Fam. None	\$10 \$10 most services	\$1K-Ind., \$2K-Fam. \$0	\$25 NF, \$15 BN, \$5 GR \$25 NF, \$15 BN, \$5 GR
Plano -Option 1 -Option 2 -Health Management -Medical Core Plan	\$500/\$1,000 \$700/\$1,400 \$0 \$0	20% 20% \$25-\$100 25%	\$2K-Ind., \$4K-Fam. \$2K-Ind., \$4K-Fam. \$1K-Ind., \$2K-Fam. \$3K-Ind., \$6K-Fam.	\$25 BN, \$10 GR \$25 BN, \$10 GR \$20 BN, \$10 GR 25%
Cypress-Fairbanks	\$300/\$900	\$25-\$50-	\$3K-Ind., \$6K-Fam.	\$15 BN. \$10 GR

-Plan A PPO -Plan B PPO -Plan C HMO	\$200/\$600	20%		\$12 BN, \$7 GR
Fort Bend	\$100-Ind., \$300-Fam.	10% after deductible	\$1K per individual	30% of cost of generic drugs, or \$15 GR, \$30BN if mail ordered.

Source: Fiscal 2000 Benefit Plan Enrollment Guide and Peer District Surveys.

¹ Percentages refer to portion of the cost of certain services paid by the employee up to a specified maximum.

² NF=Nonformulary, F=Formulary, BN=Brand name, GR=Generic

COMMENDATION

FBISD has successfully managed health plan costs while offering comprehensive health care benefits to its employees.

Chapter 6

ASSET AND RISK MANAGEMENT

B. INSURANCE PROGRAMS (PART 2)

FINDING

Since 1997, the district has achieved savings of more than \$1.8 million through direct contracts with medical providers. Typically, school districts that are not self-funded must accept the rates charged by their insurance company. These rates are established through negotiations between the insurance company and the medical providers in their network. Self-funding gives plan sponsors like FBISD the ability to negotiate their own rates with medical providers. The district has directly contracted with 10 hospitals and approximately 10 physician groups involving about 1,000 physicians. These special provider arrangements enabled FBISD to achieve significant savings while maintaining the quality of care. Substantially all of the providers have become part of TML's provider network.

COMMENDATION

FBISD achieves significant health plan savings through self-negotiated contracts with medical providers.

FINDING

FBISD employees can enroll in benefit programs online. During the fiscal 2000 enrollment period, many district employees enjoyed the ease and convenience of enrolling through the district's website. The benefits manager said that more than half of the district's employees participated and were very pleased with the convenience of online enrollment. Benefit clerks appreciated online enrollment because manual data entry was virtually eliminated. Data needed for payroll deductions was automatically downloaded into the payroll system from information collected on the website. Although some errors occurred, they were not significant and were due primarily to the design of the web forms. These design errors were corrected and should not affect online enrollment during fiscal 2001.

The district made computers available to its employees and provided assistance at the schools and the administration building for those employees who did not have access to a computer. Moreover, paper enrollment forms were available for anyone who, for whatever reason, did not wish to enroll online.

COMMENDATION

Online enrollment in employee benefit programs is a convenience for employees and greatly enhances the efficiency of the benefit enrollment process.

FINDING

The district is strengthening its employee benefit program based on the results of an employee benefits survey conducted in May 1999. Presently, only one of the district's health plan options represents a comprehensive, affordable choice. The second has a dearth of benefits and the third is unaffordable. Based on survey responses, a Health Maintenance Organization (HMO) option will be added in January 2001 and various enhancements have been made to the primary plan. The district was very responsive to the needs and concerns expressed by employees in the survey. **Exhibit 6-12** presents the key concerns of employees and the district's actions to address those concerns.

**Exhibit 6-12
Benefit Survey: Employee Concerns and District's Response**

Employee Concerns	District Response (Effective January 2000)
Wanted more coverage for preventive care.	Expanded wellness benefit to include any preventive examination recommended by physician. Also will be offering onsite wellness programs.
Takes too long for claims to be paid.	Obtained a new plan administrator and built performance guarantees into the contract. Provided employees with toll-free number and e-mail address to check status of claims.
Adding new doctors to the network is not easy.	Switched to a new network under the new plan administrator. Ninety percent of employees' doctors are in the new network. Employees can request that their doctor be added to the network
Wanted set fees for doctor visits and hospital stays.	Developed a plan similar to an HMO that will offer set fees for doctor visits and hospital stays.
Would support premium increases to keep a 10 percent copay with \$100	Increased premiums, effective September 30, 1999, so that desired level of benefits

deductible for in-network care and 40 percent with \$300 deductible for out-of network care.	could be maintained.
Would choose a generic drug over a brand name if the generic copay was \$15 and the brand \$30. And would support mandatory use of generic drugs to lower costs.	Provided 30 percent discount on generic drugs. Copay for generic drugs ordered by mail is \$15 compared to \$30 for brand name.

Source: FBISD 1999 Employee Benefits Survey.

COMMENDATION

The district modified its benefit plans using employee feedback to tailor plan features to employee needs.

FINDING Although the employee benefits survey was a valuable and effective tool to tailor plan features to employee needs, many employees did not participate in the survey. Two methods were used to administer the survey. Employees could take the survey over the Internet or complete a paper version if they did not have a computer. The response rate was 23 percent with 1,199 of approximately 5,274 enrollees participating. Three of the six peer districts conducted benefit surveys within the past five years. The average response rate was 51 percent, as shown in **Exhibit 6-13**.

Exhibit 6-13
Peer District Benefit Survey Response Rate

District	Survey Year	Response Rate
Cypress-Fairbanks	1992	70%
Katy	1998	30%
Austin	1996	54%
Peer Average		51%

Source: Peer district surveys. Strategies to increase participation might include the following:

- Conduct survey during open enrollment.

- Create teams of employees to encourage one another to complete the survey.
- Introduce tools and activities that promote a team spirit, such as buttons, banners and flyers.
- Designate persons in each department to remind employees to complete and return the survey.

Recommendation 48:

Develop strategies to increase participation in the next benefit survey.

The district should implement strategies to increase participation in the next benefit survey.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The risk manager instructs the benefits manager to devise a plan to increase participation in the next benefit survey.	January 2001
2.	The benefits manager confers with the survey company that conducted the district's most recent survey to obtain ideas about increasing participation in the next survey.	January 2001- April 2001
3.	The benefits manager outlines a strategy to increase survey participation and presents it to the risk manager for review and approval.	April-June 2001
4.	The risk manager reviews and approves the strategy and instructs the benefits manager and the survey company, if necessary, to implement the plan.	June 2001
5.	The benefits manager, with the cooperation of the survey company, implements the plan.	July- August 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

In April 1998, the district entered into a one-year contract with Pension Consultant Administrators (PCA) to provide administration services for the following benefit plans:

- Section 125 Cafeteria Plan
- Section 403(b) Retirement Plan
- Section 457 Nonqualified Deferred Compensation Plan

The initial term of PCA's contract was from January 1, 1999 through December 31, 1999. In December 1999, the board voted not to renew PCA's contract. This decision could potentially cost the district between \$25,000 and \$68,000 because PCA performed the services for free and quotes from companies proposing to replace PCA range from \$25,000 to \$68,000.

As administrator of these plans, PCA was responsible for managing all aspects of plan operations. These responsibilities included acting as the district's agent in implementing the investment instructions of participants, reviewing forms submitted by insurance and investment companies to ensure that such forms adhered to district requirements and providing technical and administrative assistance to the district and to plan participants. PCA provided these services free of charge. In return, the district allowed PCA to market its annuity products to district employees but under strict guidelines intended to insulate employees from undue pressure to buy PCA's investment products. Despite these guidelines, PCA remained willing to provide benefit plan administration services for free. Samples of these guidelines are presented in **Exhibit 6-14**.

Exhibit 6-14
Employee Benefit Plans
Examples of PCA Administrative Guidelines

Guideline	Description
Confidentiality	PCA agreed to keep all information it received confidential during and after the enrollment period.
Designated Administration Personnel	PCA designated one contact person as account coordinator to streamline administrative operations.
Mandatory Meetings	PCA could not mandate group or one-on-one meetings. Participation had to be voluntary.
Participant Compliance with 403(b) Requirements	PCA would develop criteria designed to minimize disruptions in employees' daily routine and eliminate unnecessary paperwork.
Section 457-FICA Alternative Plan	PCA agreed to propose only those investment vehicles that avoided administrative fees and expenses as allowed by law.
Satisfaction with Contractor Personnel	District reserved the right to have unsatisfactory PCA personnel replaced with acceptable personnel.
File/Data Audit/Reviews	District reserved the right to audit PCA's records, files or data at no additional cost to the district.

Data Reporting	PCA agreed to submit monthly reports to the district.
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Source: PCA Agency Agreement.

The Risk Management Department was pleased with PCA's performance including its adherence to these guidelines. The district hired a risk management consultant to conduct an audit to evaluate PCA's performance. The auditors concluded:

"... the administration of the three tax qualified plans is in substantial compliance with the applicable federal regulations and is in further substantial compliance with the individual contract administration agreements between the district and PCA."

Moreover, in a recommendation to the Board of Trustees to renew PCA's contract, the director of Risk Management highlighted positive benefits derived from the relationship with PCA. These benefits included:

- Estimated annual tax saving to employees in all plans was \$1.8 million;
- Estimated annual tax saving to the district was \$400,000; and
- The district incurs no cost to administer the plans.

The risk manager also cited the disadvantages of using more than one administrator for the plans. These disadvantages include higher cost as well as loss of some accountability and continuity.

The decision not to renew PCA's contract was not based on performance. The risk manager said the decision might have been based on board perceptions arising out of a lawsuit involving an affiliate of PCA. The affiliate, National Annuity Programs, (NAP) was named in a class-action lawsuit along with National Western Life Insurance Co., a company based in Austin. A group of teachers, plaintiffs in the suit, claimed that they were misled into buying retirement products sold by National Western and National Annuity Programs that paid little to no interest. National Annuity Programs paid \$750,000 of an \$11 million settlement but denied any wrongdoing.

Although PCA and National Annuity Programs are affiliates, through common ownership, their operations are separate and distinct. Moreover, PCA is not a party to the lawsuit. However, PCA markets its products through a company whose name, National Annuity Partners, is very similar to National Annuity Programs. The Risk Management Department researched the controversy to ensure that National Annuity Partners was

not and could not be implicated in the lawsuit. They learned that National Annuity Partners had never even sold the products that were at the center of the dispute. Nevertheless, the negative perception of National Annuity Partner's loose association with National Annuity Programs was never overcome. Consequently, PCA's contract was not renewed.

After the board's decision not to renew the contract, the district entered into a temporary agreement with TML to administer the plans until Requests for Proposal could be issued and a permanent successor to PCA found. In December 1999, the district accepted TML's proposal to administer the Section 125 Cafeteria Plan at a cost of \$2.50 per participant, or about \$11,000 per year. The district is evaluating proposals from several other companies for administration of the Section 403(b) and Section 457 plans. Preliminary quotes show that the cost to administer these plans will range from \$25,000 to \$68,000 per year, depending on the extent the successful proposer will be allowed to sell products. The more products sold, the lower the cost of administration services to the district.

Recommendation 49:

Reconsider the decision not to renew the contract with FBISD's former Section 403(b) and Section 457 plan administrator.

The district should reevaluate its decision not to extend the PCA contract. The benefits to both the district and its employees may far outweigh the risks of the lawsuit involving National Annuity Programs. The district should conduct another in-depth inquiry into the negative effects of the lawsuit on the district. If the risks do not outweigh the benefits, the district should reestablish its relationship with PCA or a similar administrator under the same terms as before.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent instructs the associate superintendent of Business and Finance to prepare an in-depth report of the controversy surrounding the National Annuity Programs lawsuit.	November 2000
2.	The superintendent instructs the associate superintendent of Business and Finance to evaluate the risks of the controversy affecting the operations of PCA or the district through its association with PCA.	December 2000
3.	The superintendent places an item on the board agenda asking the board to reconsider extending the contract with PCA in light of the in-depth review conducted by the associate superintendent of Business and Finance.	December 2000

4.	The superintendent confers with PCA to determine if they would be willing to renew their contract under the same terms as the initial contract and administer the benefit plans free-of-charge.	December 2000
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FISCAL IMPACT

This recommendation could be implemented with existing resources.

Workers' Compensation Insurance

The district's workers' compensation program was self-funded until August 31, 1998. Effective September 1, 1998, it was converted to a fully funded plan, which means that a private insurance company is now responsible for paying claims filed after the conversion date. While the plan was self-funded, the district purchased specific stop-loss insurance to protect the fund against any single claim exceeding \$300,000. Since the inception of the program, no claim has exceeded this amount. The district continues to pay the cost of "run-off" claims--those that occurred while the plan was self-funded. Furthermore, the district's third party administrator (TPA), Ward North America, administers claims under the fully funded plan as well as open claims incurred under the self-funded plan.

Workers' compensation costs are accounted for in an internal service fund. The fund accounts for contributions, premiums, claim expenses and administrative costs of the workers' compensation program. Workers' compensation fund operating expenses have declined significantly since fiscal 1997. For example, fiscal 1997 operating costs totaled \$3.3 million or 2.1 percent of payroll. By the end of fiscal 1999, operating costs had declined 55 percent to \$1.5 million or .77 percent of payroll. **Exhibit 6-15** provides a three-year overview of operating results for the workers' compensation fund.

Exhibit 6-15 Workers' Compensation Fund Operations Fiscal 1997 through 1999

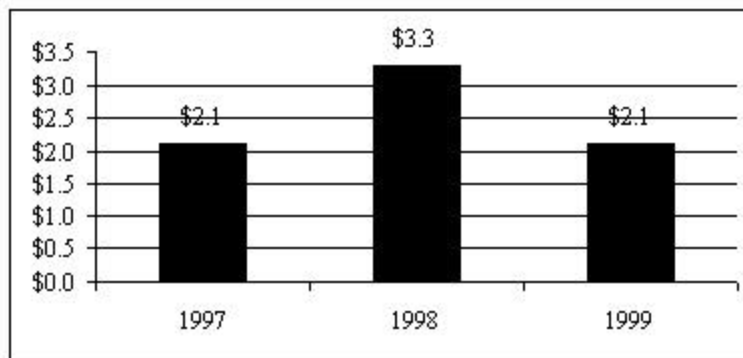
	1997	1998	1999
Revenue			
Premium Contributions	\$1,117,605	\$2,157,429	\$1,873,551
Total Revenue	\$1,117,605	\$2,157,429	\$1,873,551
Expenses			

Insurance claims	2,949,038	2,858,689	(220,702)
Payroll & Travel	3,759	0	0
Purchases & contracted services	267,083	233,392	202,935
Supplies and materials	905	716	3,414
Insurance & bonding	66,583	78,348	1,477,816
Other	100	0	195
Total Expenses	\$3,287,468	\$3,171,145	\$1,463,658
Operating Transfers In (Out)	1,585,000	415,000	0
Net Income (Loss)	(\$584,863)	(\$598,716)	\$409,893
Fund Balance September 1	602,113	17,250	(581,466)
Fund Balance August 31	\$17,250	(\$581,466)	(\$171,573)
Total Payroll	\$155,224,000	\$169,908,000	\$189,103,000

Source: FBISD Fiscal 1997-1999 Audited Financial Statements.

The workers' compensation claims reserve is the estimated cost to settle all claims reported plus an estimate of claims incurred but not reported. This amount is actuarially determined based on historical claims experience and loss data. As of August 31, 1999, the workers' compensation claims reserve was \$2.1 million. **Exhibit 6-16** presents the district's actuarially determined liability for claims since fiscal 1997.

Exhibit 6-16
Workers' Compensation Claims Liability
as of August 31, 1997, 1998, and 1999
In Millions



Source: FBISD Fiscal 1997-1999 Audited Financial Statements.

The TPA provides the district with claims data and loss statistic reports. This information assists the district with managing and monitoring its workers' compensation claims. Since fiscal 1997, the district averaged 431 claims per year at an average incurred cost of \$2,638 per claim. Over the same period, the number of claims grew more than 12 percent, from 400 to 449 claims, while incurred costs per claim fell 22 percent from \$3,075 to \$2,395. Incurred costs are payments on known claims plus an estimate for unpaid amounts. Incurred costs must be distinguished from estimated ultimate costs, which are incurred costs plus estimated costs for claims incurred but not reported.

Teachers, the single largest worker classification, experienced the most workers' compensation incidents. Teachers filed an average of 144, or 33 percent, of the workers' compensation claims since fiscal 1997 at an average cost of \$2,004 per claim. Although the number of teacher claims grew nearly 15 percent between fiscal 1997 and 1999, from 135 to 155, the cost per claim fell 18 percent, from \$2,207 to \$1,804.

Since fiscal 1997, the transportation, child nutrition, custodial and operations departments as a group averaged 226 claims per year or 52 percent of total claims. The average cost of each claim was \$3,169. The number of claims for this group fell 5 percent from 227 in 1997 to 216 in 1999. Over the same period, average costs per claim fell 17 percent, from \$3,603 to \$2,994, an average decline of about 5 percent per year.

Exhibit 6-17 presents the number of claims and incurred costs per claim by worker classification since fiscal 1997.

Exhibit 6-17
FBISD Workers' Compensation Claims and Incurred Costs per Claim
Fiscal 1997 through 1999

Worker Classification	1997		1998		1999	
	Number of Claims	Incurred Cost Per Claim	Number of Claims	Incurred Cost Per Claim	Number of Claims	Incurred Cost Per Claim
Food Service	53	\$2,800	58	\$1,451	58	\$4,515
Transportation	52	\$4,608	44	\$6,128	36	\$3,664
Custodial	99	\$3,889	97	\$2,721	86	\$2,316

Teachers	135	\$2,207	142	\$2,031	155	\$1,804
Operations	23	\$1,956	36	\$1,830	36	\$1,495
Administrators	25	\$2,977	45	\$1,123	37	\$843
Other	13	\$3,059	22	\$3,743	41	\$2,878
Total	400	\$3,075	444	\$2,488	449	\$2,395

Source: Workers' Compensation Claims Reports Fiscal 1997 through 1999.

FBISD's workers' compensation experience compares favorably to its peer districts. As shown in **Exhibit 6-18**, FBISD has averaged fewer claims since fiscal 1997 and has paid less for them. Although FBISD's claims growth was higher than that of the peers, its cost per claim was less than the peer average. **Exhibit 6-19** shows that since fiscal 1997, FBISD experienced, on average, about five claims for every 100 employees, which is equal to the peer average. This comparison is made using the number of year-end wage statements (W-2s) issued as a measure of the number of employees. This measure is more accurate because any employee hired by the district during the year could potentially have filed a claim during his or her time of employment. **Exhibit 6-21** also shows that FBISD incurred 66 cents of workers' compensation costs for every \$100 spent on payroll. During the same period, the peers incurred 70 cents for every \$100 spent on payroll.

Exhibits 6-18 and **6-19** compare FBISD and peer district loss statistics.

Exhibit 6-18
Workers' Compensation Claims and Incurred Cost per Claim
FBISD and Peer Districts-Fiscal 1997 through 1999

District	Three-year Average		Three-year Annual Rate of Growth (Decline)	
	Number of Claims	Incurred Cost Per Claim	Number of Claims	Incurred Costs per Claim
Austin	686	\$3,056	(0.2)%	(3.3)%
Aldine	401	\$4,030	8.3%	(22.6)%
Cypress-Fairbanks	404	\$4,936	16.3%	(4.5)%
Katy	333	\$1,312	(1.0)%	(8.4)%
Round Rock	486	\$1,895	8.6%	(9.9)%

Plano	286	\$3,073	(10.3)%	(11.1)%
Peer Average	433	\$3,059	3.8%	(8.4)%
FBISD	431	\$2,638	6.0%	(11.8)%

Source: Workers' Compensation Claims Reports Fiscal 1997 through 1999 and peer surveys.

**Exhibit 6-19
Comparison of Loss Statistics-FBISD and Peer Districts
Fiscal 1997 through 1999**

District	Three-year Average	
	Claims per 100 W-2s Issued	Incurred Cost per \$100 of Payroll
Austin	4.8	\$.75
Aldine	4.4	\$.76
Cypress-Fairbanks	4.1	\$.95
Katy	6.6	\$.37
Round Rock	9.0	\$.84
Plano	3.8	\$.52
Peer Average	5.5	\$.70
FBISD	5.4	\$.66

Source: Workers' Compensation Claims Reports Fiscal 1995 through 1999 and peer surveys.

Chapter 6

ASSET AND RISK MANAGEMENT

B. INSURANCE PROGRAMS (PART 3)

FINDING

The district reduced workers' compensation losses through the initiatives of its Workers' Compensation Task Force, a group composed of department heads 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 in 1997 to spearhead the district's workers' compensation loss control programs. The mission of the task force is to ensure that: *"The workers' compensation program at FBISD will be a win-win proposition for the district, operating departments, and most importantly, the injured employees."* The committee established seven guiding principles during its organizational meeting in 1997. These principles are presented in **Exhibit 6-20**.

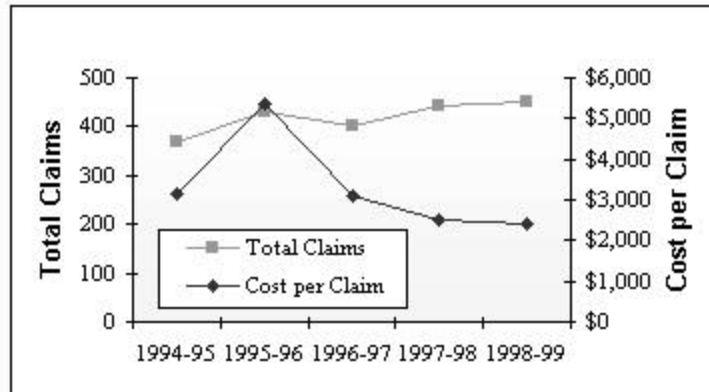
Exhibit 6-20 **Seven Guiding Principles**

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. Risk Management 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: Workers' Compensation Guidelines, A Win-Win Approach.

The task force developed and implemented safety initiatives that successfully controlled claims and lowered costs. Since fiscal 1997, the number of claims has risen only slightly averaging around 431 claims per year. However, after peaking at \$5,344 per claim in fiscal 1996, costs per claim fell steadily to a five-year low of \$2,395 in fiscal 1999. This decline translates into total savings, since fiscal 1996, of \$1.2 million, which represents \$407,500 annually. **Exhibit 6-21** illustrates these trends.

Exhibit 6-21
Trend of Workers' Compensation Claims and Cost



Source: Workers' Compensation Claims Reports Fiscal 1995 through 1999.

Examples of the task force's initiatives include, reviewing and revising workers' compensation guidelines and procedures, shifting authority and responsibility for safety to supervisors and supporting them with training programs, and involving employees in safety initiatives. Employee involvement has played a significant role in reducing accidents. For example, accident investigation committees are made up of employees who investigate accidents and report findings to management and central administration. Accident investigation committees help raise safety awareness among employees and offer them a stake in reducing accidents and lowering costs. The following are other cost containment initiatives implemented by the Workers' Compensation Task Force and Risk Management.

- Conducted periodic case meetings to discuss and troubleshoot difficult cases.
- Revised job descriptions for injury-prone positions to describe the physical requirements of the position.
- Modified the injury report form to allow for injury investigation.
- Developed a light duty program.

- Conducted training for more than 250 supervisors using material from a world-leader in employee development.
- Completed employee morale survey designed to measure supervisory effectiveness before and after training (happy employees are safer employees).
- Changed service providers resulting in lower costs and better service.
- Trained supervisors using Dupont's Safety Training Observation Program (STOP), a program designed to enable supervisors to recognize and eliminate unsafe behavior and conditions.
- Conducted post-offer pre-employment physical ability exams.
- Implemented Progressive Discipline Program, a program designed to train supervisors in progressive discipline techniques (high-quality employees are safer employees).
- Conducted annual claims audit of the TPA.
- Improved workers' compensation claims closure rates. Claims that are managed and closed quickly do not usually develop into more serious, expensive claims.

COMMENDATION

Activities of the Workers' Compensation Task Force have resulted in lower workers' compensation costs for the district.

FINDING

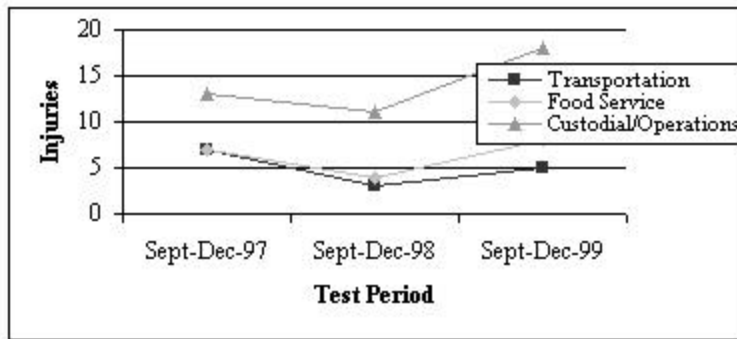
In May 1999, the district suspended an employee-screening program that was proven to be successful at reducing workers' compensation claims and costs. The cost of the screenings was \$75 per person. The program, implemented in July 1998, required potential employees to undergo post-offer pre-employment screenings to determine whether they could meet the physical demands of the job. Post-offer pre-employment screenings are physical ability tests given to job candidates *after* an offer of employment but *before* job placement. The district required screenings of applicants in the Transportation, Child Nutrition, Custodial and Operations departments, and contracted with an outside vendor to test an applicant's ability to carry, push, pull, lift and stack various objects. The screening also tested certain applicants such as school bus operators for bending, reaching, turning and sitting. Applicants who passed were placed in the job. Those who failed were not placed because they represented a higher risk of sustaining a workers' compensation injury. During the program, 55 of 414 applicants or 13.3 percent failed.

According to an analysis of incidents occurring after post-offer pre-employment screenings ended, the program had a positive effect on the district's claims experience. The district hired a loss control consultant to

analyze sprain/strain accidents that occurred between September and December of 1997, 1998, and 1999. The consultant compared losses occurring in September - December 1998, the period screenings were required, to losses occurring during the same period in 1997 and 1999, when screenings were not required. The analysis focused on sprain/strain accidents that occurred in the Transportation, Child Nutrition, and Custodial and Operations departments. Sprain/strains were reviewed instead of slips, falls, contusions and other types of injuries because screenings are designed to evaluate a person's ability to perform a job without experiencing overexertion, a leading cause of sprains and strains.

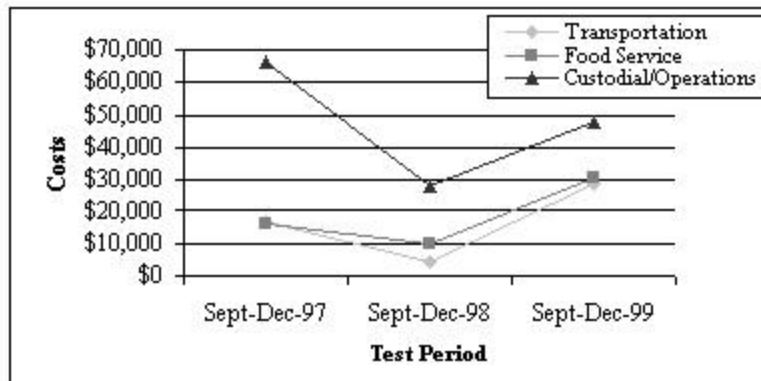
During the 1998 test period, claims dropped 33 percent from the same period the previous year. Moreover, injury costs fell 57 percent. In contrast, once screenings were halted, claims rose 72 percent while injury costs increased 154 percent. **Exhibits 6-22 and 6-23** summarize the results of the loss consultant's analysis and illustrate the positive effects of post-offer pre-employment screening for sprain/strain type injuries.

Exhibit 6-22
Injuries Before and After Post-offer Pre-Employment Screening



Source: Sheaffer-Allan Safety Consultants, Inc. Report.

Exhibit 6-23
Costs Before and After Post-offer Pre-Employment Screening



Source: Sheaffer-Allan Safety Consultants, Inc. Report.

To further illustrate the benefits of post-offer pre-employment screening, members of the Workers' Compensation Task Force cited a recent example of an individual hired one-month prior to the program's implementation. The individual, who injured his back eight months later, had sustained a back injury years earlier and had undergone surgery for the injury. The TPA estimates this claim will cost the district \$12,000 but could possibly have been avoided had the screening program been in place.

Members of the Workers' Compensation Task Force felt that post-offer pre-employment screenings were halted due to cost concerns as well as the lack of a strategy to funnel failed applicants into district jobs not having the same physical ability requirements.

Since fiscal 1997, sprain/strain injuries in the Transportation, Child Nutrition, Custodial and Operations departments have averaged 99 claims per year at an average annual cost of \$493,977, as shown in **Exhibit 6-24**.

Exhibit 6-24
Sprain/Strain Injuries Fiscal 1997 to 1999

Classification	3-Year Average Sprain/Strain Claims	3-Year Average Sprain/Strain Costs
Transportation	25	\$175,039
Food Service	21	\$100,393
Custodial	41	\$192,574
Operations	12	\$25,971
Total	99	\$493,977

Source: Ward North America Loss Reports.

Recommendation 50:

Reinstate post-offer pre-employment screening as a means of reducing workers' compensation claims and costs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of Business and Finance instructs the risk manager to take the necessary steps to reinstate post-offer pre-employment screening.	November 2000
2.	The risk manager outlines a plan to reinstate post-offer pre-employment screening and consults with the district's in-house legal counsel to ensure that the plan does not violate any applicable laws.	December 2000
3.	The risk manager takes steps to contract with a provider to conduct post-offer pre-employment screenings on behalf of the district.	December 2000
4.	The risk manager instructs the workers' compensation systems coordinator in conjunction with the Human Resources Department to implement post offer pre-employment screening.	January 2001

FISCAL IMPACT

If the district saved 25 percent of average sprain/strain costs (**Exhibit 6-24**) after reinstating post-offer pre-employment screenings (during the test period, costs fell 57 percent), the total savings would be \$123,494 per year (\$493,977 x .25). This is a conservative estimate. One or two expensive claims screened out by the program could save the district tens of thousands of dollars.

These savings would be partially offset by the cost of the screenings, which are \$75 per person. The contractor performed 414 screenings between July 1998 and May 1999. This translates into about 500 screenings or \$37,500 per year (500 screenings x \$75 cost per screening). The net fiscal impact per year would be \$85,994, with one half of that being realized in 2000-01.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Reinstate post-offer pre-employment screening as a means of reducing workers' compensation claims and costs.	\$42,997	\$85,994	\$85,994	\$85,994	\$85,994

FINDING

FBISD does not have a districtwide safety manual. During a focus group with the Workers' Compensation Task Force, participants expressed the need for a districtwide safety manual. A safety manual is compilation of rules, regulations and procedures to be followed in the workplace to

ensure the safety of employees, contractors and others. Safety manuals ensure that all workers practice safety procedures and develop safety awareness. A safety conscious workforce results in safer working conditions, which translates into lower workers' compensation claims and costs.

Each FBISD department has developed its own safety manuals and documentation; however, members of the Task Force felt that a districtwide manual would add the following benefits:

- Streamline safety concepts districtwide;
- Eliminate duplication of effort to devise a manual for each area;
- Present a uniform safety philosophy;
- Provide for continuity of certain safety procedures; and
- Send a message that safety is everyone's business.

The Texas Association of School Boards (TASB) publishes safety manuals for custodial, professional, transportation, food service and maintenance employees. These manuals contain general as well as job specific safety information on general safety rules, lifting and handling techniques, electrical safety, ladder safety, slip/fall prevention, chemical safety, and a variety of other safety topics. The information in these manuals provides a solid foundation for any entity to develop its own safety manual.

Recommendation 51:

Develop a districtwide safety manual.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The risk manager instructs the workers' compensation systems coordinator to develop a districtwide safety manual.	November 2000
2.	The workers' compensation systems coordinator draws on information available in TASB safety manuals, departmental safety materials, WARD North America proprietary resources and industry sources to design a safety manual for the district.	November 2000-January 2001
3.	The workers' compensation systems coordinator circulates a draft of the safety manual throughout the district for comments and feedback.	January - February 2001
4.	The workers' compensation systems coordinator submits a draft of the safety manual to the Workers' Compensation Task Force and the risk manager and for review and approval.	March 2001
5.	The risk manager approves the safety manual and instructs the	March 2001

workers' compensation systems coordinator to disseminate copies of the safety manual throughout the district.	
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FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Methods of tracking and reporting performance measurement data is not effective for FBISD management to control workers' compensation costs. Performance measures help management measure and monitor the success of its initiatives. They play a vital role in ensuring that public programs and services are provided efficiently and effectively. When properly developed and administered a performance measurement and monitoring system can offer important support to a wide range of management functions and activities. Managers equipped with well-defined performance measures can quickly detect operational strengths and weaknesses, provide feedback to employees and supervisors and focus limited resources where they are needed most.

The district's workers' compensation consultant monitors the workers' compensation program and prepares monthly reports summarizing various workers' compensation data such as number of claims, incurred costs, claims per \$1,000 of payroll and claim closure rates. Risk management uses this information to review the performance of the workers' compensation program and to identify and correct problems as early as possible.

The consultant's report is useful and provides critical data to monitor the workers' compensation program. However, the effectiveness of the report could be enhanced if specific performance measurement data were tracked and reported together on one schedule instead of throughout the report. In addition, other performance measures could be added to those already in the report.

In their April 2000 report, the consultant suggested that the district ask its TPA to provide it with a return-to-work ratio. This ratio would allow the district to measure its success in transitioning workers from injured to back-to-work status. In addition, the consultant recommended the district compare its results with those of other clients of the TPA, particularly other Texas school districts.

Exhibit 6-25 presents examples of performance measures often used by districts. This data is usually presented on a single schedule to facilitate monitoring and review.

Exhibit 6-25
Workers' Compensation Performance Measures

Performance Measure	Description	Calculation
Frequency rate	A measure of incident frequency.	Total lost time divided by total available time multiplied by one million.
*Ultimate Claims Factor	A measure of claims in relation to total payroll.	Estimated ultimate claims divided by total payroll.
*Premium or cost rate	A measure of the cost of the workers' compensation program.	Workers' compensation premiums or costs divided by payroll multiplied by one hundred.
Rehabilitation rate	A measure of the rehabilitation success rate.	Number of rehabilitated employees divided by the number of employees eligible for rehabilitation.
Denied claims rate	A measure of investigative effectiveness.	Number of denied or overturned claims divided by total claims filed.
*Claims closure rate	Measure of claims processing effectiveness and efficiency.	Claims open at the end of the period divided by claims incurred during the period, subtracted from one. (open and incurred claims must be related to the same period).

Source: Workers' Compensation Task Force Focus Group Discussions.
**The district currently uses these measures in one form or another.*

Recommendation 52:

Develop additional workers' compensation performance measures, and consolidate existing measures on a single schedule for reporting and monitoring purposes.

The district should follow its consultant's recommendation and expand its performance measures. Additionally, performance measures should be reported on a single schedule. Finally, the district should compare performance measures to prior period results as well as to standards and goals established by Risk Management.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The risk manager instructs the workers' compensation systems coordinator to review existing data that could be used as performance measure.	November 2000
2.	The workers' compensation systems coordinator convenes a meeting of the Workers' Compensation Task Force to assist with the development of additional performance measures.	December 2000
3.	The workers' compensation systems coordinator determines what information is required to support the desired performance measures and ensures that the information is readily available.	December 2000
4.	The workers' compensation systems coordinator devises an approach that ensures performance measurement data is captured systematically and that performance against the standards are reported accurately and consistently.	January 2001
5.	The workers' compensation system coordinator devises a reporting format that is concise and incorporates prior period and other useful comparisons.	January 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Property and Casualty Insurance

The risk manager is responsible for obtaining and maintaining the district's property and casualty insurance coverage. Property and casualty insurance includes coverage for facilities, vehicles, equipment, personal injury and professional and general liability. **Exhibit 6-26** provides a detail of property and casualty policies currently in force.

**Exhibit 6-26
FBISD Property Casualty Coverage**

Type Coverage	Agency	Description of Limits and Deductibles	Policy Expires	Premium Amount
Automobile Liability and Physical Damage	Texas Political Subdivisions	Carries bodily injury liability limit of \$100,000 per person and \$300,000 per accident. Property	9/1/00	\$220,094

		damage limit is \$100,000. Deductible for bodily injury and property damage is \$500.		
Buildings & Contents, Boiler & Machinery, Mobile Equipment	TASB Property/Casualty Joint Account	Coverage for buildings is written on an all-risk basis with a blanket limit of \$584,557,000, with various sub-limits. Deductible is \$100K per occurrence. Coverage for contents is based on industry standards. Deductible for miscellaneous equipment is \$1,000. Boiler & Machinery limit is \$100 million with various sub-limits. Deductibles are \$10K for direct and indirect coverages. Mobile equipment is provided for specific causes of loss and collision with a deductible of \$1,000.	9/1/00	\$192,199
Student Accident	American Bankers Life. Excess coverage provided by American National Insurance Co.	Policy covers all inter-scholastic sports, including inter-scholastic football and cheerleaders, majorettes, intramural sports, gym classes and non-sport extra-curricular activity. Basic coverage is \$25K with a \$250 deductible. Excess coverage is \$5 million with a \$25K deductible.	8/1/00	\$100,450
School Professional	TASB Property/Casualty Joint Account	Provides coverage on a claims-made basis for wrongful acts of the	9/1/00	\$35,150

		insured. Limits are \$1 million per occurrence and annual aggregate with a \$25K deductible. Provides a sub-limit of \$1 million for claims alleging sexual misconduct and abuse.		
General Liability	TASB Property/Casualty Joint Account	Provides \$1 million of coverage with a \$25K deductible. Separate general liability policy covers a leased building. Policy provides \$1 million per occurrence and a limit of \$50K for fire damage. Policy deductible is \$1,000.	9/1/00	\$18,325
Crime and Public Officials Bond	TASB Property/Casualty Joint Account	Crime coverage is provided at a \$100,000 limit per employee and includes employee dishonesty, faithful performance and money and securities coverage. Deductible is \$1,000 per occurrence. Public officials bond provides \$400K limit for CFO/associate superintendent, controller, assistant controller and tax collector.	9/1/00	\$5,000

Source: FBISD's Risk Management Department.

FINDING

The district has reduced property casualty premiums by 12.7 percent since fiscal 1996. This reduction occurred at the same time that exposure bases were increasing. For example, property insurance declined 20 percent between fiscal 1996 and 2000, while the value of insured property increased 46 percent during the same period. In fiscal 2000, the district

added pollution clean up and tree/shrubs coverage to its property coverage as well as an additional \$5 million in limits for flood and quake insurance. The premium for property coverage actually declined 24 percent, however, from \$253,092 in fiscal 1999 to \$192,199 in fiscal 2000.

These savings were achieved primarily because of the district's aggressive Request for Proposal (RFP) strategy. The district's insurance policies are on a three-year RFP cycle. The district has been able, through the competitive bidding process, to obtain broader coverages at lower premiums. **Exhibit 6-27** presents examples of improvements negotiated through the RFP process.

**Exhibit 6-27
Property Casualty Policy Improvements**

Type of Coverage	Policy Improvements
Automobile	Eliminated \$250 deductible on specified causes of loss coverage. The \$250 deductible applies to collision only. 10 hours per month of fleet safety service.
Property	Extra expense sub-limit increased. Pollution clean-up coverage added. Trees, shrubs coverage added. 192 hours of loss control provided annually. Additional \$5 million in limits for flood and quake. Additional \$90 million in boiler & machinery limits.
Student Accident	All vocational students are now covered under the American Bankers school athletic plan. All field trips K-12 now have a \$1,500 maximum benefit paid.
Crime	Deductible reduced by 50 percent.

Source: FBISD Risk Management Department.

Exhibit 6-28 shows the change in property casualty premiums and exposure bases between fiscal 1996 and 2000.

**Exhibit 6-28
Property Casualty Premiums and Exposure Bases
Fiscal 1996 and 2000**

Type of Coverage	1995-96		1999-2000		Percentage Change	
	Exposure Base	Premium	Exposure Base	Premium	Exposure Base	Premium

Automobile	386 autos	\$222,208	607 autos	\$220,094	57.3%	-1.0%
Property	\$401M Property Value	\$240,503	\$584.6M Property Value	\$192,199	45.8%	-20.1%
Student Accident	41,431 ADA*	\$113,434	52,904 ADA	\$100,450	27.7%	-11.4%
School Professional	4,627 Employees	\$42,626	5,731 Employees	\$35,150	23.9%	-17.5%
General Liability	4,627 Employees	\$30,102	5,731 Employees	\$18,325	23.9%	-39.1%
Crime & Bond	4,627 Employees	\$5,787	5,731 Employees	\$5,000	23.9%	-13.6%
Total		\$654,660		\$571,218		-12.7%

Source: FBISD Risk Management Department-TRICOR Report.

*ADA=Average Daily Attendance

In addition, positive claims experience has placed the district in a very strong negotiating position. As a result, the district has received more favorable coverage at lower premiums. **Exhibit 6-29** presents a summary of property casualty claims filed between September 1997 and March 2000.

Exhibit 6-29
Property Casualty Claims
September 1997 through March 2000

Type of Coverage	Filed Claims	Open Claims	Incurred Costs	Closure Rate	Amount per Claim	Average Amount per Year
EDP	1	1	\$2,500	0%	\$2,500	\$981
General Liability	21	4	\$10,668	81%	\$508	\$4,187
Legal Liability	13	11	\$285,519	15%	\$21,963	\$112,059
Auto	193	27	\$477,739	86%	\$2,475	\$187,500

Source: FBISD Risk Management Department-TASB and Ward North America Loss Reports.

COMMENDATION

FBISD obtains high quality, low priced, property casualty insurance through favorable claims experience and aggressive negotiation of insurance contracts.

FINDING

FBISD adopted an insurance initiative known as the Owner Controlled Insurance Program (OCIP) as part of its 1999 bond construction program. OCIP is a self-insurance program designed to give the district more control over the cost of insurance. Typically, construction contractors carry liability insurance to protect themselves against claims arising out of construction activity. The contractors purchase the insurance and pass the cost on to the district. Instead of requiring contractors to provide their own insurance, however, the district purchased the insurance and made it available to the contractors. Under the OCIP, the district has greater control over the cost as well as the quality of coverage.

OCIP provides general liability, umbrella liability, workers' compensation and builder's risk coverage and covers all projects in the 1999 Bond Program. The \$265 million bond referendum approved by voters in 1999 included \$8.4 million for insurance. As of March 2000, projected savings under the program were \$3.1 million. **Exhibit 6-30** presents a summary of policies offered under FBISD's OCIP program.

**Exhibit 6-30
OCIP Insurance Policies**

Company	Type Coverages	Policy Limits	Policy Period	Premium Costs
Zurich-American	Builders' Risk	\$50M each occurrence. \$5,000 deductible.	7/15/99- 7/15/2004	\$166,680
Royal Insurance Co.	Excess Liability	\$1M each occurrence. \$2M general aggregate.	7/15/99- 7/15/2004	\$195,000
AIG	General Liability	\$1M bodily injury & property damage. \$2M general aggregate.	7/15/99- 7/15/2004	\$131,200
AIG	Workers'	\$1M bodily injury.	7/15/99-	\$3,544,130

	Compensation		7/15/2004	
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Source: FBISD Risk Management Office.

A key feature of the OCIP program is its safety component. An OCIP safety coordinator, employed by Ward North America and contracted to the district, is devoted full-time to keeping construction sites free of safety hazards. The coordinator visits job sites weekly, attends safety and progress meetings and conducts safety audits of construction sites. The goal of OCIP's safety component is to reduce accidents through increased observation and control of the job site. Through March 29, 2000 there were 19 OCIP workers' compensation claims with a total incurred value of \$141,125.

COMMENDATION

FBISD introduced an Owner Controlled Insurance Program as part of its 1999 bond referendum that is projected to save \$3.1 million in insurance costs while minimizing workers' compensation and general liability claims.

Chapter 6

ASSET AND RISK MANAGEMENT

C. FIXED ASSETS

FBISD's controller has overall responsibility for fixed assets. A federal funds/fixed asset accountant and a fixed asset specialist assist the controller in performing day-to-day fixed asset activities.

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

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

FBISD's fixed-asset policy is more stringent than TEA guidelines. It requires assets costing \$1,000 or more to be recorded in the Fixed-Asset Group of Accounts. **Exhibit 6-31** shows the balance of FBISD's fixed assets as of August 31, 1999.

Exhibit 6-31
Fixed Assets As Of
August 31, 1999

Description	Balance 8/31/99	Percent
Land	\$38,429,690	7%
Building & Improvements	337,854,087	64%
Furniture & Equipment	64,854,992	12%
Capital leases	11,209,144	2%
Construction in progress	76,856,549	15%
Total	\$529,204,462	100%

Source: FBISD Fiscal 1999 Audited Financial Statements.

The district conducted its last inventory during the summer of 1999. The district timed the inventory to coincide with the implementation of its new CIMS software system. The district barcodes fixed assets as they are received at the warehouse and is evaluating a barcode reader software system that interfaces with the fixed asset module of the CIMS system. Barcode software will allow the district to conduct annual inventories using hand-held barcode readers. This method will expedite the process and should produce a more accurate physical inventory.

FINDING

The district's capitalization threshold for fixed assets is more restrictive than TEA's. The district's threshold is \$1,000; TEA recommends a \$5,000 threshold. Although a more restrictive threshold does not affect the district now, it may with the implementation of Statement 34 by the Government Accounting Standards Board (GASB). GASB issues accounting and financial reporting rules for state and local governments throughout the United States. GASB statement 34, issued June 1999, requires that capital assets be reported in the financial statements net of depreciation. Presently, state and local governments, which include school districts, are not required to depreciate their assets. Governments with total annual revenues of \$100 million or more must apply the statement for fiscal years beginning after June 15, 2001. This means FBISD must begin complying with the provisions of the statement on September 1, 2001. To ensure compliance, FBISD must maintain age and useful life information for its depreciable assets. A lower capitalization threshold means that FBISD will be required to track depreciation for more assets.

Recommendation 53:

Raise the fixed assets capitalization threshold to \$5,000 for assets accounted for in the Fixed-Asset Group of Accounts.

For control and accountability purposes, some fixed assets costing less than \$5,000, such as computers and audio visual equipment, should continue to be inventoried; however, the items should not be accounted for in the Fixed-Asset Group of Accounts.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of Business and Finance instructs the controller to establish a capitalization threshold of \$5,000 for assets in the Fixed-Asset group of accounts.	November 2000
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2.	The controller notifies the fixed asset accountant that for purposes of classifying assets in the Fixed Asset Group of Accounts, the threshold is \$5,000.	November 2000
3.	The fixed asset accountant removes assets costing less than \$5,000 from the Fixed Asset Group of Accounts but maintains accountability for these assets in the fixed asset subsidiary records.	December 2000 and ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Fixed asset location codes in the district's fixed asset system are too broad to allow an asset to be located quickly and efficiently. The fixed asset coordinator conducted an inventory, during the summer of 1999, in preparation for the district's conversion from Delta to CIMS. The CIMS fixed asset module allows several levels of location codes to be entered for each asset; however, the district uses the school building as a location code, which is too broad to be useful. Once inside the building it is very difficult to find a particular asset.

The fixed asset coordinator tagged all of the district's assets during last year's inventory and tags new assets as they are received. The district's bar-coding software is capable of printing both asset identification tags and location identification tags.

Recommendation 54:

Assign location codes to areas within buildings such as offices, cubicles and workstations to expedite the process of locating fixed assets during the physical inventory.

The district should narrow its location definitions and place bar-coded identification tags in the door jam of offices, rooms, closets and other areas within buildings where fixed assets might be located. Cubicles adjoined by common panels that form a single workstation also should receive a location tag. This would expedite the process of locating items during the physical inventory. As the inventory takers enter a room or workstation, they would use their handheld bar-code reader to scan the location code and the identification tags of each asset found at the location.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The controller instructs the fixed asset specialist to establish sub-location codes for offices, rooms, cubicles and workstations within each building where district fixed assets are located.	November 2000
2.	The fixed asset specialist obtains floor plans for every building where fixed assets are located.	November 2000
3.	The fixed asset specialist devises a systematic numbering scheme for location codes that is consistent with existing building location codes.	December 2000-January 2001
4.	The fixed asset specialist creates bar code labels for sub locations and affixes them in inconspicuous places at the location.	February 2001
5.	The fixed asset specialist enters the sub-location codes in the fixed asset system and uses sub-location reports to locate assets during the annual inventory.	March 2001 and ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 6

ASSET AND RISK MANAGEMENT

D. BOND ISSUANCE AND INDEBTEDNESS

The associate superintendent of Business and Finance is responsible for the issuance of bonds, debt obligations and refinancing. The district contracts with a financial advisor for financial advice. On August 31, 1999, the district had \$382.7 million in outstanding debt consisting of \$348.4 million of general obligation bonds and \$34.3 million of other debt.

In the last bond election in 1999, voters approved \$264.3 million for the construction and renovation of school facilities. During fiscal 1999, the district sold \$110 million of these bonds leaving \$154.3 million that will be sold sometime in the future. **Exhibit 6-32** presents a summary of debt outstanding as of August 31, 1999 and **Exhibit 6-33** presents a summary of the 1999 bond proposal.

Exhibit 6-32
Outstanding Debt As of August 31, 1999

Description	Amount	Debt Service Requirements
General Obligation Bonds	\$348,441,329	\$634.4 million through 2024
Notes and Leases Payable	\$13,546,930	\$14.9 million through 2004
Capital Appreciation Bonds	\$20,713,705	\$37.3 million through 2007
Total	\$382,701,964	

Source: FBISD 1999 Consolidated Annual Financial Report.

Exhibit 6-33
Summary of 1999 Bond Proposal

Proposal	Cost
High Schools	\$93,200,000
Middle Schools	54,340,000
Elementary Schools	61,028,844
Alternative Education Center	6,500,000

Maintenance & Renovations	34,744,000
Athletic Facility	9,500,000
Bond Contingency	5,000,000
Total	\$264,312,844

Source: FBISD Community Relations Department.

FINDING

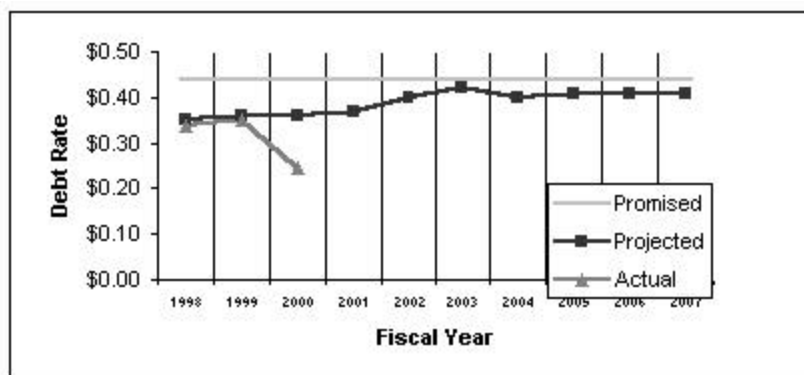
The district's debt management strategy potentially makes more dollars available for the classroom. To support its burgeoning growth, the district must sell bonds and persuade taxpayers to finance them. Consequently, the district holds a bond election about every four years. Voters provide funds to pay interest and principal on bonds through the tax rate, which the district sets every year.

The tax rate consists of a maintenance and operation (M&O) and debt service component. The M&O component funds normal operations such as teachers' salaries and classroom materials. The debt service component pays for interest and principal on outstanding debt. A lower debt component results in a proportionately higher M&O component, which means more classroom dollars.

Prior to the 1995 bond election, the district told its taxpayers to expect a 44-cent debt service tax rate and to expect increases with each successive bond election. The district recognized this approach would make it increasingly more difficult to pass future bond proposals. As a result, in 1997 the district's financial adviser devised a strategy to stabilize the debt component of the district's tax rate. Armed with their new strategy, the district told voters, prior to the 1999 bond election, that the debt service portion of their tax rate would not rise above 44-cents through 2007. The district's strategy assumes that property values will continue to rise and that the district will require \$440 million of new debt through 2007. The strategy involves extending the average maturity on outstanding debt to 25 years, using the debt service fund balance to equalize debt service requirements, and maximizing the use of state-provided debt service funds.

Exhibit 6-34 shows that the district's strategy is working. The debt service rate has fallen below projections since implementation of the strategy in 1998. For example, the 24-cent fiscal 2000 debt rate is 11.5 cents below the projected rate of 35.5 cents and 20 cents below the promised rate of 44 cents.

Exhibit 6-34
Debt Tax Rates Under Debt Stabilization Strategy



Source: Southwest Securities Rate Projections, FBISD Business and Finance Department.

The associate superintendent of Business and Finance said that stabilizing the debt tax rate takes pressure off the M&O rate and potentially makes more dollars available to the classroom. The district plans to use the strategy as long as it makes economic sense to do so. Unfavorable changes in economic conditions or district growth patterns could cause the district to abandon the strategy in favor of more traditional approaches to debt management.

COMMENDATION

FBISD uses a combination of strategies to stabilize the debt service component of its tax rate potentially making more dollars available to the classroom.

Chapter 7

FINANCIAL MANAGEMENT

This chapter examines Fort Bend Independent School District's (FBISD) financial management functions in four sections:

- A. Budget and Planning
- B. Internal and External Auditing
- C. Accounting Operations
- D. Tax Rate and Collections Organization and Management

Financial management in school districts involves effective planning, budgeting, managing and the district's ability to maximize resources. A district's ability to perform these tasks affects its relationships with its employees, vendors, funding agencies and the local community. Financial management is most effective when resources are spent based on the district's established priorities, when internal controls are in place and operate as intended, when financial information is provided in a timely way and in useful formats, and when staff resources and technology are allocated efficiently to maximize results.

School districts must maintain and operate effective financial management systems in a highly regulated environment. They must meet financial management requirements established by federal and state laws, rules and regulations. The Texas Education Agency's (TEA) *Financial Accountability System Resource Guide* outlines accounting and reporting requirements for Texas school districts. Internally developed policies and procedures, Generally Accepted Accounting Principles and the Governmental Accounting Standards Board guidelines also affect school districts' financial management activities.

BACKGROUND

FBISD's August 1999 adopted expenditure budget for 1999-2000 is more than \$319 million, while budgeted revenues are more than \$313 million and are generated from local, state, federal and other sources such as investment income.

Local revenues are primarily generated through the local property tax system. Districts adopt two tax rates each year; a maintenance and operations tax rate (M&O) and a debt service, or interest and sinking fund tax rate, to provide for repayment of district bonded indebtedness. M&O taxes are subject to a statutory maximum of \$1.50 per \$100 of taxable value. Districts may levy up to an additional \$0.50 per \$100 of taxable value for debt service taxes at the time its bonds are issued. FBISD has received from 43 to 45 percent of its revenues from local property taxes every year since 1996-97. Tax rates levied to finance general operations and debt service expenditures for 1999 were \$1.327 and \$0.35, respectively, per \$100 of valuation, based on an assessed property valuation of approximately \$8.3 billion, resulting in a tax levy of approximately \$138 million.

State revenues are generated through grants and appropriations from the state's two-tier funding system that in combination provide for: "sufficient financing for all school districts to provide a basic program for education" and "substantially equal access to funds to provide an enriched program and additional funds for facilities." Generally, Tier I funding is designed so the district and the state share the cost of basic educational services. The share funded by each depends on the district's property tax wealth per student. The greater the district wealth per student, the larger the share provided by the district's property tax base; the smaller the district wealth per student, the greater the share funded by the state. In short, school districts with higher property wealth receive less state funding than low-wealth school districts.

Districts receive Tier II funds based on the number of weighted students in average daily attendance (WADA). Weighted students in average daily attendance is a measure of "student need" that recognizes that certain types of students require additional resources to meet their educational needs. To treat school districts fairly in funding, the state uses WADA to measure the extent to which students participate in special programs. Special weightings that differ by type of handicapping condition are given for special education students; other weights are given for compensatory and bilingual education students and gifted and talented program students.

Federal revenues represent the smallest source of public education funding. Most federal funds are appropriated for specific programs or to provide services to a specific group of students. The National School Breakfast and Lunch Program is one example.

Exhibit 7-1 presents a three-year summary of total district revenues.

Exhibit 7-1
FBISD Actual Revenues by Source
Fiscal 1996-97 through 1998-99

Source	1996-97 Revenues	% of Total	1997-98 Revenues	% of Total	1998-99 Revenues	% of Total	3-Year Change
Local	\$140,219,757	52%	\$145,591,638	50%	\$156,708,896	50%	12%
State	107,690,483	40%	121,365,459	41%	126,877,888	41%	18%
Federal	7,183,130	3%	8,931,863	3%	9,867,679	3%	37%
Proprietary	17,094,278	6%	17,915,277	6%	19,076,923	6%	12%
Total	\$272,187,648	100%	\$293,804,237	100%	\$312,531,386	100%	15%

Source: Audited Financial Statements for years indicated. Numbers may not add due to rounding.

Exhibit 7-2 presents a four-year summary of the district's budgeted expenditures by function. In 1998-99, the district budgeted to spend nearly 48 cents of every dollar on classroom instruction,

while the state average is 51 cents. In 1999-2000, FBISD's classroom instruction expenditures increased to approximately 49 cents of every dollar.

Exhibit 7-2
Fort Bend ISD Budgeted Total Expenditures by Function
1996-97 through 1999-2000

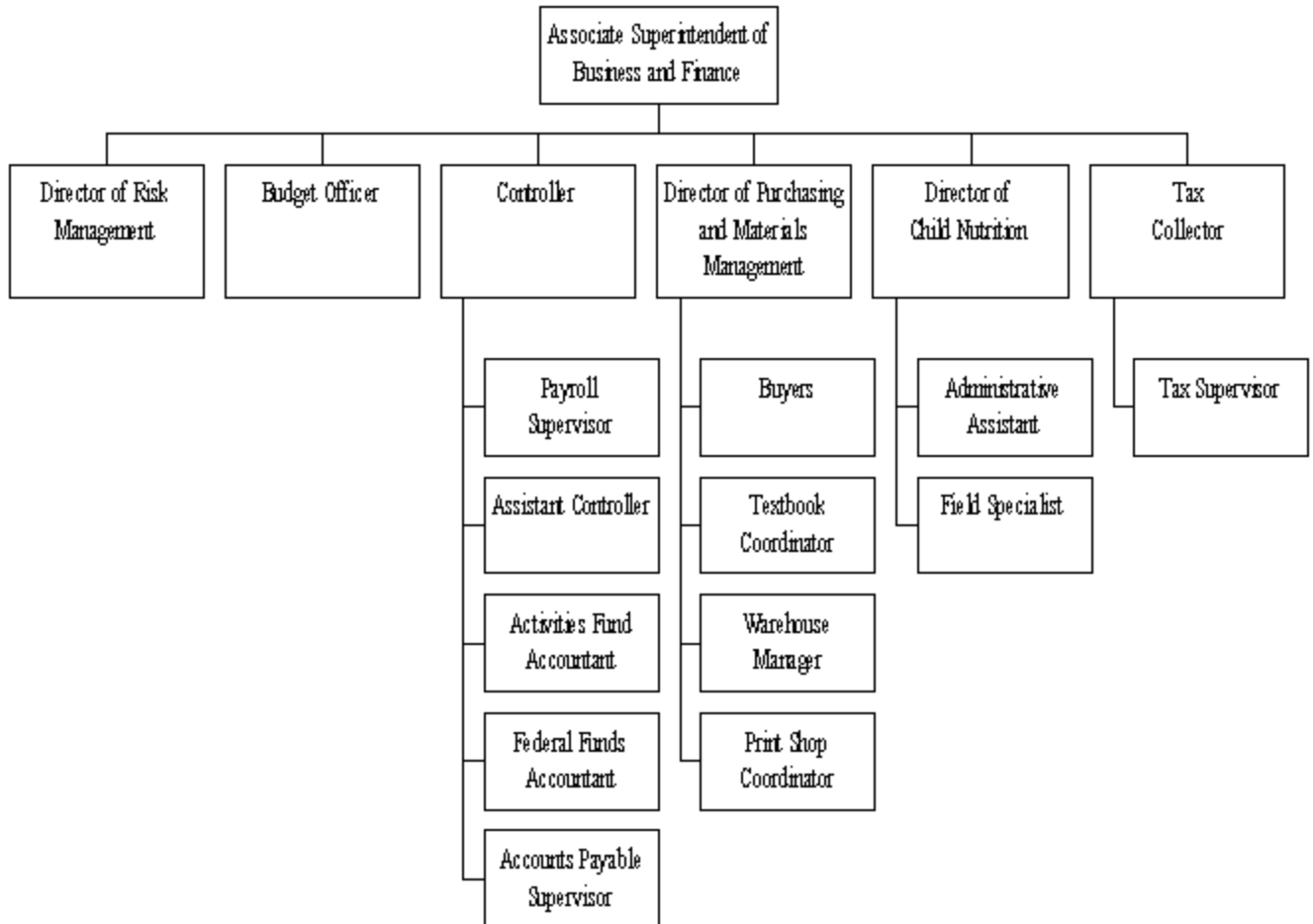
Function (Code)	1996-97	1996-97 Percent of Total	1997-98	1997-98 Percent of Total	1998-99	1998-99 Percent of Total	1999-2000	1999-2000 Percent of Total
Instruction (11, 95)	\$117,291,704	49.1%	\$113,794,382	43.7%	\$135,225,614	47.8%	\$156,280,460	48.6%
Instructional Related Services (12, 13)	5,990,487	2.5	6,595,981	2.5	7,798,976	2.8	8,466,773	2.6
Instructional Leadership (21)	3,543,441	1.5	5,724,030	2.2	4,867,220	1.7	5,273,846	1.6
School Leadership (23)	11,364,915	4.8	19,892,898	7.6	16,032,292	5.7	18,089,716	5.6
Support Services - Student (31, 32, 33)	9,551,030	4.0	11,937,063	4.6	12,524,888	4.4	14,183,587	4.4
Student Transportation (34)	6,523,227	2.7	9,032,741	3.5	8,438,048	3.0	9,440,528	2.9
Food Services (35)	9,357,386	3.9	9,505,592	3.6	10,107,362	3.6	10,556,577	3.3
Cocurricular/Extra- curricular Activities (36)	4,200,285	1.8	6,435,926	2.5	5,833,710	2.1	6,469,161	2.0
Central Administration (41, 92)	6,302,753	2.6	9,010,188	3.5	8,022,253	2.8	8,834,284	2.7
Plant Maintenance and Operations (51)	27,236,092	11.4	30,078,537	11.5	31,342,890	11.1	32,690,014	10.2
Security & Monitoring Services (52)	1,027,054	0.4	1,862,062	0.7	1,862,756	0.7	2,176,699	0.7
Data Processing	2,695,240	1.1	3,083,927	1.2	2,662,384	0.9	3,281,911	1.0

Services (53)								
Other	33,615,924	14.1	33,615,924	12.9	38,282,402	13.5	45,895,819	14.3
Total Budgeted Expenditures	\$238,699,538	100%	\$260,569,251	100%	\$283,000,795	100%	\$321,639,375	100%

Source: Texas Education Agency, AEIS for 1996-97 through 1998-99; PEIMS 1999-2000.
Note: 1999-2000 figures are from October 1999 PEIMS submission which reflects budget changes since the August 1999 budget adoption.

The associate superintendent of Business and Finance leads the Business and Finance Department. The controller is responsible for the day-to-day management of the department. **Exhibit 7-3** presents the Business and Finance Department's organization and **Exhibit 7-4** presents the department budget for fiscal 1997-98, 1998-99 and 1999-2000.

**Exhibit 7-3
Business and Finance Department Organization
1999-2000**



Source: FBISD Comprehensive Annual Financial Report.

Exhibit 7-4
Business and Finance Department Budget
1997-98 through 1999-2000

Description	1997-98 Budget		1998-99 Budget		1999-2000 Budget		3-Year Change
Payroll	\$968,359	48.3%	\$1,102,769	49.7%	\$1,189,408	44.7%	22.8%
Benefits	65,945	3.3	53,887	2.4	79,654	3.0	20.8
Legal Services	225,000	11.2	400,000	18.0	390,000	14.7	73.3
Other Professional Services	85,000	4.2	66,500	3.0	26,000	1.0	(69.4)
Other Contract	30,516	1.5	22,769	1.0	25,180	0.9	(17.5)
Supplies & Materials	461,529	23.0	486,156	21.9	812,952	30.5	76.1
Travel	112,000	5.6	17,000	0.8	22,000	0.8	(80.4)
Fees and Dues	22,500	1.1	22,500	1.0	34,200	1.3	52.0
Capital Outlay	17,000	0.8	25,366	1.1	61,050	2.3	259.1
Other	15,949	0.8	23,745	1.1	21,051	0.8	32.0
Total	\$2,003,798	100%	\$2,220,692	100%	\$2,661,495	100%	32.8%

Source: FBISD budget documents and controller.

Chapter 7

FINANCIAL MANAGEMENT

A. BUDGET AND PLANNING

In 1996-97, FBISD moved from a formula-based budgeting philosophy to a zero-based/objective-based strategy. The district's current budgeting system focuses on student needs rather than student counts. It attempts to maximize the fiscal resources of the district by allocating them based on needs of students and facilities. The district also has included consideration of the disparity between the fundraising abilities of their diverse campuses in their budget review process. FBISD began training all budget managers in the new budgeting philosophy in the fall of 1995 and has established a continuing education program for the current and future budget managers. The district has expanded and modified its chart of accounts to allow for more detailed analysis of revenue and expenditures, and to enable the district to connect costs to specific programs and campuses.

The budget preparation and review process begins with each Campus Based Leadership Team (CBLT) drafting a campus improvement plan. The CBLT includes teachers, parents, community leaders, business partners, and district administrators. Once generated, the improvement plan is the foundation on which a fiscal budget for the campus is built. The budget receives written affirmation by the CBLT.

A committee consisting of the school's area superintendent, an instructional director, another campus principal and the budget officer carefully reviews the affirmed budget. This review focuses on the campus' adherence to their own and the district's improvement plan when requesting fiscal resources.

Administrative department budgets are prepared in support of the district improvement plan and campus goals and objectives.

The administrative level at which responsibility for control of budgeted appropriations begins is the organizational level within each function of expenditure category. The Business and Finance Department reviews the expenditure requests submitted by the various organizational heads (principals and department heads) throughout the year to ensure proper spending compliance.

FBISD budget goals for 1999-2000 are presented in **Exhibit 7-5**.

Exhibit 7-5
FBISD 1999-2000 Budget Goals

1.	Continue to aggressively address the Governor's Reading Initiative.
2.	Focus on achievement in mathematics.
3.	Continue to progress toward the state mandate of one computer for every four students.
4.	Offer our teachers the most significant pay increase possible, while maintaining the integrity of the district's financial position.
5.	Maintain a fair and competitive salary structure, which promotes improved staff retention and which appropriately addresses the relationship between teacher pay and the salaries of the Non-Teaching Professional Educator.
6.	Assure quality in the maintenance of district facilities.
7.	Enhance instructional effectiveness by providing for quality staff development.
8.	Assure the long-term stability of our self-funded insurance plans.
9.	Fund the budget with a true net tax rate reduction and without reducing fund balances below recommended levels.
10.	Enhance student safety and the security of district facilities.

Source: FBISD 1999-2000 Budget.

FINDING

Since 1996-97, FBISD's comprehensive annual financial report (CAFR) has been issued in accordance with Government Finance Officers Association's (GFOA) award program for excellence in financial reporting. In fact, the district has received GFOA's Certificate of Achievement for Excellence in Financial Reporting in fiscal 1995-96, 1996-97 and 1997-98. These certificates are presented to government units whose reports achieve the highest standards in governmental accounting and financial reporting. These standards require clarity, comparability and completeness.

The certification programs are concerned with the efficient and effective communication of financial information, not financial health or conformity with accounting standards. An entity could have serious financial problems, receive an adverse audit opinion, and still receive the award as long as such problems are clearly communicated and presented.

To receive the award, the financial report must, "communicate clearly the government unit's financial picture to enhance understanding of the logic underlying the traditional governmental financial reporting model and ...address ...user needs."

Additionally, the Association of School Business Officials (ASBO) awards a Certificate of Excellence in Financial Reporting for annual financial statements. FBISD's 1995-96, 1996-97 and 1997-98 comprehensive annual financial reports were each awarded the ASBO's Certificate of Excellence in Financial Reporting. The Certificate of Excellence in Financial Reporting certifies that the recipient school system has presented its comprehensive annual financial report to the ASBO Panel of Review for critical review and evaluation and that the report was judged to have complied with the principles and practices of financial reporting recognized by ASBO.

COMMENDATION

FBISD received certificates of achievement from the Government Finance Officers Association and the Association of School Business Officials for its comprehensive annual financial reports for fiscal 1995-96, 1996-97 and 1997-98.

FINDING

FBISD does not uniformly request budget amendments for expenditures that will exceed budget. The Texas Education Code (TEC) requires budget amendments as the TEC states that "public funds of the school district may not be spent in any manner other than as provided for in the budget adopted by the board of trustees, but the board may amend a budget."

Expenditures have exceeded budgeted revenues at the function level in certain Special Revenue funds since 1995-96. This deficiency has been discussed in the management letter section of the district's Annual Financial and Compliance Report since then. It is difficult to always project expenditures accurately. However, when circumstances occur where actual expenditures will exceed anticipated expenditures, the district's process of monitoring the budget and preparing budget amendments is not comprehensive and consistent to ensure the board approves all changes to the original budget.

Recommendation 55:

Prepare budget amendments when expenditures will exceed budgeted revenues.

A budget amendment should be prepared for approval by the FBISD board for all expenditures that are expected to exceed revenues. The superintendent should be held accountable for ensuring that the board receives and approves the amendments. This will assure that expenditures stay within the board-approved budget.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board should develop a policy for budget amendments requiring that budget amendments be prepared and presented for discussion and approval at each board meeting prior to the expenditure of the funds.	November 2000
2.	The budget officer directs the preparation of budget amendments for approval for items where expenditures are expected to exceed appropriations.	November 2000
3.	The superintendent reviews, approves and submits the revised budget to the board for adoption.	November 2000
4.	The board reviews and adopts the amended budget.	December 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

FBISD department managers have difficulty monitoring their budget because it is difficult to obtain the budget information they need. Periodically, the Business and Finance department sends budget reports to the departments, but this is not a routine process. The budget data given to departments does not contain salary or stipend information, and is not organized according to the organizational structure of the district in all instances. Salary information is available from separate reports, but the budget managers were not able to provide the review team with current budget information and they said that the reports were difficult to generate and understand. The superintendent's office and the board's budget, for instance, are in the Business and Finance department budget rather than their own department's budget. This practice makes the budget for these functions less obvious and harder to understand for individuals interested in knowing what tax dollars are funding.

Recommendation 56:

Establish a budget-monitoring process and provide managers with monthly budget reports including salary and stipend information.

An effective budget-monitoring process will ensure that department heads can better manage their department's financial status.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The budget officer creates budget reports which merge salary and stipend information.	November 2000
2.	The budget officer provides consolidated monthly budget reports to department managers.	November 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 7

FINANCIAL MANAGEMENT

B. INTERNAL AND EXTERNAL AUDITING

In most school districts and similar organizations, internal auditors have no operating responsibility or authority. They are part of an independent appraisal activity within an organization. They conduct reviews of operations as a service to management. Internal auditing is a managerial control that measures and evaluates the efficiency, effectiveness and cost/benefit of operations, programs and other controls and systems. The objective of internal auditing is to help management effectively discharge its responsibilities by providing analyses, appraisals, recommendations and pertinent comments on the activities reviewed.

State and federal laws require school districts in Texas to have annual independent audits of their financial statements. FBISD has hired the firm of Null-Lairson, Certified Public Accountants, PC as their external auditor for the past 15 years, since 1985.

FBISD has received an unqualified opinion from its auditor each year since 1995-96. The external auditor also prepares a report entitled "Independent Auditors' Report on Compliance and on Internal Control Over Financial Reporting Based on the Audit of General Purpose Financial Statements Performed in Accordance With *Government Auditing Standards*." This report is addressed to management and concerns internal accounting controls and other matters related to significant deficiencies in the design or operation of the internal control structure.

The Internal Audit department consists of one internal auditor. The department's budget is \$77,540 for 1999-2000 and has remained relatively constant since 1997-98 (**Exhibit 7-6**).

Exhibit 7-6
Summary of Internal Audit Department's Budget
1997-98 through 1999-2000

Category	1997-98	1998-99	1999-2000
Payroll Costs	\$66,015	\$68,324	\$69,540
Other Contract Services	200	0	200
Supplies	1,510	500	1,000
Travel	1,700	1,500	1,800

Fees/Dues	650	2,000	1,500
Other Utilities	120	0	0
Hardware	0	0	3,500
Total	\$70,195	\$72,324	\$77,540

Source: FBISD Budget.

The Institute of Internal Auditors (IIA), with more than 54,000 members and 210 chapters throughout the world, is the primary national professional organization for internal auditors. The IIA establishes standards, issues pronouncements and provides resources, support and training for the internal auditing profession.

The IIA has established standards for the professional practice of internal auditing. These standards serve as the criteria by which the operations of an internal auditing department can be evaluated and measured. The IIA standards include both general and specific standards for the professional practice of internal auditing. **Exhibit 7-7** evaluates FBISD's Internal Audit Department against these five standards and shows that FBISD's internal audit function fails to fully meet four of these standards. **F** represents *fails to meet* and **M** represents *meets* standards.

Exhibit 7-7
General Standards for the Professional Practice of Internal Auditing
Compared to FBISD's Internal Audit Department

General Standard	Description	FBISD	Explanation
Independence	Internal auditors must be independent of the activities they audit. They must have the support of senior management and of the board so they can gain the cooperation of auditees and perform their work with proficiency.	F	The Internal Audit Department's reporting relationship restricts its independence. The Internal Auditor reports to the superintendent.
Professional Proficiency	Internal auditors must have the technical proficiency and educational background to perform audits with due professional care. They must	M	FBISD's internal audit staff includes one CPA with no support staff. There is no formal training policy.

	be able to obtain the knowledge and skills necessary to fulfill their responsibilities.		
Scope of Work	The scope of work should encompass the internal auditor's responsibility to evaluate the adequacy of internal controls as well as compliance with policies, procedures, laws and regulations. Scope of work also involves reviewing the means of safeguarding assets, appraising the economy and efficiency with which resources are used, and determining whether operation and program results meet established goals and objectives.	F	The scope of work has not been broad. It has not encompassed a wide range of district activities and has not been driven by assessments of risk and the evaluation of internal controls. The focus, instead, has been on auditing student activity funds.
Performance of Audit Work	Audit work should include planning the audit, examining and evaluating information, communicating results and following up on findings and recommendations.	F	The Internal Audit Department does not have a formal audit work plan. Past publications by the unit were only memorandum reports and were not done in accordance with Internal Audit standards.
Management of the Internal Auditing Department	The Internal Audit Unit should be properly managed so that audit work fulfills expectations of senior management and the board, resources are employed effectively and efficiently and audit work conforms to professional standards. These goals are met through Internal Audit's mission statement, audit plan, policies and procedures. staff recruitment	F	One auditor is insufficient to audit the district's diverse operations as demonstrated by the limited number and nature of audits performed over the past three years.

	and training efforts and quality assurance program.		
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Source: Sawyers' Internal Auditing, 4th edition, and FBISD.

Key: M-Meets the standard sufficiently.

F-Fails to meet the standard

FINDING

FBISD's Internal Audit Department lacks independence because the Internal Auditor is managed by and reports to the superintendent, rather than the board.

One of the most important standards for internal auditors is the requirement of independence. The "Statement of Responsibilities of Internal Auditing" issued by the IIA says that internal auditors should be independent of the activities they audit so that they can carry out their duties freely and objectively. To be effective, auditors must be able to render impartial and unbiased judgments during the course of their work. Moreover, auditing functions are most effective when they are respected and supported throughout the organization and when audit findings are taken seriously and acted upon.

The Internal Auditor's job description establishes a reporting relationship directly to the superintendent. Although the superintendent has sufficient authority to ensure that these standards are met, the reporting relationship does not encourage independence as spelled out in the IIA standards.

To strengthen auditor independence, the IIA encourages governmental bodies to establish audit committees independent of management. Audit committee responsibilities should include the following:

- Develop a formal internal audit charter setting forth authority, duties, and responsibilities.
- Review audit plans and audit budgets.
- Review audit results and management's responses to audit findings and recommendations.
- Follow up on unresolved audit findings and recommendations.
- Oversee relations with external auditors.
- Review compliance with laws, regulations and ethics.
- Assist the board in carrying out its responsibilities related to accounting policies, internal control and financial reporting practices.

- Submit recommendations for hiring and firing the audit director to the board.

A strong internal audit function can be a valuable management tool. Internal auditors are familiar with their organization's policies, procedures, personnel and operating practices and are able to provide management with in-depth evaluations of operations and internal controls. Moreover, internal auditors provide insight into the reliability and integrity of information; review compliance with laws, rules and regulations; and encourage the efficient and economical use of resources.

In a search for best practices, TSPR found that the Houston Independent School District (HISD) has a board Audit Committee to assist the board "in discharging its responsibility for the overall stewardship of district affairs, particularly its financial management....." The committee's responsibilities are outlined in **Exhibit 7-8**.

Exhibit 7-8
Houston Independent School District Board Audit Committee
Responsibilities

Area	Responsibilities
General Responsibilities	Review internal and external audit reports. Review annual financial reports, including independent auditor's opinions, management letter comments and staff responses. Recommend to Superintendent of Schools audits of activities/areas of the District as needed. Submit to the School Board on a periodic basis summary reports on all audits reviewed. Perform specific audit committee assignments as requested by vote of the School Board.
Internal Audit Responsibilities	Review and approve the annual plan for Internal Audit activities. Review management's implementation of recommendations made by the internal auditors, or reasons recommendations are not being implemented. Make recommendations related to the effectiveness of the internal audit effort. Review the adequacy of the internal audit budget in relation to planned activities.
External Audit Responsibilities	Review recommendations related to hiring of external auditing firms when necessary; recommend areas to be emphasized in the external audits. Review the annual financial statement and the accountant's reports, including management letters related to improving the accounting and internal control systems.

Source: Houston Independent School District Internal Audit Unit.

The present FBISD internal auditor told TSPR that the department rarely interacted with the board and that the superintendent presented audit findings to board members. There has been an informal ad-hoc working committee which would meet with representatives from the external auditing firm and district administrators to review the district's annual financial audit in detail prior to its formal approval by the board. The committee has not met in the past several years. There is, however, no standing audit committee to oversee the activities of the internal audit department and the external audit function.

Recommendation 57:

Create a standing audit committee of the board that directs and mentors the internal audit function in auditing and investigating operational and financial matters of the district.

The Internal Audit Department should report directly to the newly created audit committee of the board. The audit committee also should receive the findings and recommendations from the external auditor and should report back to the full board on the actions that should be taken to resolve the issues raised by the external auditors.

The standing audit committee could consist of two to three board members that would like to serve on the committee.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board establishes an audit committee and develops written policies and procedures outlining its relationship with the Internal Audit Department.	November 2000
2.	The Internal Audit Department begins to report to the audit committee of the board and continues to report administratively to the superintendent.	January 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

FBISD's internal audit function does not have a charter. One critical part of an effective internal audit function is a charter that spells out the

internal audit responsibilities, standards, and operations. **Exhibit 7-9** presents the general contents of a good charter.

Exhibit 7-9
Guidelines for an Internal Audit Department Charter

Topics	Description of Key Elements
Responsibility	Stated purpose includes assisting management to strengthen control systems and operational effectiveness. Provide the professional standards and guidelines for internal audit management.
Standards	<i>Standards for the Professional Practice of Internal Auditing</i> ; <i>Government Auditing Standards</i> ; Institute of Internal Auditors Code of Ethics; Statement of Responsibilities of Internal Auditing.
Reporting Relationships	Describe the line of authority to report to the board. Provide for access to the district administrator.
Authority to Access and Review	District records, district personnel, district assets.
Nature of Reviews	Reviews of accounting systems and controls. Reviews of administrative systems and controls. Reviews of electronic data processing systems and controls.
Reporting Results	Stress written reports. Require management response and corrective action plan in the report. Provide for distribution of reports in timely manner.
Follow-up Program for Audit Findings	Evaluate the status of recommendations. Examine the status of action plans.
Internal Audit Function Quality Assurance Program	Provide for supervision during the audit. Establish internal quality control reviews. Conduct external peer reviews.

Source: State Auditor's Office.

Recommendation 58:

Adopt a charter for the Internal Audit Department that references the Standards for the Professional Practice of Internal Auditing as promulgated by the Institute of Internal Auditors.

The charter should reference the Standards for the Professional Practice of Internal Auditing as promulgated by the Institute of Internal Auditors outlined in **Exhibit 7-8**. The charter also should include all of the topics and key elements of a good charter outlined in **Exhibit 7-10**.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Internal Auditor, with the assistance of the Business and Finance Department staff, drafts a new charter, incorporating the Standards for the Professional Practice of Internal Auditing.	November 2000
2.	The superintendent reviews, approves and submits the proposed audit charter to the board for adoption.	December 2000
3.	The board reviews and adopts the proposed internal audit charter.	December 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The district's audit plan is not based on a formal risk assessment of organizational and operational risks. The department prepared an informal annual audit plan for February 1, 2000 to August 31, 2003, but this was the first plan prepared by the internal auditor and the plan is limited. A risk assessment is the process of identifying the high-risk operational areas in the district, such as purchasing or payroll, and applying the budgeted audit hours to review those areas.

FBISD engaged Null-Lairson P.C. to review internal audit activities and provide a suggested work plan. A report dated June 10, 1998 was provided to the FBISD chief financial officer. The report included some basic objectives for consideration in a well-established internal audit plan. The report found that the district's internal audit function needed improvement in the following areas:

- Establishing and monitoring a current work plan and related reporting structure;
- Establishing and monitoring long-range goals and objectives;
- Accountability measures for effective oversight of the internal audit work plan; and
- Related reporting functions by the district's administrative management.

In addition, the report included three recommendations:

- Create an administrative internal audit coordination group;
- Establish a long-range plan; and
- Prepare detailed audit programs for the areas assigned.

The report also provided the district with a suggested format for establishing timelines that would be suitable for use in scheduling internal audit projects and specified reporting dates back to the internal audit coordination group.

Exhibit 7-10 presents the FBISD internal audit plan.

Exhibit 7-10
Internal Audit Department's Audit Plan
February 1, 2000 to August 31, 2003

Description	Frequency	Short Year 1999-2000 Plan (Hours)	2000-01 Plan (Hours)	2001-02 Plan (Hours)	2002-03 Plan (Hours)
Conflict of Interest	Annually	50	150	150	150
School Student Activity Funds					
Elementary (120 Hours Each)		0	600	720	840
Middle (150 Hours Each)		300	450	450	450
High (200 Hours Each)	Monthly	200	400	400	400
Student Attendance Accountability	Quarterly	75	150	150	150
PTO/Booster Clubs	Monthly	53	100	100	100
PEIMS Testing	Annually	85	100	100	100
Review of Capital Projects contracts, expenditures, progress, retainage and final settlements			200	200	200
Total*		763	2,150	2,270	2,390

Source: FBISD Internal Auditor.

**Excess required work hours over the net amount of available work hours would have to be funded with additional personnel.*

The FBISD Internal Auditor provided copies of all published "audits" since 1997. **Exhibit 7-11** is a listing of these "audits" by date and subject. None of these reports were performed on key, high-risk operational areas, such as purchasing, payroll or tax collection. In fact, all of these reports are "Interoffice Memorandum" reports, and not actually audit reports that meet standards of reporting established by professional standards of the American Institute of Certified Public Accountants and the IIA.

Exhibit 7-11
Internal Audit Reports Published by the Internal Audit Department

Date	Type	Addressed To	Subject
April 29, 1997	Interoffice Memorandum	Associate Superintendent of Business and Finance	Vending, Middle and High Schools
June 4, 1997	Interoffice Memorandum	Principal, Mission West Elementary	Activity Fund Audit
July 15, 1997	Interoffice Memorandum	Principal, Dulles High School	Review of Attendance Records 1996-97
September 3, 1997	Interoffice Memorandum	Principal, Elkins High School	Review of Attendance Records 1996-97
September 10, 1997	Interoffice Memorandum	Principal, Dulles High School	Review of Attendance Records 1996-97
April 24, 1998	Interoffice Memorandum	Transportation Department	Transportation Department Site Visit
July 28, 1999	Interoffice Memorandum	Superintendent and Superintendent, Area I	Lake Olympia Middle School Activity Fund Audit
January 10, 2000	Interoffice Memorandum	Principal, Ridgeway Elementary School	Activity Fund Audit

Source: FBISD Internal Auditor.

School activity funds in FBISD accounted for approximately \$1.9 million in revenues and expenditures during 1998-99. Although this amount

represents significant cash activity, spending more than 67 percent (**Exhibit 7-10**) of 2000-01 audit hours of the Internal Audit Department's available hours on student activity funds does not effectively use internal audit resources.

The district lacks an effective internal audit plan that incorporates resource time allocations for special projects and investigations. Consequently, the district is not efficiently and effectively using its internal audit resources.

Recommendation 59:

Adopt a formal audit plan based on a risk assessment of the FBISD organization to direct the Internal Audit Department's focus to the district's high-risk operational areas.

Conduct all audits in accordance with auditing standards and require that all reports meet standards of reporting set out by the American Institute of Certified Public Accountants and the Institute of Internal Auditors.

As a result of implementing this recommendation, FBISD will benefit from a balanced audit approach that audits and reviews more than just school activity funds. In addition, special project and investigation hours can be anticipated and budgeted.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The internal auditor, with the assistance of Business and Finance staff, defines the role and scope of internal audit activities.	November 2000
2.	The internal auditor, with the assistance of Business and Finance Department staff, gathers input from central administration and school staff on the role and scope of internal audit activities.	December 2000
3.	The internal auditor develops and implements a new audit planning process incorporating that input and guided by the audit charter and the Institute of Internal Auditors standards.	December 2000
4.	The Internal Audit Department begins implementing the new audit planning process.	January 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

FBISD's one internal auditor in the Internal Audit Department cannot effectively carry out the internal audit functions of the district. The current internal auditor is a Certified Public Accountant with experience in accounting and auditing. The salary of the current internal auditor (Internal Auditor PG 15) is \$68,440 plus benefits. Senior assistants at similar districts make from a low of \$32,080 to a high of \$58,685.

The scope of work for a district the size of FBISD requires more effort than is possible for one employee. One internal auditor is not sufficient to provide a district with a budget in excess of \$300 million and over 50 campuses with adequate audit coverage; the district's operations are too numerous and diverse.

Many departments and programs are not being audited. There is no risk assessment to determine where audits should be focused, and even if the district had a good risk assessment with selected areas to audit, one auditor would not be able to audit the major programs and functions of the district. As a result, the district cannot be sure that adequate controls are in place or that it is receiving all the benefits to which it is entitled under the contracts that exist within the district.

Although there is no real guideline as to the size of the internal audit staff for a district of this size, there are basic considerations. The district should look at audit risks, total revenues and expenditures, number of employees and students, complexity of the accounting system, past problems and other issues. An effective internal audit function would be able to review and make recommendations for improvements in the district's internal control structure to reduce the risk of fraud and waste of district resources. Audits of high-risk areas will save the district money. Savings would be similar to the savings presented in this report. An effective audit effort will save the district much more in efficiency and dollar savings than the cost of the department.

Exhibit 7-12 compares FBISD audit staffing and expenditures with that of peer districts.

**Exhibit 7-12
Internal Audit Staff
FBISD and Peer Districts**

District	Formal Annual Audit Plan Yes/No	Internal Audit Charter Yes/No	Number of Internal Audit Staff	Internal Audit Expenditures Fiscal 1999
Aldine	No	No	1	\$53,526

Austin	No	Yes	3	143,896
Cypress-Fairbanks	Yes	Yes	2.5	93,124
Fort Bend	No	No	1	72,324
Katy*	N/A	N/A	N/A	N/A
Plano	Yes	Yes	1	61,667
Round Rock	Yes	Yes	2	159,472

Source: FBISD and Peer District Survey.

*Katy does not have an Internal Auditor.

Recommendation 60:

Hire one additional Internal Auditor.

The Internal Auditor should possess a minimum of a college degree in accounting, be a certified public accountant or certified internal auditor (or progress toward certification), with three to five years of audit experience, preferably in a school district or similar entity.

The existing internal auditor should serve as the director of the Internal Audit Department.

The scope of work identified by the external auditor in the June 10, 1998 "Internal auditor activities and suggested work plan" report will require more than 5,000 work hours. The internal auditor should conduct a thorough risk assessment to identify the most critical areas for review. From this risk assessment, the internal auditor should develop a work plan that will not exceed 4,000 hours.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of Business and Finance, with input from the superintendent, aggressively solicits candidates for the internal audit staff position.	November 2000
2.	Submit a request for additional staff along with a budget amendment for additional funds to the board for approval.	December 2000
3.	The superintendent, with the assistance from the associate superintendent of Business and Finance, interviews all candidates and hires one additional audit staff member.	January 2001

FISCAL IMPACT

The salary of the current internal auditor (Internal Auditor PG15) is \$68,440 plus benefits. Senior assistants at similar districts make from a low of \$32,080 to a high of \$58,685. Hiring one additional senior internal auditor at PG13 would require approximately \$42,260 in salary and benefits of \$1,996 (\$1,764 for health insurance and \$232 for workers' compensation and unemployment insurance (\$42,260 x .0055)), for a total of \$44,256 in salary and benefits. One half of that salary will be spent in 2000-01 since the person will not be hired until January 2001.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Hire one additional Internal Auditor.	(\$22,128)	(\$44,256)	(\$44,256)	(\$44,256)	(\$44,256)

Chapter 7

FINANCIAL MANAGEMENT

C. ACCOUNTING OPERATIONS

Accounts payable and payroll operations are critical functions in any organization, especially a school district. Vendors and employees must be paid on time. Moreover, legal mandates must be fulfilled such as those related to payroll tax withholding, reporting and filing payroll information with appropriate governmental agencies.

FBISD's accounts payable function is staffed with a supervisor and eight accounts payable clerks. The accounts payable supervisor reports to the controller through the assistant controller of Business and Finance. Accounts payable processes about 95 percent of all payments excluding payroll. Each campus is responsible for student activity funds.

The payroll function is staffed with a supervisor and seven payroll clerks. The payroll supervisor also reports to the controller through the assistant controller of Business and Finance. The Payroll Department processed more than 17,500 checks from August 1999 through February 2000. The Payroll Department has been encouraging employees to take advantage of their direct deposit system. As of February 2000, approximately 82 percent of all paychecks were deposited through the direct deposit system. Employees receive paychecks every two weeks, however, about once each quarter there is a three-week pay period.

Exhibit 7-13 compares FBISD's annual payroll to its peer districts.

Exhibit 7-13
Summary of 1998-99 Actual Payroll Costs
FBISD and Peer Districts

District	Number of Staff	Number of Students	Actual Payroll Expenditures	Actual Expenditures Fiscal 1999	Payroll Expenditures per Employee	Payroll Expenditures per Student
Aldine	7,690	50,675	\$199,136,486	\$354,081,394	\$25,896	\$3,930
Austin	9,787	78,500	374,005,070	676,994,461	38,214	4,764
Cypress-Fairbanks	9,257	58,186	261,898,539	391,790,228	28,292	4,501
Fort	6,150	47,174	189,275,863	333,504,900	30,777	4,012

Bend						
Katy	6,311	30,493	132,387,153	222,426,274	20,977	4,342
Plano	5,510	44,377	212,602,764	418,012,998	38,585	4,791
Round Rock	6,003	27,235	123,020,123	235,681,749	20,493	4,517

Source: FBISD audited financial statements and Peer District Audited Financial Statements.

Accounts payable and payroll functions are performed in-house using separate modules of the district's Comprehensive Information Management System (CIMS) for each application. These modules interface with the accounting function. Time cards for hourly employees are processed manually. The payroll supervisor said FBISD budgeted for and purchased an automated system that will replace the manual system in the near future, probably in 2000-01.

FINDING

Differences in purchase orders and receiving reports are not adjusted in a timely manner. Under the district's new automated accounting system, (CIMS), all entries entered on the purchase order must match items on the receiving report to ensure prompt payment of products and services. The three documents must have items such as pricing, amounts purchased and description match for the purchase order, the invoice and the receiving report or the CIMS system will not approve the invoice for automatic payment. If items do not match, the invoice will be included on a "no-match" or exception report. All items entered by the receiving department are critical and if there are any differences in these documents, the system will not automatically issue payment. As a result, vendors are not getting paid in a timely manner and the district may be losing early payment discounts by delaying payments.

Accounts payable produces a weekly exception report that prints out all invoices that do not match with the receiving report. This report is forwarded to the Purchasing Department for investigation and corrections. In the six months that the system has been operating, this list has grown, and items are not cleared from the list in a timely manner. The report dated March 21, 2000 has a total of \$394,340 that has not been paid due to the receiving reports not matching the invoice. Of this amount, \$126,085 had been outstanding more than one month. FBISD reports it has significantly reduced the amount outstanding more than one month.

Recommendation 61:

Promptly review all differences between purchase orders, receiving reports and invoices listed on the weekly exception report to expedite vendor payments.

Accounts payable, purchasing and receiving should all work together in this effort. The district should establish training specifically for the processing of purchase orders, invoices and receiving reports to reduce the number of errors and to assist in the correction of any orders that, when received, do not match the purchase order. The purchasing and receiving departments should review and evaluate the report to determine the most significant reasons why purchase orders do not match the receiving reports and correct the problem.

If the district continues to allow the late payment to vendors, vendors will be unwilling to do business with the district. This will result in fewer vendors and less competition among vendors and the loss of prompt payment discounts.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of Business and Finance drafts an exception resolution policy that establishes a clear line of authority for receiving report exceptions.	December 2000
2.	The associate superintendent of Business and Finance establishes training session of purchasing, accounts payable and receiving employees for exception resolution.	January 2001
3.	The associate superintendent of Business and Finance reviews results of training and impact on the number and amounts to receiving reports not matching with invoices.	June 2001

FISCAL IMPACT

TSPR estimates that if one-half of the vendors who were owed the \$394,340 that the district had not paid at the time of this review offered a 5 percent early payment discount if paid in a timely manner, the discount would be \$9,859 (\$394,340 divided by 2 = \$197,170 x .05 = \$9,859). This represents early payment discounts that the district may have forfeited because of lengthy delays in paying some vendors.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
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Promptly review all differences between purchase orders, receiving reports and invoices listed on the weekly exception report to expedite vendor payments.	\$9,859	\$9,859	\$9,859	\$9,859	\$9,859
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Chapter 7

FINANCIAL MANAGEMENT

D. TAX RATE AND COLLECTIONS ORGANIZATION AND MANAGEMENT

State law requires the district tax rate to be set after the board adopts the district budget. Property taxes are levied by October 1 in conformity with Subtitle E, Texas Property Tax Code. Taxes are due on receipt of the tax bill and are delinquent if not paid before February 1 of the year following the year in which imposed. On January 1 of each year a tax lien attaches to property to secure the payment of all taxes, penalties and interest ultimately imposed. The Central Appraisal District (CAD) of Fort Bend County establishes appraised values. Taxes are levied by the district's board based on the appraised values received from the CAD. The district performs billing and collection of tax levies.

Truth-in-taxation laws require school districts to calculate three tax rates after receiving their certified property values from the appraisal district: the effective rate, the rollback rate and the proposed rate. The *effective rate* is the rate needed to generate the same amount of revenue as the previous year, based upon the current value of properties taxed the previous year. The effective rate allows taxpayers to understand the relationship between last year's tax revenue and current-year property values. The debt service component is used to pay principal and interest on the district's debt obligations. The *rollback rate* is the effective rate plus 8 cents for fiscal 1998 (as established by law). The *proposed rate* is the rate needed to generate the amount of money the district estimates it needs for the coming year. If the proposed rate does not exceed the adopted rate, the proposed rate becomes the adopted rate when approved by the board. Taxpayers may attend the board meeting to voice their opposition to the proposed rate. If the board approves an adopted rate above the rollback rate, the district must hold a rollback election.

Tax rates consist of a maintenance and operations component (M&O) and a debt service component. The M&O component is used to pay the general operating expenses of the district. Tax rates levied to finance general operations and debt service expenditures for 1998-99 were \$1.327 and \$0.35, respectively, per \$100 of valuation, based on an assessed property valuation of approximately \$8.3 billion, resulting in a tax levy of approximately \$138 million.

Exhibit 7-14 presents a three-year history of FBISD's property tax revenue.

Exhibit 7-14
Property Tax Revenue
1996-97 through 1998-99

Description	1996-97	1997-98	1998-99
M&O component	\$1.29750	\$1.30750	\$1.32726
Debt service component	0.31750	0.33600	0.35004
*Adopted rate	1.61500	1.64350	1.67730
*Effective rate	1.69877	1.58266	1.59440
Property Value for School Tax Purposes	\$7,645,103,331	\$7,787,745,045	\$8,347,157,494
Projected Revenue	\$122,205,865	\$126,615,894	\$138,471,251

*Source: FBISD Tax Department. *Quoted per \$100 of property value.*

Revenues from property taxes make up about 44 percent of total district revenues. Approximately 41 percent of the total revenue comes from state sources, with the remainder for federal and local sources. Over the past three years revenues from property taxes rose by more than \$16 million while revenues from state sources increased by more than \$19 million.

Exhibit 7-15 compares the increase in property tax revenues with that of other categories.

Exhibit 7-15
Comparison of Property Tax Revenues with
Revenues from Other Sources

Description	1996-97	1997-98	Annual Change	1998-99	Annual Change
Property Taxes *	\$122,477,956	\$126,566,631	3.3%	\$138,297,432	9.3%
Other Local Sources	17,741,801	19,025,007	7.2	18,411,465	-3.2
State Revenues	107,690,483	121,365,459	12.7	126,877,888	4.5
Federal Revenues	7,183,130	8,931,863	24.3	9,867,679	10.5
Proprietary	16,839,402	17,915,277	6.4	19,076,923	6.5

Revenues					
Total Revenues	\$271,932,772	\$293,804,237	8.0%	\$312,531,387	6.4%

Source: Audited Financial Statements and FBISD Tax Department.
 *Includes Interest and Penalty.

FINDING

FBISD does all of its tax collection and projections in house. In 1999, the FBISD collected more than \$71 million in taxes at the tax office with another \$69 million collected as a deposit to Chase Bank under contract with the bank. FBISD tax collections are in line with peer averages, while delinquencies are lower than averages. **Exhibit 7-16** presents the percentage of the current-year levy collected through August 31 for fiscal 1996-97 through 1998-99 for FBISD and the peers. **Exhibit 7-17** presents taxes, penalties and interest collected for the current and previous years as a percentage of the current-year levy. **Exhibit 7-18** presents cumulative delinquent taxes outstanding as of August 31, 1999 as a percentage of the current-year levy.

Exhibit 7-16
Percentage of Fiscal Year Levy Collected
As of August 31, 1999

District	1996-97	1997-98	1998-99
Plano	99.5%	99.9%	99.4%
Austin	98.5	98.8	98.7
Fort Bend	99.0	98.9	98.5
Round Rock	98.7	98.7	98.5
Katy	98.5	98.4	98.3
Cypress-Fairbanks	98.4	98.7	98.2
Aldine	94.7	95.5	95.8

Source: FBISD and Peer Districts Audited Financial Statement.

Exhibit 7-17
Current and Prior Year Tax, Interest, and Penalty Collections
as a Percentage of Fiscal Year Levy

District	1996-97	1997-98	1998-99
Aldine	103.85%	102.33%	103.04%
Austin	100.00	99.89	100.17
Plano	100.30	100.80	100.00
Fort Bend	100.20	100.00	99.90
Round Rock	99.33	99.51	99.32
Cypress-Fairbanks	100.10	99.80	99.30
Katy	99.54	99.75	99.20

Source: FBISD and Peer Districts Audited Financial Statements.

Exhibit 7-18
Cumulative Delinquent Taxes
Outstanding as of August 31, 1999

District	Fiscal 1998-99 Levy	Delinquent Taxes As of August 31, 1999	Percentage Delinquencies To Levy
Plano	\$284,336,672	\$ 5,344,182	1.88%
Fort Bend	138,471,251	4,561,894	3.29
Austin	385,847,408	13,031,030	3.38
Round Rock	127,667,938	4,366,188	3.42
Katy	105,216,514	5,082,386	4.83
Cypress-Fairbanks	196,888,880	9,554,137	4.85
Aldine	94,204,127	15,384,513	16.33

Source: FBISD and Peer Districts Audited Financial Statements.

COMMENDATION

FBISD has achieved a high overall tax collection rate through the efforts of the tax office staff.

Chapter 8

PURCHASING AND WAREHOUSE SERVICES

This chapter addresses the purchasing and warehousing functions of Fort Bend Independent School District (FBISD) in four sections:

- A. Purchasing
- B. Warehouse Services
- C. Textbooks
- D. Print Shop

Effective purchasing processes ensure high quality supplies, equipment and services are purchased from the right source, in the right quantity and at the lowest price in accordance with local and state purchasing guidelines. These criteria must be met without sacrificing quality and timeliness.

Warehousing operations ensure properly ordered merchandise is received in good condition and is delivered to the correct destination in a timely manner. Also, the warehouse serves as a temporary storage facility for ordered goods until proper delivery can be arranged with the schools.

Chapter 8

PURCHASING AND WAREHOUSE SERVICES

A. PURCHASING (PART 1)

Various local, federal, and state laws guide purchasing. The ongoing challenge is to balance the needs of customers with legal requirements, while exercising sound stewardship for limited resources.

In 1995, the school district competitive bidding process of the Education Code was revised. This change allows districts to obtain goods and services by selecting from among eight competitive purchasing methods. With the exception of procurements for professional services (i.e., services provided by accountants, architects, engineers, consultants) and contracts for produce or vehicle fuel, all school district contracts valued at \$25,000 or more, for each 12-month period, must be procured through: competitive bidding, competitive sealed proposals, requests for proposals, the state catalog, an interlocal contract, a design/build contract, a job order contract or a construction management contract.

These methods are described in more detail in **Exhibit 8-1**.

Exhibit 8-1
Competitive Procurement Methods

Purchasing Methods	Method Description
Competitive bidding	Requires bids to be evaluated and awarded based solely upon bid specifications, terms and conditions contained in the request for bids, according to the 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 several key elements, including newspaper advertisement, notice to proposers, standard terms and conditions, special terms and conditions, a scope-of-work statement, an acknowledgment form/response sheet, a felony conviction notice and a contract clause.

Catalog purchase	Provides an alternative to other procurement methods for the 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 a method of project delivery in which the schools district contracts with a single entity to both design and construct a project.
Job order contracts	Provides for the use of a particular type of contract for jobs (manual labor work) for minor repairs and alterations.
Construction management contracts	Outlines the use of a contract to construct, rehabilitate, alter or repair facilities using a professional construction manager.

Source: Texas Education Agency.

The Education Code also sets requirements for districts to provide notice of bidding opportunities and give a sufficient amount of time for prospective bidders to respond. Districts must advertise contracts for more than \$25,000 at least once a week, for two weeks, in any newspaper published in the county in which the school district is located.

Purchases of personal property totaling between \$10,000 and \$25,000, over a 12-month period, must be advertised in two successive issues of any newspaper during each 12-month period in the county in which the school district is located. The advertisement must specify the categories of personal property to be purchased and solicit vendors who are interested in supplying items in any of the categories to the district. Before a purchase is made from a category, the district must obtain written or telephone price quotations from at least three vendors from the list for that particular category. The purchase must be made from the lowest responsive bidder.

The Education Code also allows school district trustees to purchase items that are available from only one source ("sole-source" purchases) if the item being purchased is:

- An item for which competition is precluded because of the existence of a patent, copyright, secret process or monopoly;
- A film, manuscript or book;
- A utility service including electricity, gas or water;
- A captive replacement part or component for equipment (those that are specific to a particular piece of equipment and are not available from more than one vendor).

Exhibit 8-2 summarizes effective purchase and bid approval processes based on purchasing guidelines included in the Texas Education Code.

**Exhibit 8-2
Bid and Purchasing
Recommended Approval Process**

Purchase Levels	Bid Requirements (if no bid or contract exists)	Approval Requirements
Greater than \$25,000	Formal sealed bid	<ul style="list-style-type: none"> • User Unit/School approvals and • Director of Purchasing and • Superintendent or designee and • Board of Trustees
\$10,000 - \$24,999	Formal quotations from 3 vendors (written and sealed)	<ul style="list-style-type: none"> • User Unit/School approvals and • Director of Purchasing and • Superintendent or designee
\$5,000 - \$9,999	Quotations from 3 vendors (telephone, fax or written)	<ul style="list-style-type: none"> • User Unit/School approvals and • Purchasing agent
\$0-\$4,999	Quotations from 1 - 3 vendors (telephone, fax or written)	<ul style="list-style-type: none"> • User Unit/School approvals and • Purchasing clerk

Source: Texas Education Code 44.031(a); (b).

FBISD's purchasing policies authorize the superintendent to delegate responsibility for procurement to the Purchasing and Materials Management Department, and no employee may legally bind the district to any contractual obligation without the superintendent's approval. Specific responsibilities of the Purchasing and Materials Management Department include:

- Processing requisitions;
- Issuing purchase orders;

- Assisting in preparation of bid specifications;
- Preparing bid packages and overseeing the bid process;
- Receiving, tabulating, and analyzing bids;
- Resolving problems with vendors, orders and deliveries;
- Maintaining the database of vendor contracts;
- Assisting in preparing bids for disposal of surplus equipment;
- Obtaining quotes for the acquisition of goods and services; and
- Coordinating with Materials Management on delivery of goods to specific locations within the district.

The district's policies and procedures set forth dollar limitations and approval levels for purchases. **Exhibit 8-3** presents purchasing thresholds and requirements.

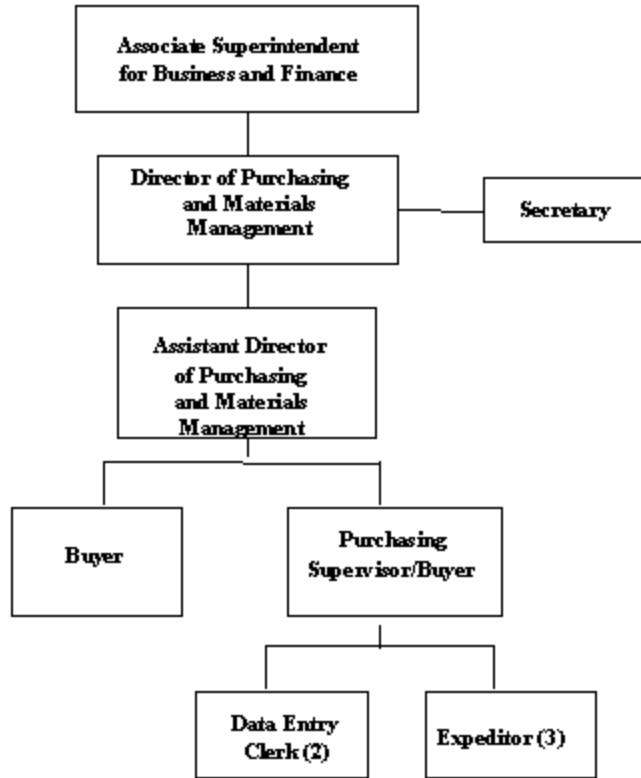
Exhibit 8-3
Purchasing Thresholds and Requirements

Dollar Amount	Purchase Requirements
\$100 or less	Emergency purchases-Use check request. Non-emergency purchases-Processed by Purchasing Department
\$101-\$2,999	Processed by the Purchasing Department. Informal telephone quotes are not required but are used at the discretion of the buyers.
\$3,000-\$9,999	Informal telephone quotes required. Prices must be recorded on quotation sheets.
\$10,000-\$24,999	Formal telephone quotation required. Must be confirmed in writing in seven days. Buyers have the discretion to use competitive bid process or state contracts.
\$25,000 and over	State competitive bid process required.

Source: FBISD Purchasing Procedures Manual.

The Purchasing Department is at the FBISD Main Warehouse Building, 555 Julie Rivers Drive in Sugar Land, Texas. The department has an \$832,008 annual operating budget, of which 91 percent is salaries. FBISD's director of Purchasing and Materials Management is responsible for the day-to-day management and nine full-time staff members. The director reports to the associate superintendent for Business and Finance. The present director has been in the position since March 1999. **Exhibit 8-4** presents the Purchasing Department's organization chart.

**Exhibit 8-4
Purchasing Department Organization**



Source: FBISD Purchasing Department.

Exhibit 8-5 summarizes Purchasing's operating budget.

**Exhibit 8-5
FBISD Purchasing Unit Operating Budget
1997-98 through 1999-2000**

Category	1997-98 Budget	% of Budget	1998-99 Budget	% of Budget	1999- 2000 Budget	% of Budget
Payroll - General Administration	\$614,685	83%	\$658,773	79%	\$757,653	91%
Professional & Contracted Services	27,468	4%	30,069	4%	16,621	2%
Supplies & Materials	49,970	7%	52,152	6%	46,534	6%
Capital Outlay	51,393	7%	90,991	11%	11,200	1%

Total	\$743,516	100%	\$831,985	100%	\$832,008	100%
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Source: FBISD Adopted Budgets.

Note: Numbers may not add due to rounding.

Exhibit 8-6 compares FBISD Purchasing Department's number of employees, number of purchase orders processed and number of students to that of peer districts for 1999.

Exhibit 8-6
FBISD Purchasing Department Compared to Peer Districts
School Year 1999

Description	FBISD	Cypress-Fairbanks ISD	Plano ISD	Round Rock ISD
Number of employees	10	14	16	5
Number of purchase orders processed	22,000	49,000	50,000	15,000
Annual district operating budget	\$283,000,795	\$326,146,082	\$344,440,510	\$171,097,943

Source: TSPR Peer District Survey.

According to FBISD's Purchasing Procedures Manual, September 1985, the goal of the purchasing function is to "ensure the uninterrupted education process by obtaining and ensuring delivery of acceptable quality of goods and services, at the right time and price." The manual further states that "the primary objectives of the district's purchasing is to purchase materials, equipment and services for the district's use at the maximum end-user value per dollar."

The procurement process begins with an identified need and ends with the fulfillment of that need through the delivery of goods or the performance of services. Budget heads or their designees approve all purchase requisitions and the board approves requisitions totaling \$25,000 or more. Any one of at least 51 budget heads or their designees within the school's departments and programs may approve a purchase requisition. The process of initiating a requisition and generating a purchase order is outlined in **Exhibit 8-7**.

**Exhibit 8-7
Purchasing Process**

Activity	Responsibility
Generate Requisition	Requesting Academic/Administrative Employee
Enter Requisition into System	Requesting Academic/Administrative Employee
Approve Budgeted Expenditure	<ul style="list-style-type: none"> • Budget Head or designee(s) • Board of Trustees if expenditure \$25,000 or more
Verify Budget Account	Buyer
Verify Account Numbers and Signatures on Requisition	Buyer
Obtain Quote or Match Requisition to Competitive Solicitation, if any	Buyer/Purchasing Director
Convert Requisition to Purchase Order, if not Bid	Purchasing Clerk
Initiate Bid Process if Required	Buyer/Purchasing Director
Approve Bid Award	Board of Trustees
Issue Approved Purchase Order to Supplier	Purchasing Clerk
Deliver Filled Order to School	Supplier
Receive, Verify, Check Order	Receiving & Distribution
Process Discrepancies, Ensure Vendor Performance	Purchasing Clerk/Buyer
Match Paperwork, Pay Vendor	Accounts Payable

Source: FBISD Purchasing Department.

FINDING

The district implemented an innovative strategy that improved the procurement of office supplies. The Purchasing Department observed a high volume of small dollar purchases for these commodities. This spending pattern made it difficult for the district to forecast warehouse inventory needs and perform repetitive bid procedures. To address this

issue, the district conducted a competitive bid process requesting a percentage discount off the catalog prices based on annual spending not to exceed \$250,000. Electronic ordering capability and next day delivery to schools were required specifications.

Boise Cascade won the bid offering discounts of 36 to 61 percent off the catalog price. The Purchasing Department then negotiated a contract with Boise Cascade to provide district office supplies beginning in 1998-99. The agreement includes an option to renew annually for four additional years. It also includes two performance incentives that can further reduce the district's cost. First, the district can earn rebates based on the percentage of orders placed electronically. Secondly, in an effort to minimize on line orders, a percentage rebate can also be earned by increasing the size of requisitions, starting at a \$50 minimum.

Procedurally, a blanket purchase order is established to account for all procurement activity. The school district and department bypass the Purchasing Department and place orders directly with Boise Cascade on its Web site using the blanket purchase order number. Boise Cascade delivers the items the next business day to the schools or departments making the order. After receipt, the school or department enters the receiving information in the financial management system. Boise Cascade then remits an invoice to the district. The invoice information is entered in the financial management system. The system then matches the invoice, receiving report, and purchase order information and prepares a check for payment.

In addition to reducing costs, decreasing paper and accelerating delivery, this method also eliminates the risk of obsolete inventory and increases warehouse space.

A survey of five peer districts (Plano, Cypress-Fairbanks, Round Rock, Katy, Austin) showed none were using e-commerce to improve purchasing operations.

COMMENDATION

FBISD uses e-commerce technology to procure office supplies, eliminate paper, accelerate delivery and negotiate better prices.

FINDING

FBISD does not use a commodity code system that identifies the type of merchandise ordered. When orders are not tracked by type of merchandise, it is possible to violate Texas Education Code purchasing rules that require like purchases of \$25,000 or more to be bid. For

example, several individual purchase orders could be processed with similar items like paper goods for amounts less than the \$25,000 limit, but collectively the purchase orders exceed the \$25,000 threshold.

The Purchasing Department generates daily purchase order reports to review for compliance with policies and procedures. However, the Purchasing staff must rely on memory to monitor compliance with this purchasing rule over a period of a few days, weeks, months and the entire twelve-month period.

To test FBISD's compliance with Texas Education Code requirements, the review team obtained a list of 1998-99 purchase orders by vendor and identified all vendors with purchases totaling \$25,000 or more. There were 207 vendors with orders in this category. The review team then examined the procurement method used to acquire the goods or services for every fifth vendor on the list. Using this selection method, 41 vendors were tested.

Of the 41 vendors tested, purchases from 11 of the vendors were not in compliance with the Education Code. These vendors represent 27 percent of vendors and 8 percent of the dollars tested. Instead of using the competitive bid process, or one of the other methods allowed by the Texas Education Code, purchases from these vendors used multiple purchase orders. In fact, based on information FBISD provided for five of the vendors, 959 purchase orders were issued to procure the goods and services.

Exhibit 8-8 summarizes the results of the analysis of vendor purchase methods used for purchases of \$25,000 or more.

Exhibit 8-8
Aggregate Purchases of \$25,000 or More
Fiscal 1998-99

Method of Procurement	Number of Vendors	Percentage of Vendors	Total Amount
Catalog	8	20%	\$3,625,658
Request for Proposals	1	2%	\$107,132
Competitive Bid	13	32%	\$1,640,042
Exempt	5	12%	\$243,752
No Competitive Method Used	11	27%	\$514,402

State Contract	3	7%	\$169,324
Total	41	100%	\$6,300,310

Source: FBISD Purchasing Department.

For vendor purchases not in compliance with Education Code, **Exhibit 8-9** shows the number of purchase orders issued.

**Exhibit 8-9
Number of Non-compliant
Purchase Orders Issued
Fiscal 1998-99**

Vendor Name	Number of Purchase Orders	Aggregate Dollar Amount
Mike Hall Chevrolet	36	\$28,632
Communication Products	191	\$32,721
Gulf Coast Specialties	558	\$34,041
Stafford Auto Supply	142	\$38,456
Amaco	32	\$36,236
Total	959	\$170,086

Source: FBISD Purchasing Department.

The FBISD Purchasing Department listing of purchase orders for \$25,000 or more totaled \$17,853,033 for 1998-99. The error rate for dollars tested for compliance was 8 percent. Assuming the error rate is constant for the total dollars, \$1,428,242 would be non-compliant with the Education Code. The Center for Advanced Purchasing Studies (CAPS), a non-profit organization dedicated to promoting strategic purchasing through research information found in a 1997 study that private firms achieve 13.4 percent savings by using the competitive bid method. The CAPS study was a nationwide study with two components consisting of field interviews and a survey questionnaire. The study had multiple objectives, two of which were to assess the current level of involvement and the estimated savings realized from participation in consortiums. Twelve private firms participated in the field interviews. This information was used to develop the survey questionnaire. The survey questionnaire was mailed to 450 *Fortune 500* companies. One hundred and thirty-one companies responded to the survey, 29 percent, and 28 were participants in at least one consortium. Annual sales for all respondents exceeded \$10 billion. The

director of Purchasing for FBISD said that the district achieved savings ranging from 31 to 56 percent by bidding the office supply contract.

The review team reviewed Comprehensive Information Management System (CIMS) software system documentation, Financial Management System User's Guide, Chapter 6-Using the Purchasing Module, and found that the system provides for the use of vendor category codes but not commodity codes. Based on discussions with the director of Information Technology, the district has a contract with a private vendor to perform custom programming for the system. Establishing a commodity code field can be included as a custom request.

The lack of a commodity code system allows purchases to be made that are not in compliance with the Education Code.

Recommendation 62:

Implement a commodity code system to monitor and ensure compliance with purchasing regulations.

The district should evaluate the capabilities of the Comprehensive Information Management System (CIMS) software Purchasing module and implement a commodity code system.

When the system is ready for operation, commodity codes should be entered for all purchases. The Purchasing Department should distribute a list of commodity codes to the schools and departments to be used when entering requisitions. The commodity code can be verified by Purchasing when purchase orders are approved. Upon verification, the director of Purchasing should review management reports that will aggregate purchases for like items. If like purchases totaling \$25,000 or more are noted, the bid procedure should be applied.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Purchasing provides specifications for a commodity code system to the Technology Department.	November 2000
2.	The Technology Department identifies a contractor to design the commodity code system.	December 2000
3.	The private contractor designs and installs the commodity code system.	January 2001
4.	The director of Purchasing performs system test and approves system installation.	February 2001
5.	The director of Purchasing provides commodity code system	March 2001

	training for all schools and departments.	
6.	The director of Purchasing implements the commodity code system for ordering and tracking.	April 2001

FISCAL IMPACT

If the district implements the commodity system during the last half of fiscal year 2000-01, it would save \$406,691 over the next five years. This assumes one-fourth of the annual savings for 2000-01 would be realized beginning in June 2001, the first year of implementation. The calculation is summarized below:

Facts/Assumptions	Amounts
1998-99 purchases orders for \$25,000 or more	\$17,853,033
Error rate for dollars tested for bid compliance	8%
Dollar amount requiring use of bid procedure assuming constant error rate for total spending	\$1,428,242
One-half of the CAPS rate	6.7%
Estimated annual savings (assuming district spending remains constant for next five years)	\$95,692

The district already has a contract with a private vendor to perform custom programming. Therefore no additional cost will be incurred for system programming.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Implement a commodity code system to monitor and ensure compliance with purchasing regulations.	\$23,923	\$95,692	\$95,692	\$95,692	\$95,692

Chapter 8

PURCHASING AND WAREHOUSE SERVICES

A. PURCHASING (PART 2)

FINDING

The Purchasing Department's policy and procedure manual is not current. The policies and procedures manual was prepared in September 1985 and updated in September 1994. FBISD installed a new administrative software system, Comprehensive Information Management System, (CIMS) on September 1, 1999. The new system installation changed procedures, processes and forms. For example, procedure # PP-080 in the Administrative Policy and Procedure Manual for Materials Management, states that the organizational administrator will forward two copies of the requisition to the Purchasing Department. In the new system, the organizational administrator enters the requisition on line and submits it electronically to Purchasing.

Correct policies and procedures assist employees with job performance and ensure smooth execution of the day-to-day operations. Without accurate documentation of work processes, there is an increased risk that employees will make errors. In connection with this risk, the Purchasing staff said that numerous data corrections are made to requisitions and receiving information submitted by the schools and departments. These errors delay processing and vendor payments.

Recommendation 63:

Update the purchasing procedure manual to reflect processes and forms required by the new CIMS administrative software.

The district should update the policy and procedure manual to reflect the new processes and forms required by the CIMS software system. Each unit in the Purchasing Department should update its section of the manual. All processing steps should be documented in chronological order. Samples of new forms or system screens associated with each processing step should be included in the manual. After the manual is updated, training classes should be conducted to help schools and departments with implementation of the new practices. The manual should then be distributed to users to be used as a reference tool for day-to-day activities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Purchasing directs the supervisors for each	November
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	functional area in the Purchasing Department to update the policy and procedure manual.	2000
2.	Each supervisor reviews the policy and procedure manual and identifies the policies and procedures that need updating.	November 2000
3.	The supervisors determine and document the new policies and procedures.	December 2000
4.	The supervisors present the updated policies and procedures to the director of Purchasing for approval.	January 2001
5.	The director of Purchasing presents to the associate superintendent for Business and Finance for approval.	February 2001
6.	The associate superintendent for Business and Finance presents to the board for approval.	March 2001
7.	The director of Purchasing provides training to the schools and departments on the new policies and procedure manual.	April 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The Purchasing Department does not use procurement cards for small dollar purchases. Small and high dollar requisitions must follow the same processing steps: entry by teacher or secretary; electronic approval by budget manager; electronic submission to purchasing; printing by purchasing data entry staff; review and correction printouts by the buyers; entry of correction by the data entry staff; printout of the purchase orders; mailing of the purchase orders to vendors; and filing the purchase order.

The Purchasing staff said small dollar transactions represent a large portion of the total purchase order population. For 1998-99, purchase orders valued at \$500 or less accounted for 66 percent of purchase order volume and 6 percent of the total dollar value. Purchase orders with a value greater than \$500 comprise 34 percent of the purchase orders issued and 94 percent of their dollar value.

Exhibit 8-10 shows the analysis of purchase orders by dollar category for 1998-99.

Exhibit 8-10
Purchase Orders by Dollar Category
Fiscal 1998-99

Dollar Range	1998-99			
	Number	Percent	Amount	Percent
Less than \$50	2,436	12%	\$78,360	0%
\$50-\$249	7,490	36%	\$995,381	3%
\$250-\$500	3,662	18%	\$1,312,752	3%
\$501-\$1,000	2,645	13%	\$1,904,519	5%
\$1,001-\$5,000	3,463	17%	\$7,783,018	20%
\$5,001-\$9,999	517	3%	\$3,565,337	9%
\$10,000-\$24,999	295	1%	\$4,520,592	12%
More than \$25,000	147	1%	\$17,853,033	47%
Total	20,655	100%	\$38,012,992	100%
POs \$500 and less	13,588	66%	\$2,386,493	6%
POs for more than \$500	7,067	34%	\$35,626,499	94%

Source: FBISD Purchasing Department-PO Report by Dollar Category.
 *Total percent may not add due to rounding.

Exhibit 8-10 shows the Purchasing Department uses valuable resources processing small dollar orders. From a risk assessment perspective, the opportunity exists for Purchasing to shift its use of resources to higher value transactions to negotiate better prices and ensure quality delivery of goods and services. Many organizations implement a procurement card program to address this issue. An internal control structure to prevent abuse is an integral part of the program. Using this strategy, procurement cards transfer high volume, small dollar transactions to school and departmental users.

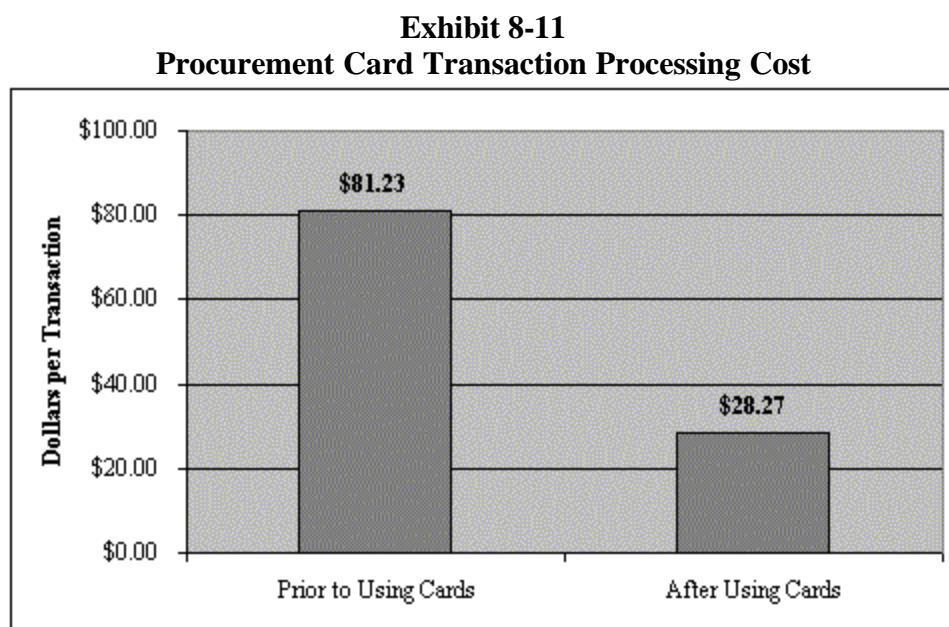
Procurement cards are credit cards issued by the district to specific employees. Districts can set spending limits for each card at issuance and place restrictions on the types of purchases the cards can be used for. Procurement card expenditures are paid monthly to the issuing bank in the form of one lump-sum payment. Cardholder payments can be reviewed daily, weekly, or monthly by both the cardholder and accounts payable staff.

Lehigh University's Department of Business completed a nationwide study entitled "Reducing the Cost of Processing Low Value Purchases" in March 1998. The study included private and public sector organizations.

According to the study, organizations can expect to reduce their transaction costs by 65 percent after installing a procurement card system. The study found that low value processing costs \$81 per transaction before procurement cards and \$28 after using procurement cards. Further, the study said that organizations expect to emphasize procurement cards more than any other method in managing low value transactions over the next several years.

It costs FBISD \$38 to process a purchase order.

Exhibit 8-11 compares the dollar cost per transaction before and after using procurement cards.



Source: Lehigh University "Reducing the Cost of Processing Low Value Purchases," May 1998.

Recommendation 64:

Implement a procurement card system for purchases less than \$500.

Procurement cards will maintain control of expenses and reduce administrative costs for repetitive transaction processing tasks such as authorizing, tracking and paying. In administering a procurement card program, the Purchasing Department should implement internal controls to prevent abuse of the procurement cards. These controls should include limited issuance of procurement cards to authorized users only, providing the schools on line access to evaluate employee spending patterns and establishing dollar spending limits. Limits should also be imposed on the

type of items that can be purchased, the billing address, and the level of billing statement detail. The district should also ensure that any procurement card vendor uses sound fraud prevention and customer service programs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent for Business and Finance instructs the director of Purchasing to establish a procurement card program.	November 2000
2.	The director of Purchasing identifies the commodities that could be purchased with procurement cards.	December 2000
3.	The director of Purchasing develops specifications for the procurement card program that include sufficient internal controls to prevent program abuse.	December 2000
4.	The director of Purchasing solicits banks and other financial institutions to identify a program that meet the district's specifications.	December 2000
5.	The associate superintendent for Business and Finance approves the selection of the financial institution for the procurement card program.	February 2001
6.	The director of Purchasing identifies authorized users for the procurement card program.	February 2001
7.	The director of Purchasing provides procurement program policy and procedure training including commodity and spending limitations to authorized users.	March 2001
8.	The associate superintendent for Business and Finance implements the procurement card program.	April 2001

FISCAL IMPACT

After implementation of the procurement card method, transaction volume will decrease. Transactions valued at \$500 and below comprise two-thirds (66 percent) of total volume. As a result, it is estimated this method will eliminate the need for three Purchasing positions (two expeditors and one data operator).

Two fewer expeditor positions would be needed to research problem transactions and one less data operator position to review information from entry requisitions. The average actual salary for expeditors and data operators is \$22,549 per year. Fringe benefits for workers compensation and unemployment insurance of .0055 percent and medical premiums of

\$1,764 per year per employee would increase employee cost to \$24,437 per employee. The total savings for all employees would be \$73,311 annually.

Also, additional savings could result from staff reductions in the Accounts Payable Department and clerical positions in schools and departments due to reduction in transaction volume.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Implement procurement card system for purchases less than \$500.	\$0	\$73,311	\$73,311	\$73,311	\$73,311

FINDING

Procedure Number PP-050 in the Administrative Policy and Procedure Manual for Materials Management, dated September 1985, requires board approval before commodity purchases of personal property for \$25,000 or more. Office supplies, furniture, equipment, software and professional services are examples of commodity purchases. To comply fully with this policy, purchases that use the state contract method are also presented to the board for approval before the purchase order is issued. The purpose of this policy is to ensure the best price is obtained by performing a competitive bid process.

However, bids are not required on state contract purchases because the General Services Commission completed a bid process before placing these items on the state contract list. Further, the board approved funding for these purchases in the budgetary process before the beginning of the fiscal year. This practice delays procurement of commodities and services and adds no value or benefit. Purchasing

staff said that a significant number of the commodity purchases are made from state contracts. Purchasing staff said the timeframe for these purchases range from four to six weeks.

The review team randomly selected 41 vendors with purchases totaling \$25,000 or more to test compliance with bid procedures. As part of this review, the review team noted that purchases from 11 vendors (or 26 percent of the vendors tested) used the state contract method.

Based on responses from five peer districts, Plano ISD and Round Rock ISD do not require the board approval on state contract purchases.

Recommendation 65:

Revise board policy to eliminate prior board approval of state contract purchases for \$25,000 and more.

The board should revise its policy pertaining to prior approval for purchases of \$25,000 or more. Purchases using the state contract method should be relieved of this requirement. These items should be reported as information items in the board agenda materials. This policy revision will accelerate the procurement process for these transactions by four to six weeks and increase productivity.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent for Business and Finance presents a position paper that justifies revision to board policy for purchases of \$25,000 and more to the superintendent.	November 2000
2.	The superintendent reviews, approves and places the proposed policy revision on the board agenda for approval.	December 2000
3.	The board reviews and approves the revised policy.	January 2001
4.	The associate superintendent for Business and Finance informs the director of Purchasing of the new policy.	February 2001
5.	The director of Purchasing implements the new policy.	March 2001

FISCAL IMPACT

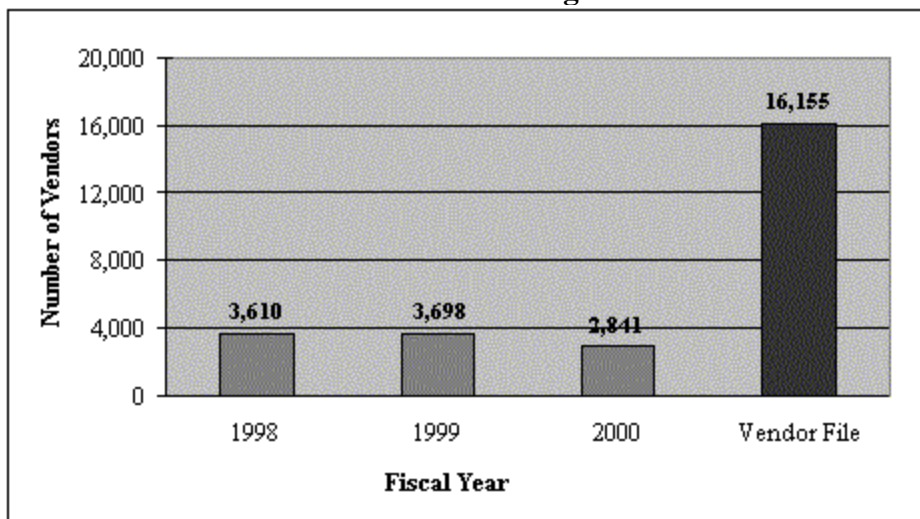
This recommendation could be implemented with existing resources.

FINDING

The number of vendors in the FBISD vendor file as of March 30, 2000 totaled 16,155. In contrast, active vendors, those with spending activity since January 1997, totaled 3,610 in 1998, 3,698 in 1999, and 2,841 as of April 12, 2000. Using the highest active vendor total of 3,698, inactive vendors comprise 60 percent of the vendor file. **Exhibit 8-12** shows the number of active vendors for fiscal years 1998-2000 compared to the number of vendors in the vendor file.

**Exhibit 8-12
FBISD Active Vendors Compared to Vendor File**

Fiscal Years 1997-98 through 1999-2000

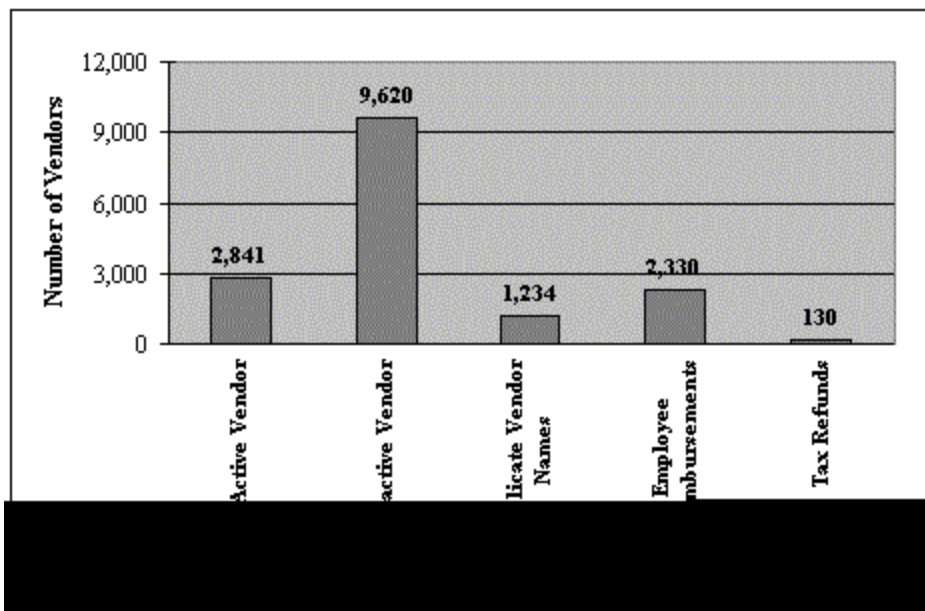


Source: FBISD Technology Division.

Note: The number of active vendors for fiscal 2000 as of April 12, 2000.

Exhibit 8-13 shows a further analysis of the vendor file.

**Exhibit 8-13
Analysis of FBISD Vendor File
1999-2000**



As of April 12, 2000 Source: FBISD Technology Division.

The lack of a policy requiring the use of an approved vendor list contributes to the high number of inactive vendors. The FBISD

Administrative Policy and Procedure Manual, September 1985, Procedure Number PP-075 states that, "Maintenance of an approved vendor list is advisable but not mandatory." Consequently, the purchasing data entry staff said that new vendors are added almost daily.

The Teacher Education Agency's Financial Accountability System Resource Guide, September 1999 (FASRG), is a resource tool that provides control measures to facilitate the maintenance of a comprehensive accountability system for school districts. According to FASRG, the purchasing function is one of eight system components that require integration to ensure accountability and performance. The FASRG recommends establishment and periodic update of an approved vendor list as one of the control measures to strengthen accountability in the purchasing component.

The number of inactive vendors is excessive. In addition to being time consuming, frequent addition of vendors increases the risk of using fraudulent or unauthorized vendors. FBISD also does not perform formal vendor evaluations. Without an effective vendor appraisal program, FBISD has no system to evaluate vendor performance and build vendor relations. Vendors are removed from the list, however, when they perform below the user expectations and reported to the Purchasing Department.

The FASRG also recommends vendor performance evaluations. The elements of the evaluation process should include:

- Timeliness of deliveries;
- Services availability;
- Completeness and accuracy of order;
- Quality of products and services received;
- Using Historically Underutilized Businesses.

FBISD also does not have vendor policy plan that encourages the use of Historically Underutilized Businesses (HUBs). The district has a diverse community population composed of 23 percent African American, 20 percent Hispanic, 49 percent Anglo and 8 percent other. HUB use is good business practice in ethnically diverse communities. It sends the message that diversity is recognized and respected and opportunities will be afforded to all vendors to ensure the best price and quality is obtained.

Plano ISD adopted a formal HUB policy and its Board of Trustees policy statement on November 1, 1994:

"The Plano Independent School District Board of Trustees supports a business outreach program which ensures that Plano Independent School District will promote and encourage the participation of minority-owned,

women-owned and small businesses in purchasing of all goods and services."

Round Rock ISD also has a policy that encourages the use of HUBs.

Recommendation 66:

Purge the vendor list to create an approved vendor list, establish a vendor evaluation process and establish a purchasing policy that encourages HUB vendor use.

FBISD should delete inactive vendors from the vendor file to strengthen internal control. Vendors with no spending activity in the past three years should be considered inactive. As part of this exercise, vendors with multiple addresses and variations in their vendor name also should be deleted. FBISD should update the vendor list at the beginning of each fiscal year. At that time, the approved vendor list should be distributed to the schools and departments to make employees aware of the approved vendors.

The district should also establish a system for evaluating vendor performance. When problems are encountered with a vendor, they should be documented fully, detailing the date and description of the deficiency. If the vendor fails to cure the problem, the schools district should consider removal from the approved vendor list. This system should be part of the annual update of the approved vendor list. Also as part of the process of updating the vendor list, FBISD should adopt a HUB policy that promotes vendor diversity.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Purchasing requests the Technology Department to produce a list of inactive vendors.	November 2000
2.	The director of Purchasing reviews the list to confirm that vendors are inactive.	November 2000
3.	The director of Purchasing directs the Technology Department to delete the inactive vendors from the vendor file.	December 2000
4.	The director of Purchasing drafts policy statement requiring use of an approved vendor list and encourages the use of HUB vendors.	December 2000
5.	The associate superintendent reviews and approves and presents to the superintendent for approval.	December 2000
6.	The superintendent presents to the board for approval.	December

		2000
7.	The associate superintendent of Business and Finance directs the director of Purchasing to implement a vendor evaluation program.	January 2001
8.	The director of Purchasing identifies peer districts or other organizations that have vendor evaluation programs and assess their program requirements.	February 2001
9.	The director of Purchasing implements a vendor evaluation program tailored to the needs of the district.	April 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The district does not have a formal policy that governs the use of purchasing cooperatives. Consequently, purchasing cooperatives are used sporadically at the discretion of the buyers, usually for purchase orders valued at \$25,000 or more. Purchases below \$25,000 for 1999 totaled \$20,159,960. When the district uses this method, purchases are made through the Harris County Department of Education, Regional Education Service Center 4 and Houston Galveston Area cooperatives.

By not considering the use of other purchasing cooperatives, the district misses additional cost savings opportunities. A 1997 research report by the Center for Advanced Purchasing showed collaborative buying achieves cost savings, higher quality and better service. The report said consortiums save participants 13.4 percent of the cost. Further, 82 percent of participants predicted growth in the use of consortiums as a strategic purchasing initiative.

The district has several areas that would benefit through the use of purchasing cooperatives. The Transportation Department's budget for bus parts, supplies, oil and grease is \$670,330 in 2000-01.

The shop foremen and parts managers in the Transportation Department do the majority of parts purchases on open purchase orders, which limits their ability to get greater discounts associated with cooperative purchasing.

The Center for Advanced Purchasing Studies (CAPS), a non-profit organization dedicated to promoting strategic purchasing through research information found in a 1997 study that private firms achieve 13.4 percent

savings by using the competitive bid method. The CAPS study was a nationwide study with two components consisting of field interviews and a survey questionnaire. The study had multiple objectives, two of which were to assess the current level of involvement and the estimated savings realized from participation in consortiums. Twelve private firms participated in the field interviews. This information was used to develop the survey questionnaire. The survey questionnaire was mailed to 450 *Fortune 500* companies. One hundred and thirty-one companies responded to the survey, 29 percent, and twenty-eight were participants in at least one consortium. Annual sales for all respondents exceeded \$10 billion.

Cypress Fairbanks ISD has a formal policy governing the use purchasing cooperatives. Also, it considers the use of cooperatives for all purchases, large and small. Plano and Round Rock ISDs also do not limit consideration of purchasing cooperatives to certain dollar amounts.

Recommendation 67:

Establish a policy to increase the use of purchasing cooperatives.

The district should establish a policy that will encourage buyers to consider cooperatives for all purchases. Purchasing cooperatives should be considered for purchases below \$25,000 in instances where the cooperative offers the requested good or service.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Purchasing drafts policy for using purchasing cooperatives.	November 2000
2.	The associate superintendent of Business and Finance reviews and approves and presents to the superintendent for approval.	November 2000
3.	The superintendent presents to the board for approval.	December 2000
4.	The associate superintendent of Business and Finance directs the director of Purchasing to implement purchasing cooperative policy.	January 2001
5.	The buyers consider purchasing cooperatives in the procurement process.	February 2001

FISCAL IMPACT

After implementation, cost savings will be realized through expanded use of purchasing cooperatives. Assuming the purchasing cooperative method would apply to 25 percent of purchases

below \$25,000 for 1999 (\$20,159,960) and savings at half the rate of the CAPS study at 6.7 percent, the district could save \$337,679 annually ($\$20,159,960 \times .25 = 5,039,990 \times .067 = \$337,679$). First year savings is calculated as half of annual savings.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Establish a policy to increase the use of purchasing cooperatives.	\$168,840	\$337,679	\$337,679	\$337,679	\$337,679

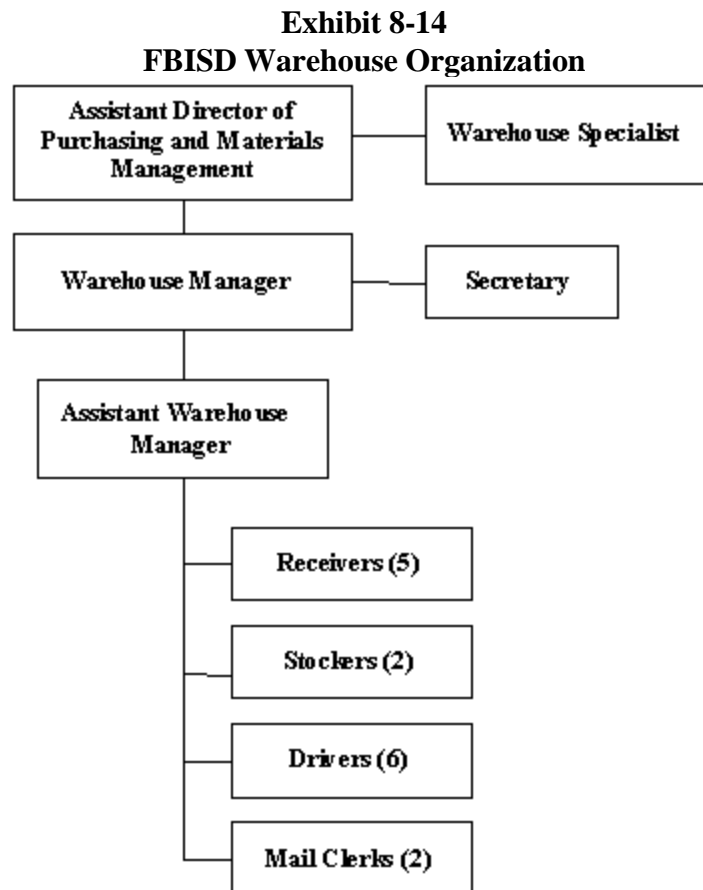
Chapter 8

PURCHASING AND WAREHOUSE SERVICES

B. WAREHOUSE SERVICES

An efficient warehouse operation should ensure that all purchases and deliveries to schools and units are complete and timely; inventory levels are sufficient to meet requests for supplies from individual schools and units; property and equipment are accounted for properly and controlled; and surplus or obsolete property is disposed of properly and removed from district records.

The assistant director of Purchasing and Materials Management is responsible for the day-to-day operations of the warehouse and reports to the director of Purchasing and Materials Management. Warehouse operates with 17 positions, excluding the assistant director. An additional two FTEs are assigned to mail room operations. **Exhibit 8-14** depicts Warehouse's organizational structure.



Source: FBISD Warehouse Unit.

FBISD's central warehouse at the 555 Julie Rivers in Sugarland, Texas, was built in 1987 and spans 72,320 square feet. Warehouse administrative personnel and Purchasing personnel are housed in this facility. Most materials, supplies and equipment are delivered to this facility, verified to purchase orders and delivered to the schools and units by FBISD warehouse delivery people. The warehouse inventories instructional materials and supplies, janitorial supplies, athletic supplies, nursing supplies and auto parts.

The Warehouse Manager also oversees mail delivery functions. **Exhibit 8-15** shows operating statistics for the warehouse facility.

Exhibit 8-15
FBISD Warehouse Operating Measures
1999-2000

Operating Measures	1998-99
Number of warehouse requisitions processed with merchandise delivered to schools	4,434
Number of purchase order shipments received at the warehouse and delivered to the schools	28,349
Total miles driven by warehouse vehicles, receiving and distribution	46,835
Number of purchase orders placed to stock the central warehouse	2,990
Number of gallons of gasoline received	14,329
Number of public sales conducted for salvage	1

Source: FBISD Materials Management Department.

Exhibit 8-16 summarizes the Warehouse Operations budget.

Exhibit 8-16
FBISD Warehouse Operations Budgeted Expenditures
1997-98 through 1999-2000

Category	1997-98 Budget	% of Budget	1998-99 Budget	% of Budget	1999- 2000 Budget	% of Budget
Payroll	\$395,155	88%	\$488,682	85%	\$564,767	82%
Professional & Contracted	14,913	3%	16,730	3%	18,663	3%

Services						
Supplies & Materials	32,893	7%	31,458	5%	22,485	3%
Capital Outlay	3,700	1%	37,300	7%	83,000	12%
Total	\$446,661	100%*	574,170	100%	\$688,915	100%

Source: FBISD Adopted Budgets.

**Subtotals may not add to 100 percent due to rounding.*

Vendors ship to the warehouse facility if they cannot deliver directly to the schools or units via United Parcel Service. Receiving clerks check all boxes received to ensure that the contents are not damaged; log the delivery as received and enter the date of receipt on the automated purchasing/receiving system; and check each box against receiving reports for content and quantity. Items that must be shipped to schools and units are transferred to the distribution area where delivery schedules are prepared. The delivery staff delivers the items to schools and departments, obtains the authorized receiving party's signature on delivery receipts and brings the receipts back to the warehouse where they are filed.

Warehouse conducts a complete physical inventory on August 31 of each year. Spot inventories are taken periodically. In addition, the district's independent auditing firm audits the warehouse inventory each year.

FINDING

The district installed a state of the art technology system and implemented new procedures that have improved warehouse operations. The review team physically observed system use and warehouse operations in April 2000. The physical appearance of the warehouse facility was organized and clean. The aisles were clear of inventory and storage items. Each inventory item category, such as office supplies, furniture, equipment and chemicals was assigned to a separate storage section. Items susceptible to theft were stored in secure cages. Dangerous chemicals were also stored in areas accessible only by authorized persons.

A formal picking system was in place to locate and remove items to fill orders from schools and departments. All storage locations were sequentially numbered and clearly labeled. The storage location numbers are data elements in the on line warehouse system.

The on line warehouse system includes a detailed listing of all warehouse catalog and inventory items and is accessible to all schools and

departments. The system displays item description, stock number, quantity on hand and storage location. Orders are processed on line by entering the item stock number. The requisition and pick list print out at a remote printer in the warehouse, monitored by the stock pickers. The pick list shows the item storage location number that helps expedite locating the item and filling the order.

Another feature of the system is the use of just-in-time inventory methodology to manage warehouse inventory. Based on parameters entered by warehouse personnel, such as time variables for vendor processing and delivery, the system calculates reorder points to determine when inventory levels should be replenished. When orders are placed at the reorder points, goods are delivered just in time to replenish the quantity that was on hand when the order was made.

Also, the warehouse personnel perform weekly inventory cycle counts of randomly selected items. This procedure identifies errors in a timely manner and ensures the integrity of system data. Every Monday from 9 a.m. to 12 p.m., the warehouse operations are shutdown to perform the cycle counts. The physical quantity on hand is counted and compared to the quantity shown in the system. Adjustments are made to correct any discrepancies. Additionally, an annual physical inventory of all items is performed and compared to the accounting records at year end.

COMMENDATION

Warehouse operations provide efficient service and have good internal controls.

Chapter 8

PURCHASING AND WAREHOUSE SERVICES

C. TEXTBOOKS

The Texas Education Agency (TEA) is responsible for selecting and purchasing most of the textbooks used by Texas schools 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 order. 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.

Each district is responsible for returning these "borrowed" textbooks to TEA. If textbooks are lost during the school year, the district either recovers its cost from the student or the student's parent or custodian, or compensates the state for the loss.

The textbook coordinator is responsible for Textbook Operations. Textbooks are delivered and stored at the Textbook Warehouse at Progressive High School, 15555 Independence Boulevard, Missouri City, Texas. Textbook Operations is staffed with the textbook coordinator, a textbook steward and a secretary. The primary functions performed by Textbook Operations include assisting with the textbook adoption process, estimating the number of textbooks needed by the district each year, preparing supplemental orders of additional textbooks from TEA, inventorying textbooks, distributing books to individual schools, tracking lost books and returning surplus books to TEA.

FINDING

The district's policies and procedures to limit the loss of textbooks needs to be strengthened. Stricter enforcement also is needed to ensure that sufficient books are available at the beginning of the school year. For example, the FBISD Textbook Procedures Manual Section I. B. 3 requires teachers to conduct periodic textbook checks as directed by the assistant principals. The procedure recommends one textbook check every six weeks. However, the Textbook staff said that there is no monitoring system in place to ensure that textbook checks are being performed. They believe schools that do perform the textbook checks report fewer lost books.

Another example is the textbook audit policy. FBISD Textbook Procedure Manual Section IV. G establishes a goal for the Textbook staff to conduct audits at 33 percent of the district schools each summer. However, the textbook staff also said the audit coverage needs to be increased. In that regard, the textbook staff prepared a plan to increase the audit coverage to 50 percent for Summer 2000 and 100 percent for Summer 2001. **Exhibit 8-17** shows the schools scheduled to be audited for Summer 2000.

Exhibit 8-17
FBISD School Audit List
Summer 2000

Elementary Schools	Middle Schools	High Schools
1.Barrington Place	12.Dulles	21.Austin
2.Briargate	13.First Colony	22.Clements
3.Burton	14.Garcia	23.Dulles
4.Colony Bend	15.Hodges Bend	24.Elkins
5.Glover	16.Lake Olympia	25.Hightower
6.E.A. Jones	17.McAuliffe	26.Kempner
7.Lakeview	18.Missouri City	27.Willowridge
8.Mission West	19.Quail Valley	
9.Ridgegate	20.Sugarland	
10.Sienna Crossing		
11.Townewest		

Source: FBISD Textbook Department.

Book losses have increased 77 percent since 1997. This rate exceeds the 9 percent rate of increase in enrollment for the same period. The associate superintendent for Business and Finance attributes some of the increase to a change in valuation methods for lost books. In 1997, lost books were valued at the used textbook price. On the other hand, the state replacement cost was used for valuation in 1998.

Exhibit 8-18 shows the dollar value and percentage increase of book losses for the fiscal years 1997-99.

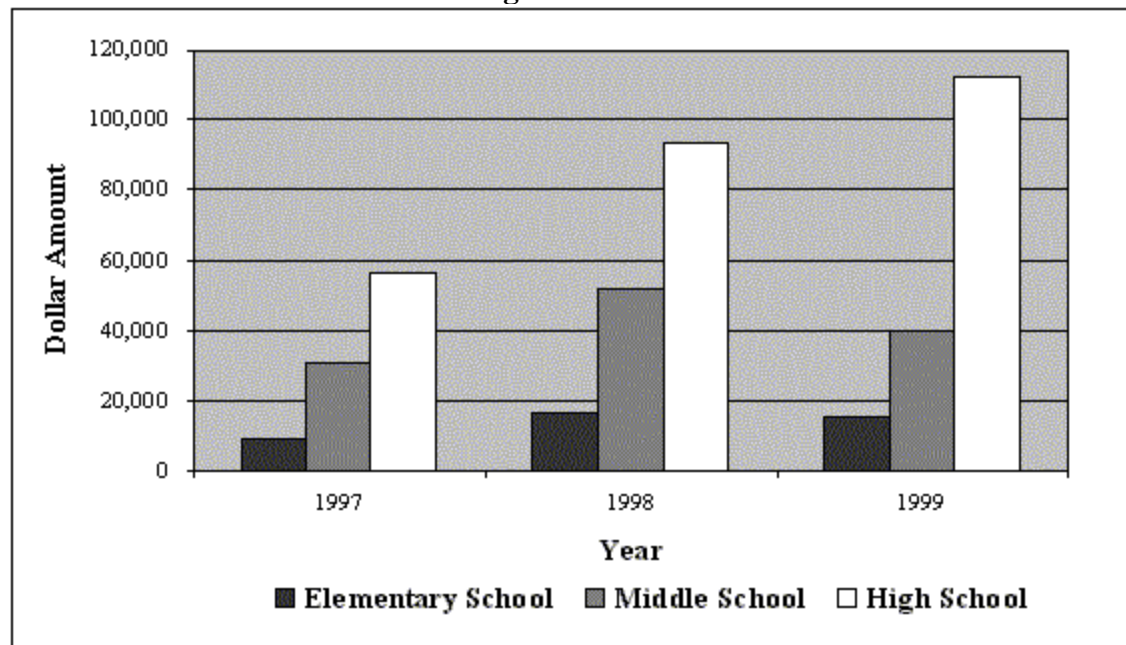
Exhibit 8-18
FBISD Dollar Value of Lost Books
Fiscal Years 1997-99

School Year	Total Losses	Percent Increase from Previous Year
1996-97	\$94,855	N/A
1997-98	\$162,136	71%
1998-99	\$167,490	3%
Average	\$141,494	N/A

Source: FBISD Textbooks Department.

A further analysis of book losses by school levels shows high schools experience the greatest losses. **Exhibit 8-19** categorizes the dollar value of book losses by elementary, middle and high schools for 1996-97 through 1998-99.

Exhibit 8-19
FBISD Book Losses by School Levels
1996-97 through 1998-99



Source: FBISD Textbook Department.

Focus group and public forum comments affirmed that sufficient textbooks are not in place at the beginning of the school year. In addition, the review team conducted a survey that showed 17 percent of parents, 17 percent of teachers and 21 percent of students surveyed disagreed that

textbooks were issued in a timely manner. **Exhibit 8-20** shows an excerpt from the survey for each group.

**Exhibit 8-20
Textbook Survey
FBISD Performance Review**

Teachers

Survey Question	Disagree	Strongly Disagree
Students are issued textbooks in a timely manner	13%	4%

Parents

Survey Question	Disagree	Strongly Disagree
Students are issued textbooks in a timely manner	13%	4%

Students

Survey Question	Disagree	Strongly Disagree
Students are issued textbooks in a timely manner	17%	4%

Source: TSPR FBISD Performance Review Survey.

Delivery of textbooks in a timely manner requires a highly coordinated effort. The Textbook staff orders books in the spring (March) before the upcoming school year based on the present enrollment.

The FBISD Textbook Procedure Manual Calendar requires schools to submit supplemental book orders to the Textbook Department by June 15 to update changes in the original enrollment numbers. In addition, supplemental orders are accepted throughout the summer period. FBISD Textbook Procedure Manual Section I.C.5 assigns the primary responsibility for updating enrollment numbers to the principals and assistant principals.

The textbook staff said that supplemental order forms required to update enrollment are not always submitted timely. For instance, the Honors class had an enrollment of 3,757 students in spring 1999 and books were

ordered at this level. The district increased the class size to 4,311 based on evaluation of additional applicants subsequent to the spring order. The Textbook Department was not advised of this change and were short books in August 1999. As a result, a supplemental order and delivery was made in September 1999, after classes started.

The district uses the Hayes Associates software for textbook operations. Other districts use this

software system for inventory control and to control book losses, but FBISD does not use the software for this purpose.

Recommendation 68:

Enforce policies and procedures detailed in the Textbook Procedure Manual to ensure that sufficient textbooks are available, and increase the percentage of textbook audits each year to minimize losses.

The district should increase the number textbook audits for schools prior to end of each school year. If all schools are not audited, concentrate audits on those schools with highest dollar value of losses.

The district should use the Hayes Associates software to help improve inventory control. The district should require all textbook orders to be made on the system. The Textbook Operations should conduct random audits using the software technology.

The principals should require strict enforcement of textbook policies and procedures and include as part of the evaluation process for teachers.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Textbook Coordinator analyzes lost book listing for schools with highest dollar value.	November 2000
2.	The Textbook Coordinator gives priority textbook audits for schools with highest dollar value of losses.	November 2000
3.	The Textbook Coordinator and staff conduct textbook audits.	December 2000- May 2001
4.	The principal instructs teachers to comply with textbook procedures and use the software system for textbook operations.	November 2000
5.	The principal includes book losses as part of teacher evaluations.	May 2001

FISCAL IMPACT

The district's average lost book dollar value as shown in **Exhibit 8-18** is \$141,494 between 1997 and 1999. Assuming increased audits and tighter inventory controls would decrease losses by 10 percent, the district could achieve cost reductions of \$14,149 annually.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Enforce policies and procedures detailed in the Textbook Procedure Manual to ensure that sufficient textbooks are available and increase the percentage of textbook audits each year to minimize losses.	\$14,149	\$14,149	\$14,149	\$14,149	\$14,149

Chapter 8

PURCHASING AND WAREHOUSE SERVICES

D.PRINT SHOP

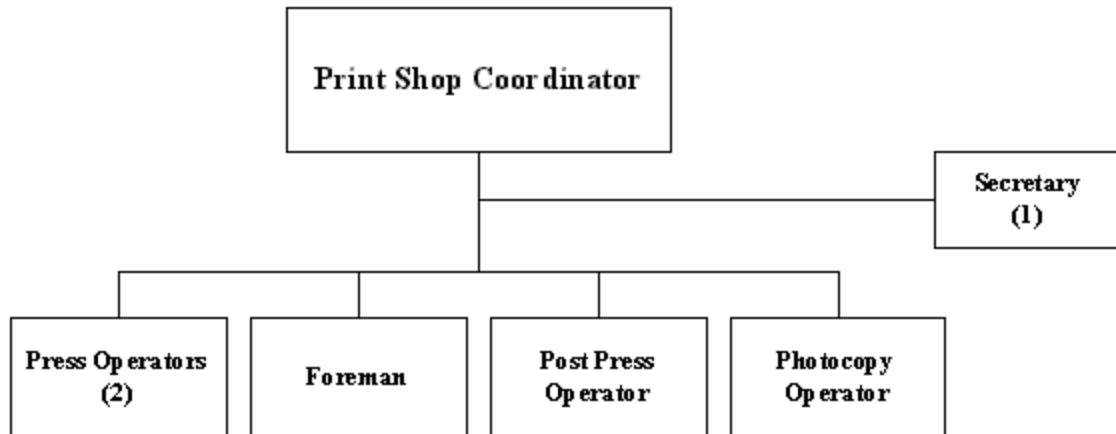
The Print Shop provides a valuable support service to FBISD's central administration and its schools. The district's Print Shop produces highly creative, commercial-quality documents without the use of outside commercial print vendors. Examples of printing jobs produced by the district include posters, student identification cards, name tags, forms, tickets, literary magazines, maps, handbooks, report cards, strategic plans, technical manuals, business cards and newsletters.

The Print Shop operates as an Internal Service Fund. These funds are established to account for financial transactions of goods and services provided by one department to another. The objective is to cover the cost of providing the goods or services by charging receiving departments sufficient prices. Accordingly, the Print Shop establishes a price structure for each print job request. The Print Shop coordinator estimates 95 percent of all district print requests are completed in-house. During the 1998-99 school year, FBISD's Print Shop completed 4,800 printing jobs and made more than 18.7 million copies.

The Print Shop has seven full-time positions. The Print Shop coordinator reports to the director of Purchasing and Materials Management and has responsibility for the day-to-day operations of the Print Shop. The positions that support the Print Shop coordinator include one secretary, one foreman, two press operators, one post press operator and one photocopy operator.

Exhibit 8-21 illustrates the organizational structure of the FBISD Print Shop.

**Exhibit 8-21
FBISD Print Shop Organization**



Source: FBISD Purchasing Department.

The Print Shop annual operating budget was \$557,308 in 1999-2000. Salaries and contracted services comprise 58 percent of the budget. Supplies and materials comprise the remainder of the budget.

Exhibit 8-22 shows the FBISD budget for 1997-98 through 1999-2000.

**Exhibit 8-22
FBISD Print Shop Budget
1997-98 through 1999-2000**

Category	1997-98 Budget	% of Budget	1998-99 Budget	% of Budget	1999-2000 Budget	% of Budget
Payroll	\$181,109	29%	\$193,671	37%	\$193,108	35%
Professional & Contracted Services	113,900	18%	113,100	21%	125,000	22%
Supplies & Materials	218,550	35%	219,380	42%	239,200	43%
Capital Outlay	112,000	18%				
Total	\$625,559	100%	\$526,151	100%	\$557,308	100%

Source: FBISD Adopted Budgets.

FINDING

FBISD changed the Print Shop from an enterprise activity that required subsidy to an operation that produces a profit. The district operates the Print Shop as an Internal Service Fund. An Internal Service Fund operates similar to a private business. The good or service provided must produce sufficient revenue to fund the cost of operations.

In 1996, the Print Shop operations lost \$9,260, which increased the retained earnings deficit balance to \$78,751. In contrast, income from operations in 1999 totaled \$63,222 and increased the positive retained earnings balance to \$199,791.

Exhibit 8-23 shows an analysis of operating revenue, expenses, net income and retained earnings for 1995-96 through 1998-99.

Exhibit 8-23
FBISD Textbooks
Operating Income (Loss) and Retained Earnings
1995-96 through 1998-99

	1995-96	1996-97	1997-98	1998-99
Revenue	\$498,110	\$606,642	\$742,912	\$707,777
Expenses	507,370	554,646	579,588	644,555
Income (Loss)	(9,260)	51,996	163,324	63,222
Retained earnings-(deficit) Beginning	(69,491)	(78,751)	(26,755)	136,569
Retained earnings-(deficit) ending	(\$78,751)	(\$26,755)	\$136,569	\$199,791

Source: FBISD Audited Comprehensive Annual Financial Reports for 1995-96 through 1998-99.

FBISD made three strategic changes in operations to promote greater use of the Print Shop by district offices that contributed to the turnaround. First, the Print Shop developed a pricing structure that was competitive with private printers. As part of this strategy, the district surveyed printing prices of peer districts, commercial printers and the Houston Association of In-Plant Printers, a trade association of internal print shop operators. The district then compared internal prices with those of the survey. The district then modified their price list for printing services as needed to be comparable with the survey.

To test the comparability of district prices, the review team examined the private vendor quote sheets solicited by the Print Shop in calendar year

2000 for large jobs and compared them to internal prices for the same jobs. In each instance, the district's price was lower.

Exhibit 8-24 presents the price comparison between the district and quotes solicited from private printers from January 2000 through May 2000.

Exhibit 8-24
FBISD Print Shop Price Comparisons
January 2000 through May 2000

Job Type	FBISD Print Shop	Private Print Shop	Savings/(Cost)
5,000 strategic plans	\$2,990	\$3,176	(\$186)
6,800 employee newsletters printed twice monthly	\$1,075/month	\$1,846/month	(\$771)
700 middle school newsletters printed every six weeks	\$149	\$555	(\$406)
6,700 Summer School brochures for middle schools	\$419	\$624	(\$205)
26,000 elementary menus printed monthly	\$901	\$1,309	(\$408)
50 AutoCAD manuals	\$1,261	\$1,487	(\$226)
500 employee benefit books	\$593	\$1,750	(\$1,157)

Source: FBISD Print Shop.

As an additional measure, the review team conducted a random telephone survey of district offices. All respondents said the district's Print Shop prices were competitive with private printers.

Second, the Print Shop improved the timeliness and quality of the services provided. The district performed a needs analysis to identify additional user printing service requirements. In this analysis, the district reviewed requisitions made to commercial printers, administered written surveys and conducted focus groups with principals, assistant principals and secretaries. As a result, three additional service needs were identified; printing color publications, curriculum materials and standard forms. To accommodate the new service requirements, the district purchased a color press, a high-speed multi-functional copier and a separate print press for forms.

As part of the random telephone survey, the review team also asked respondents about the timeliness and quality of services provided by the Print Shop. Again, the respondents said they were highly satisfied with both measures. In fact, the respondents added that routine emergency requests are made and the Print Shop always meets the deadline and delivers a high quality product.

Finally, the district adopted a policy mandating that all requests for printing services be submitted to the Print Shop. Under this policy, the Print Shop evaluates prices and service capability before submission to a commercial printer. As a control to ensure compliance with this policy, buyers in the Purchasing Department review requisitions for service descriptions. If any are noted, the buyers forward them to the Print Shop.

COMMENDATION

FBISD's print shop produces operating profits, provides high quality services and charges competitive prices.

Chapter 9

FOOD SERVICE

This chapter examines the Fort Bend Independent School District's (FBISD) food service operations in three sections:

- A. Organization and Management
- B. Meal Participation
- C. Financial Management

School food service operations are responsible for providing students and staff an appealing and nutritious breakfast and lunch at a reasonable cost in an environment that is safe, clean and accessible. Each of these responsibilities must be accomplished in compliance with applicable federal and state regulations as well as local board policy.

BACKGROUND

Food service operations at FBISD are organized under the Child Nutrition Department. The FBISD Child Nutrition Department is efficient, effective and profitable. The department is well organized and has competent, well-trained staff in most management positions.

The FBISD Child Nutrition Department has a fund balance of more than \$3 million for the period ended August 31, 1999, and was able to provide more than \$550,000 for capital equipment in the 1998-99 school year, as shown in **Exhibit 9-1**. The 1999-2000 budget is \$10.7 million.

Exhibit 9-1
FBISD Child Nutrition Revenue and Expenditures
1997-98 and 1998-99

Revenues	1997-1998	1998-1999	% Change
Local	\$6,703,040	\$7,346,995	9.6%
State	98,993	101,664	2.7%
Federal	3,297,567	3,624,370	9.9%
Total	\$10,099,600	\$11,073,029	9.6%
Expenditures			
Payroll	\$4,655,159	\$5,117,333	9.9%
Contracted Services	200,121	352,679	76.2%

Food and Supplies	4,382,352	5,308,128	21.1%
Other Operating Expenditures	10,773	21,924	103.5%
Capital Outlay	161,011	550,420	241.9%
Total	\$9,409,416	\$11,350,484	20.6%
Net Profit (Loss)	\$690,183	(\$277,455)	(140.2%)
Fund Balance (Beginning)	\$2,712,547	\$3,402,730	25.4%
Fund Balance (Ending)	\$3,402,730	\$3,125,275	(8.2%)

Source: FBISD Child Nutrition Department, 1998, 1999 Consolidated Annual Financial Report.

FBISD administrators are careful to ensure that the fund balance remains below the maximum allowed, which is three months' operating expenses. FBISD estimates the allowable fund balance to be between \$3,125,275 and \$3,350,000. As the fund balance approaches this level, additional funds are expended on services and assets defined as allowable by the Administrator's Reference Manual (ARM) Chapter 6.2.

Chapter 9

FOOD SERVICE

A. ORGANIZATION AND MANAGEMENT (PART 1)

FBISD's Child Nutrition Department is headed by a director who reports to the associate superintendent of Business and Finance. The director supervises 15 department employees located in the central warehouse facility and 395 cafeteria staff located in 51 campuses. There are 49 campus kitchens. Progressive High School and M.R. Wood Alternative Education Center have serving areas but do not have kitchens. Sugar Land Middle School prepares, delivers and serves meals to M.R. Wood, and Dulles High School prepares, delivers and serves meals for Progressive High School.

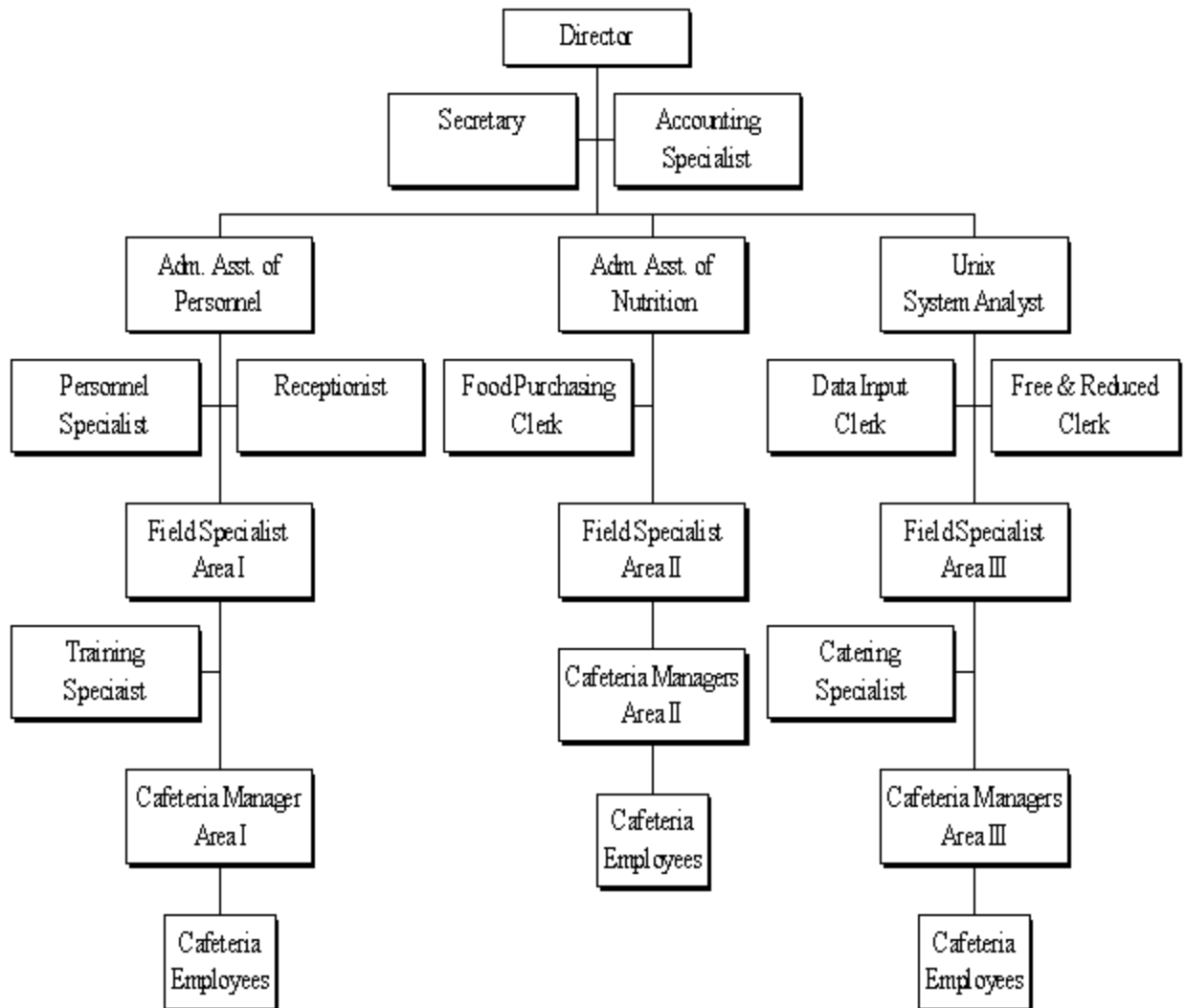
A manager who reports to an area field specialist supervises each campus cafeteria. Each area field specialist supervises from 13 to 19 cafeteria managers. **Exhibit 9-2** illustrates the department's organizational structure.

Exhibit 9-2

Child Nutrition Department

Organizational Chart

1999-2000



Source: FBISD Child Nutrition Department.

The Director of Child Nutrition has more than 27 years of experience in the Texas educational system and 25 years in child nutrition programs at various levels of administration. She has been employed by FBISD since 1985 and also was employed by the Texas Education Agency (TEA) for eight years as a consultant to 127 school districts on state and federal regulations for child nutrition programs. Prior to joining the TEA she served for five years as the assistant director of the Food Services Department for Brownsville ISD.

The Child Nutrition Department administrative assistant of Personnel has been employed by the district since July 1997. She has obtained a Bachelor of Science in Nutrition and Dietetics as well as a Master of Business Administration degree and is a registered dietician, a licensed

dietician, a Zenger Miller Certified Trainer and a Safety Training Observation Programs (STOPS) Certified Trainer. She is a member of the American Dietetic Association and the Texas School Food Services Association.

The Department administrative assistant of Nutrition has more than 27 years of food service experience and has obtained a Bachelor of Science degree with a major in food and nutrition.

Two of the three field specialists have bachelor's degrees in nutrition and foods and the third field specialist has a degree in restaurant, hotel and institutional management.

Exhibit 9-3 shows the cafeteria workers that perform food service operations at the campus level.

**Exhibit 9-3
FBISD Cafeteria Staffing
1999-2000**

School #	School	Full-time Employees 7 & 7 1/2 hour	Part-time Employees 4 & 4 1/2 hour
001	Dulles HS	11	5
002	Willowridge HS	11	5
004	Clements HS	11	4
005	Kempner HS	11	5
006	Elkins HS	11	6
007	Austin HS	11	6
008	Hightower HS	11	2
009	Progressive HS	2	0
040	M.R. Wood AEC	1	0
041	Dulles MS	7	4
042	Missouri City MS	7	4
043	Sugarland MS	8	3
044	Quail Valley MS	6	5
045	First Colony MS	7	3
046	McAuliffe MS	9	2

047	Hodges Bend MS	7	4
048	Lake Olympia MS	7	4
049	Garcia MS	7	4
101	E.A. Jones ES	5	2
102	Lakeview ES	3	1
108	Blue Ridge ES	4	1
109	Ridgemont ES	6	1
110	Meadows ES	3	1
111	Quail Valley ES	5	1
112	Dulles ES	3	2
113	Briargate ES	5	3
114	Townewest ES	4	2
115	Lantern Lane ES	4	0
116	Ridgegate ES	6	1
117	Colony Bend ES	4	1
118	Mission Bend ES	4	2
119	Sugar Mill ES	4	0
120	Settlers Way ES	4	1
121	Palmer ES	4	1
122	Hunters Glen ES	5	1
123	Highlands ES	3	2
124	Mission Glen ES	5	1
125	Pecan Grove ES	4	0
126	Austin Parkway ES	4	0
127	Barrington Place ES	4	1
128	Colony Meadows ES	4	0
129	Mission West ES	4	2
130	Walker Station ES	4	1
131	Glover ES	5	1
132	Lexington Creek ES	4	0

133	Arizona Fleming ES	4	1
134	Burton ES	5	2
135	Commonwealth ES	4	1
136	Brazos Bend ES	4	0
137	Sienna Crossing ES	4	1
138	Oyster Creek ES	4	1
Total		284	101

Source: FBISD Child Nutrition Department.

FINDING

Meals Per Labor Hour (MPLH) is a standard performance measure of efficiency for school districts, hospitals, restaurants and other food service operations. MPLH is the number of meal equivalents served in a given period of time divided by the total hours worked during that period. Meal equivalents are lunches plus an equivalent number of breakfast and a la carte sales. FBISD uses the following conversion rates for meal equivalents:

- A la carte Elementary schools \$1.35 in sales = one meal equivalent
- A la carte Secondary schools \$1.55 in sales = one meal equivalent
- A la carte Adult \$1.90 in sales = one meal equivalent
- Breakfast All locations Two breakfasts = one meal equivalent

TSPR used the guidelines provided in **Exhibit 9-4** to evaluate FBISD's staffing structure.

Exhibit 9-4 **Recommended Meals Per Labor Hour (MPLH)** **April 2000**

Number of Meal Equivalents	Meals Per Labor Hour (MPLH)	
	Conventional System	Convenience System
	Low/High	Low/High
Up to 100	8/10	10/12
101-150	9/11	11/13
151-200	10-11/12	12/14
251-300	13/15	15/16

301-400	14/16	16/18
401-500	14/17	18/19
501-600	15/17	18/19
601-700	16/18	19/20
701-800	17/19	20/22
801-900	18/20	21/23
901+	19/21	22/23

Source: Managing Child Nutrition Programs: Leadership for Excellence by Josephine Martin and Martha T. Conklin.

The conventional system includes the preparation of food from raw vegetables on the premises (using some bakery bread and prepared pizza and washing dishes). The convenience system uses the maximum amount of processed food and disposable items. TSPR used the conventional system to evaluate food service productivity since it is a more conservative approach than the convenience system.

If the MPLH rate is higher than the recommended rate, either the number of meals served is low or the number of hours worked is high. The number of hours worked is a function of two variables: the number of staff employed and the hours per worker. Both variables are controllable.

FBISD's Child Nutrition Department MPLH are less than recommended in 38 of 49 kitchens. **Exhibit 9-5** illustrates FBISD's MPLH for each campus kitchen compared to the industry standard.

**Exhibit 9-5
FBISD Meals per Labor Hour
October 1999**

#	School	Total Meals Served	Total Hours Worked	FBISD Reported MPLH	Industry Rec. MPLH	MPLH Variance +/-
001	Dulles HS	1,327	87.64	15.14	19	(3.86)
002	Willowridge HS	1,535	101.36	15.14	19	(3.86)
004	Clements HS	1,211	97.08	12.47	19	(6.53)
005	Kempner HS	1,313	124.08	10.58	19	(8.42)

006	Elkins HS	1,146	90.76	12.63	19	(6.37)
007	Austin HS	2,345	103.59	22.64	19	3.64
008	Hightower HS	1,396	81.05	17.22	19	(1.78)
	Total HS Cafeterias	10,273	685.56	14.98	N/A	(4.02)
041	Dulles MS	714	65.45	10.91	17	(6.10)
042	Missouri City MS	1,002	66.18	15.14	19	(3.87)
043	Sugarland MS	806	61.82	13.04	18	(4.95)
044	Quail Valley MS	753	64.52	11.67	17	(5.32)
045	First Colony MS	750	57.50	13.04	17	(3.96)
046	McAuliffe MS	1,067	69.30	15.40	19	(3.61)
047	Hodges Bend MS	817	61.18	13.35	18	(4.65)
048	Lake Olympia MS	823	60.05	13.71	18	(4.29)
049	Garcia MS	1,037	72.39	14.33	19	(4.67)
	Total MS Cafeterias	7,769	578.39	13.43	N/A	N/A
101	E.A. Jones ES	621	44.21	14.04	16	(1.96)
102	Lakeview ES	289	23.52	12.28	13	(.72)
108	Blue Ridge ES	470	30.68	15.32	14	1.32
109	Ridgemont ES	796	39.97	19.92	17	2.92
110	Meadows ES	308	25.00	12.32	14	(1.68)
111	Quail Valley ES	612	26.35	23.24	16	7.24
112	Dulles ES	435	27.74	15.69	14	1.69
113	Briargate ES	663	44.16	15.02	16	(.98)
114	Townewest ES	484	36.01	13.45	14	(.55)
115	Lantern Lane ES	372	27.95	13.30	14	(.70)
116	Ridgegate ES	808	46.86	17.24	18	(.76)

117	Colony Bend ES	280	27.90	10.05	13	(2.95)
118	Mission Bend ES	507	32.67	15.52	15	.52
119	Sugar Mill ES	352	27.02	13.03	14	(.97)
120	Settlers Way ES	340	30.78	11.05	14	(2.95)
121	Palmer ES	358	27.92	12.82	14	(1.18)
122	Hunters Glen ES	591	39.71	14.88	15	(.12)
123	Highlands ES	432	31.92	13.53	14	(.47)
124	Mission Glen ES	516	28.75	17.95	15	2.95
125	Pecan Grove ES	361	26.78	13.49	14	(.51)
126	Austin Parkway ES	272	26.77	10.17	13	(2.83)
127	Barrington Place ES	506	32.14	15.75	15	.75
128	Colony Meadows ES	340	26.88	12.66	14	(1.34)
129	Mission West ES	623	26.80	23.24	16	7.24
130	Walker Station ES	398	31.27	12.73	14	(1.27)
131	Glover ES	613	38.90	15.77	16	(.23)
132	Lexington Creek ES	465	26.99	17.22	14	3.22
133	Arizona Fleming ES	445	35.97	12.37	14	(1.63)
134	Burton ES	700	43.41	16.13	16	.13
135	Commonwealth ES	302	26.67	11.31	14	(2.69)
136	Brazos Bend ES	361	28.27	12.78	14	(1.22)
137	Sienna Crossing ES	455	35.35	12.86	14	(1.14)
138	Oyster Creek ES	402	35.88	11.19	14	(2.81)

	Total ES Cafeterias	15,477	1,061.20	14.58	N/A	N/A
	Total All Campuses	33,519	2,325.15	14.42	N/A	N/A

Source: FBISD Child Nutrition Department, Dorothy V. Pannell, Controlling Costs in the Foodservice Industry.

Exhibit 9-6 compares FBISD with its peer districts.

Exhibit 9-6
Meal Equivalents: FBISD and Peer Districts

District	Meal Equivalents Dollar Value	Breakfast Meal Equivalents
Aldine	\$2.00	One to One
Austin	Elem. \$1.50; Sec. \$18 per labor hour	Three to One
Fort Bend	Price of Meals: E: \$1.35; S: \$1.55; A: \$1.90	Two to One
Katy	\$2.00	Two to One
Plano	Price of Meals: E: \$1.65; S: \$2.00; A: \$2.25	Two to One
Round Rock (contracts out)	\$2.09	One to One
Houston (contracts out)	\$2.00	One to One

Source: FBISD Child Nutrition Department.

The district monitors its MPLH, but they do not compare their actual MPLH to a standard for what their actual MPLH should be. The district does not have such a standard defined. Standards for comparison are recommended by numerous food service experts and publications, lead by Dorothy Pannell-Martin in *School Foodservice Management*, 5th edition. Standards are also recommended in *Managing Child Nutrition Programs: Leadership for Excellence*, and *Food Service Management by Checklist: A Handbook of Control Techniques*.

In order to achieve recommended MPLH, a school food service operation would have to reduce the number of staff or the hours worked per employee. **Exhibit 9-7** shows the number of hours worked at each campus compared to the industry-recommended hours. The district employs 25 excess FTEs for the number of meals served.

Exhibit 9-7
FBISD Child Nutrition Department
MPLH Comparison
October 1999

#	School	Meals Served Daily	Hours Worked Daily	Allowable Hours at Standard MPLH	Hours Above (Below) Standard	Equivalent FTEs @ 7 1/2 Hours
001	Dulles HS	1,327	87.64	69.84	17.80	2
002	Willowridge HS	1,535	101.36	80.79	20.57	2
004	Clements HS	1,211	97.08	63.74	33.34	4
005	Kempner HS	1,313	124.08	69.11	54.97	7
006	Elkins HS	1,146	90.76	60.32	30.44	4
007	Austin HS	2,345	103.59	123.42	(19.83)	(3)
008	Hightower HS	1,396	81.05	73.47	7.58	1
041	Dulles MS	714	65.45	42.00	23.45	3
042	Missouri City MS	1,002	66.18	52.74	13.44	1
043	Sugarland MS	806	61.82	44.78	17.04	2
044	Quail Valley MS	753	64.52	44.29	20.23	2
045	First Colony MS	750	57.50	44.12	13.38	1
046	McAuliffe MS	1,067	69.30	56.16	13.14	1
047	Hodges Bend MS	817	61.18	45.39	15.79	2
048	Lake Olympia MS	823	60.05	45.72	14.33	1
049	Garcia MS	1,037	72.39	54.58	17.81	2
101	E.A. Jones ES	621	44.21	38.81	5.40	0
102	Lakeview ES	289	23.52	22.23	1.29	0
108	Blue Ridge ES	470	30.68	33.57	(2.89)	0
109	Ridgemont ES	796	39.97	46.82	(6.85)	(1)

110	Meadows ES	308	25.00	22.00	3.00	0
111	Quail Valley ES	612	26.35	38.25	(11.90)	(2)
112	Dulles ES	435	27.74	31.07	(3.33)	0
113	Briargate ES	663	44.16	41.44	2.72	0
114	Townewest ES	484	36.01	34.57	1.44	0
115	Lantern Lane ES	372	27.95	26.57	1.38	0
116	Ridgegate ES	808	46.86	44.89	1.97	0
117	Colony Bend ES	280	27.90	21.54	6.36	0
118	Mission Bend ES	507	32.67	33.80	(1.13)	0
119	Sugar Mill ES	352	27.02	25.14	1.88	0
120	Settlers Way ES	340	30.78	24.29	6.49	0
121	Palmer ES	358	27.92	25.57	2.35	0
122	Hunters Glen ES	591	39.71	39.40	0.31	0
123	Highlands ES	432	31.92	30.86	1.06	0
124	Mission Glen ES	516	28.75	34.40	(5.65)	(1)
125	Pecan Grove ES	361	26.78	25.79	0.99	0
126	Austin Parkway ES	272	26.77	20.92	5.85	0
127	Barrington Place ES	506	32.14	33.73	(1.59)	0
128	Colony Meadows ES	340	26.88	24.29	2.59	0
129	Mission West ES	623	26.80	38.94	(12.14)	(2)
130	Walker Station ES	398	31.27	28.43	2.84	0
131	Glover ES	613	38.90	38.31	0.59	0
132	Lexington Creek ES	465	26.99	33.21	(6.22)	(1)
133	Arizona Fleming ES	445	35.97	31.79	4.18	0
134	Burton ES	700	43.41	43.75	(0.34)	0
135	Commonwealth ES	302	26.67	21.57	5.10	0
136	Brazos Bend ES	361	28.27	25.79	2.48	0
137	Sienna Crossing ES	455	35.35	32.50	2.85	0
138	Oyster Creek ES	402	35.88	28.71	7.17	0

Total	33,519	2,325.15	2,013.41	311.74	25
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Source: FBISD Child Nutrition Department, Dorothy V. Pannell, Controlling Costs in the Foodservice Industry.

Recommendation 69:

Establish meals per labor hour district standards to evaluate productivity and modify staffing levels at each campus.

The Child Nutrition Department should develop a district standard MPLH for each campus based on the district's unique factors affecting productivity such as staffing levels, kitchen design, pre-processed foods, type of menu, type of equipment, training and skill level of employees, degree of automation and the number of personal breaks.

Once the district has a standard MPLH for each campus, the district should compare its actual MPLH to the standard. Staffing levels may need to be adjusted to reflect the appropriate staffing level determined by the district. The appropriate district staffing level could also be used for estimating the number of staff needed when opening a new campus cafeteria.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Child Nutrition director and managers develop campus-specific MPLH standards.	November 2000
2.	The Child Nutrition director requires area supervisors to develop a plan to increase productivity.	November 2000
3.	Area supervisors and managers implement the plans for improving productivity.	December 2000
4.	The Child Nutrition director and managers evaluate the productivity of each campus monthly according to the MPLH standards.	February 2001
5.	The Child Nutrition director, managers and the director of Staffing develop a plan to reduce labor costs at campuses that exceed the MPLH standards.	February 2001
6.	The Child Nutrition director and area supervisors evaluate the productivity monthly.	March 2001
7.	The Child Nutrition director modifies the staffing levels at each campus.	August 2001

FISCAL IMPACT

The estimated savings from staffing reductions are based on the comparison of FBISD's MPLH with the most conservative "low" ranking of the conventional system of the industry recommended MPLH (**Exhibit 9-4**). The actual savings achieved could be greater once the comparison of MPLH has been made using the unique district-developed standard. In determining the excess staffing in **Exhibit 9-7**, TSPR rounded up the number when the district performed better than the standard, and rounded down the number when the district performed less than the standard.

Reducing staff to industry-recommended standards would reduce labor costs by \$313,176 annually. At a mid-point salary of \$7.61 per hour for a PG40 position, 25 employees x 7.5 hours per day x 179 days results in \$255,411 in salaries per year. Benefits adds \$57,765 ($\$1,764 \times 25 = \$44,100 + \$255,411 \times .0535 = \$13,665$) to the salary savings for a total annual savings of \$313,176. First year savings are estimated at one-fourth of annual savings.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Establish meals per labor hour district standards to evaluate productivity and modify staffing levels at each campus.	\$78,294	\$313,176	\$313,176	\$313,176	\$313,176

Chapter 9

FOOD SERVICE

A. ORGANIZATION AND MANAGEMENT (PART 2)

FINDING

Sixteen of 49 kitchens had an absence rate of more than 50 hours per employee in 179 available workdays. Child Nutrition had 32 employees with more than 14 days of absences for the 1999-2000 school year through April 18, 2000. Although the district has the ability to record absences through its manual timekeeping system, Child Nutrition does not track and monitor absences on a weekly basis. There may be common reasons among all staff for being absent. Without knowing the reasons why staff are not coming to work, effective processes cannot be implemented to correct and improve the absence rate.

Each employee earns state personal leave, in equivalent workdays, at the rate of one-half a workday for each 18 workdays of employment, up to the statutory maximum of five workdays annually, according to the 1999-2000 FBISD Employee Handbook. All employees earn additional local personal leave at the rate of one-half a workday for each 13 workdays of employment, concurrently with state personal leave up to a maximum of seven workdays annually. At the beginning of each school year or employment period, an employee's leave account is credited with the full amount of leave allowance due. Employees who are absent more than their earned leave allowances are absent without pay.

When there is a vacancy due to personal illness or personal business, cafeteria workers absorb the additional workload. This causes workflow problems if staff who are preparing or processing the food are moved to the serving lines. Occasionally custodial staff may perform dish washing or other non-skilled functions. In cases of severe staff shortages, campuses may borrow employees from another campus or the Field Specialists may work at that campus. This is an ineffective way to conduct business because custodial staff and Field Specialists have other responsibilities that are ignored while assisting in the campus cafeteria. Based on TSPR surveys and focus groups, a common complaint from students, parents and teachers was that waiting time in serving lines was too long. Overtime is seldom incurred as the staff must work harder, but not necessarily longer. The district seldom uses substitutes for absent employees.

Some campuses experience high absenteeism as shown in **Exhibit 9-8**.

Exhibit 9-8
FBISD Child Nutrition Department
Staff Absenteeism
1998-99

#	School	Hours Absent	Number of Employees	Hours Per Employee
001	Dulles HS	859.75	17	50.57
002	Willowridge HS	392.90	14	28.06
004	Clements HS	674.75	13	51.90
005	Kempner HS	673.75	14	48.13
006	Elkins HS	440.75	14	31.48
007	Austin HS	381.30	15	25.42
008	Hightower HS	1,019.75	14	72.84
041	Dulles MS	607.45	10	60.75
042	Missouri City MS	435.65	10	43.57
043	Sugarland MS	507.45	11	46.13
044	Quail Valley MS	710.70	13	54.67
045	First Colony MS	418.45	9	46.49
046	McAuliffe MS	859.25	10	85.93
047	Hodges Bend MS	365.70	8	45.71
048	Lake Olympia MS	392.29	9	43.59
049	Garcia MS	345.20	10	34.52
101	E.A. Jones ES	451.70	7	64.53
102	Lakeview ES	186.50	4	46.63
108	Blue Ridge ES	39.00	5	7.80
109	Ridgemont ES	314.70	7	44.96
110	Meadows ES	295.60	4	73.90
111	Quail Valley ES	470.20	5	94.04
112	Dulles ES	305.50	4	76.38
113	Briargate ES	332.50	7	47.50

114	Townewest ES	111.00	3	37.00
115	Lantern Lane ES	87.95	4	21.99
116	Ridgegate ES	326.15	7	46.59
117	Colony Bend ES	94.90	4	23.73
118	Mission Bend ES	47.50	4	11.88
119	Sugar Mill ES	86.25	3	28.75
120	Settlers Way ES	332.70	6	55.45
121	Palmer ES	81.36	5	16.27
122	Hunters Glen ES	259.20	6	43.20
123	Highlands ES	46.00	5	9.20
124	Mission Glen ES	174.00	4	43.50
125	Pecan Grove ES	242.15	4	60.54
126	Austin Parkway ES	73.00	4	18.25
127	Barrington Place ES	247.30	4	61.83
128	Colony Meadows ES	209.75	4	52.44
129	Mission West ES	130.50	5	26.10
130	Walker Station ES	212.50	6	35.42
131	Glover ES	167.00	7	23.86
132	Lexington Creek ES	282.75	5	56.55
133	Arizona Fleming ES	248.50	4	62.13
134	Burton ES	169.35	6	28.23
135	Commonwealth ES	173.75	4	43.44
136	Brazos Bend ES	109.25	4	27.31
137	Sienna Crossing ES	69.75	4	17.44
138	Oyster Creek ES	137.00	4	34.25
	Total	15,600.35	350	44.57

Source: FBISD Child Nutrition Department.

Comal ISD faced a similar absentee problem and initiated several actions to alleviate the problem including incentives for attendance and

counseling for those who abuse the policies. In addition, Comal ISD developed a report to track absenteeism on a weekly basis.

Killeen ISD has also instituted an Employee of the Quarter Awards Program to encourage attendance. Specific awards consist of a certificate of appreciation, employee pin, sign posted on campus marquees and a gift certificate.

**Recommendation 70:
Identify kitchens with high absentee rates and implement corrective action plans including disciplinary action and incentive programs to encourage attendance.**

A weekly tracking system is needed to identify those campuses with excessive absences so that corrective action plans can be developed and implemented. In addition, employees who abuse leave should be counseled and disciplined if necessary.

Full-time, 7 and 7 1/2 hour workers who abuse leave should be reduced to 4 or 4 1/2 hour status. Four and 4 1/2 hour staff who abuse leave policy should be reduced to substitute status.

Incentive programs to promote and encourage attendance should be developed including monetary incentives and personal recognition strategies.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Child Nutrition director, area field specialists, cafeteria managers and the Human Resources Department develop incentives to recognize and reward attendance and policies to address abuse of leave.	December 2000
2.	The Child Nutrition director and the Human Resources Department prepare and distribute policies to affected staff regarding leave policy.	January 2001

FISCAL IMPACT

The fiscal impact of this recommendation is dependent upon the level of monetary and recognition award FBISD Child Nutrition Department feels is appropriate. Providing a bonus pool to cafeteria managers with the lowest absenteeism for distributing to their staff would not be expensive. For example, each of the three area field specialists could award a \$1,000 bonus pool to the campus cafeteria manager in the field specialist's area with the lowest absentee rate. This would cost the district \$3,000 per year.

In addition, recognition to employees in the form of plaques and certificates is estimated at \$20 per plaque or certificate. For example, if the Food Services Department provided annual awards to at least one-half of the 395 cafeteria staff, or 197.5 staff, the annual cost would be \$3,950 (\$20 x 197.5). The total annual cost would be \$6,950.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Identify kitchens with high absentee rates and implement corrective action plans including disciplinary action and incentive programs to encourage attendance.	(\$6,950)	(\$6,950)	(\$6,950)	(\$6,950)	(\$6,950)

FINDING

The Fort Bend School Food Service Association (FBSFSA) provides scholarships to cafeteria staff who are members of the association. Cafeteria staff are eligible for membership in the Texas School Food Service Association (TSFSA) as well as the district association but only members of the FBSFSA are eligible for scholarships. The scholarships can be used to attend as many certification classes as members care to take. In order to be eligible for the scholarships, staff must be a member of FBSFSA, attend meetings regularly and participate in fund-raising activities. Cafeteria staff who are not members of the association must pay about \$25 for each of the six courses available, as the district does not pay for the certification courses.

Cafeteria staff are encouraged to obtain and advance in their level of certification for food service, but the district does not reward the staff who obtain advance certification. In previous years, when an employee was certified at Level III, a one-step increase in salary was given. When the salary step method used in determining wages was replaced by the mid-point method, this step increase was no longer given for certification.

Recommendation 71:

Develop and implement a plan to recognize cafeteria staff who complete certification classes.

The recognition plan should provide monetary stipends upon completion of classes.

IMPLEMENTATION STRATEGY AND TIMELINE

1.	The Child Nutrition director, area field specialists, cafeteria managers and the Human Resources Department develop incentives to recognize cafeteria staff who complete certification training.	December 2000
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FISCAL IMPACT

The fiscal impact of this recommendation would be dependent upon how many cafeteria staff complete the certification programs annually. The estimated annual cost for providing a \$200 stipend to one-half of the 395 cafeteria staff would be \$39,500 (\$200 x 197.5 staff).

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Develop and implement a plan to recognize cafeteria staff who complete certification classes.	(\$39,500)	(\$39,500)	(\$39,500)	(\$39,500)	(\$39,500)

FINDING

The Child Nutrition Department does not solicit feedback from students about quality, taste, variety, price or quantity of menu items served at the campuses. TSPR conducted community meetings in FBISD and received a number of negative comments about food services.

The district offers an "Epicurean afternoon" in February of each year to obtain feedback on new foods that may be introduced. However, feedback is not obtained for current menu items.

In a survey of principals and assistant principals, teachers, parents and students about food service operations, respondents said that food quality and taste, time in serving line and time allowed for meals needed the most improvement (**Exhibit 9-9**).

**Exhibit 9-9
TSPR Food Service Survey Results
April 2000**

Survey Question	Strongly Agree/Agree	No Opinion	Disagree/Strongly Disagree
The cafeteria's food looks and tastes good.			

Principals and Assistant Principals	48%	9%	43%
Teachers	32%	13%	55%
Parents	41%	27%	32%
Students	28%	25%	47%
Students have enough time to eat.			
Principals and Assistant Principals	68%	4%	28%
Teachers	NA	NA	NA
Parents	40%	10%	50%
Students	13%	8%	79%
Students wait in food lines no longer than 10 minutes.			
Principals and Assistant Principals	60%	3%	37%
Teachers	43%	11%	46%
Parents	34%	24%	42%
Students	16%	12%	72%

Source: TSPR Survey, April 2000.

Interviews with cafeteria managers and staff revealed that the cafeteria workers were not aware of the problems or perceived problems among their customers.

On the positive side, survey results also indicated that the cafeterias' facilities are sanitary and neat, cafeteria staff is helpful and friendly and discipline and order are maintained in the school cafeterias.

Recommendation 72:

Solicit input from students, parents and faculty regarding food quality, quantity, price, variety, nutrition and any other areas of food operations and implement corrective action where needed.

The district already conducts annual surveys of parents for services and operations, but these surveys do not address food service operations.

Existing surveys could include questions related to food service operations.

Food Service staff could have students, parents and faculty conduct taste tests to provide feedback on the menu. Comment boxes could be located in each cafeteria. Also, students and faculty should be given short questionnaires to take home or to the classroom.

Based on the results of surveys and suggestions, the Child Nutrition director, area field specialists and cafeteria managers should develop and implement corrective actions and conduct follow up surveys to determine if the actions taken were proper and adequate.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Child Nutrition director directs the cafeteria managers to create food taste tests and provide suggestion boxes in a conspicuous location in each cafeteria.	November 2000
2.	The Child Nutrition director, area field specialists and cafeteria managers develop survey questionnaires for students, parents, teachers and administrators.	November 2000
3.	The Child Nutrition director coordinates with the central office for distribution of food service surveys with the annual district surveys of parents.	December 2000 April 2001
4.	Child Nutrition administrative staff compiles results of taste tests and suggestion boxes monthly and review survey results in the fall and spring.	November 2000 May 2001
5.	The Child Nutrition director, area field specialists and cafeteria managers develop and implement corrective actions.	Ongoing

FISCAL IMPACT

TSPR estimates the cost of printing survey questionnaires will be \$5,300 per semester (53,000 copies for students multiplied by 10 cents per copy) or \$10,600 annually.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Solicit input from students, parents and faculty regarding food quality, quantity, price.	(\$10,600)	(\$10,600)	(\$10,600)	(\$10,600)	(\$10,600)

variety, nutrition and any other areas of food operations and implement corrective action where needed.					
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FINDING

Contrary to TEA's *Administrator's Reference Manual*, Section 16.1 and district policy, 71 percent (36 of 51) of vending machines containing candy, chips and other snacks are operated inside cafeterias and immediately outside cafeterias during serving times as shown in **Exhibit 9-10**. The TEA *Administrator's Reference Manual*, Section 16.1 states, "School districts must establish rules or regulations as necessary to control the sale of foods in competition with meals served under the National School Lunch and School Breakfast Programs. Such rules and regulations shall prohibit the sale of foods of minimal nutritional value in the food service area during the breakfast and lunch periods. The restricted foods may be sold, at the discretion of local school officials, in other areas of the school campus throughout the school day."

The Competitive Food Regulation restricts four categories of food items including:

- Soda water-any carbonated beverage. No products shall be excluded from this definition because it contains discrete nutrients added to the food such as vitamins, minerals and protein.
- Water Ices-any frozen, sweetened water such as popsicles and flavored ice with the exception of products that contain fruit or fruit juices.
- Jellies and Gums-a mixture of carbohydrates made predominately from natural or synthetic gums and other ingredients that form an insoluble mass for chewing.
- Certain candies-any processed foods made predominately from sweeteners or artificial sweeteners with a variety of minor ingredients that characterize the following types: hard candy, jellies and gums, marshmallow candies, fondant, licorice, spun candy and candy-coated popcorn.

Carbonated beverages are available inside cafeterias during lunch periods at most campuses. The availability of vending machine products reduces food service revenue and also makes less nutritional food readily available to students. The American School Food Service Association (ASFSA) recognizes the impact vending machines have on student nutrition and supports the intent of the "Better Nutrition for School Children Act of 1999." Additionally, ASFSA strongly urges an amendment to the

proposed legislation that would completely eliminate soft drinks and foods of minimal nutritional value throughout the entire school campus until the end of the last lunch period of the day. The ASFSA states in *Better Nutrition for School Children Act of 1999 Official Statement*, that dramatic increases in direct competition during meal periods from soft drink and candy vending machines have resulted in some school cafeterias offering soft drinks and foods of minimal nutritional value as choices in addition to offering nutritious meals.

In addition, revenue is affected by other competitive food sales from campus organizations who sell food during the same meal-serving times in the cafeterias. Although the total amount of lost revenue was not available, the Child Nutrition Director said that cafeteria revenues typically decrease from \$100 to \$200 each time a campus organization also sells food.

In Austin ISD, cafeteria managers reported sales reductions from competitive food sales ranging from 19 percent to 63 percent at the high school, and 15 percent to 28 percent at the middle school.

**Exhibit 9-10
Campus Vending Machine Location
1999-2000**

#	School	Vending Machine Location Snacks (S), Fruitopia (F), Coke (C)
001	Dulles HS	(S, C) Immediately outside cafeteria
002	Willowridge HS	(S) In cafeteria
004	Clements HS	(F, S) Inside cafeteria and (C) in courtyard
005	Kempner HS	(S, C) Inside cafeteria
006	Elkins HS	(S, F) Immediately outside cafeteria
007	Austin HS	(F) Inside and (S,C) immediately outside cafeteria
008	Hightower HS	(F) Inside and (F,C) immediately outside cafeteria
009	Progressive HS	(S,F,C) Inside cafeteria
040	M.R. Woods MS	None
041	Dulles MS	(S,F,C) Inside cafeteria
042	Missouri City MS	(S,F,C) Immediately outside cafeteria
043	Sugarland MS	(C,F) Inside cafeteria
044	Quail Valley MS	(S,F,C) Inside cafeteria

045	First Colony MS	(S,F,C) Inside cafeteria
046	McAuliffe MS	(S,C) Inside cafeteria
047	Hodges Bend MS	(S,F,C) Inside cafeteria
048	Lake Olympia MS	(S,C) Inside cafeteria
049	Garcia MS	(S,C) Immediately outside cafeteria
101	E.A. Jones ES	(S,F,C) In the teachers' lounge
102	Lakeview ES	(F) Inside cafeteria
108	Blue Ridge ES	(F,C) Inside cafeteria
109	Ridgemont ES	(S) In the teachers' lounge
110	Meadows ES	(F) Inside cafeteria
111	Quail Valley ES	(C) In the teachers' lounge
112	Dulles ES	(F) Inside cafeteria
113	Briargate ES	(F) Inside cafeteria
114	Townewest ES	(F) Inside cafeteria
115	Lantern Lane ES	(F) Inside the cafeteria, next to the serving line
116	Ridgegate ES	(C) In the teachers' lounge
117	Colony Bend ES	(F) Inside cafeteria
118	Mission Bend ES	(F) Inside the cafeteria, next to the serving line
119	Sugar Mill ES	(F) Inside cafeteria
120	Settlers Way ES	(F) Immediately outside the cafeteria
121	Palmer ES	(F) Inside the cafeteria, next to the serving line
122	Hunters Glen ES	(F) Inside cafeteria
123	Highlands ES	None
124	Mission Glen ES	(F) Inside cafeteria
125	Pecan Grove ES	(F) Inside cafeteria
126	Austin Parkway ES	(F) Inside the cafeteria, next to the serving line
127	Barrington Place ES	(F) Inside cafeteria
128	Colony Meadows ES	(F) Immediately outside the cafeteria
129	Mission West ES	(F) Inside cafeteria, (C,S) in the teachers' lounge

130	Walker Station ES	(F) Inside cafeteria
131	Glover ES	(C) Immediately outside cafeteria, (C) teachers' lounge
132	Lexington Creek ES	(F) Inside cafeteria
133	Arizona Fleming ES	(F) Inside cafeteria
134	Burton ES	(F) Inside cafeteria, (S,C) immediately outside
135	Commonwealth ES	(F) Inside cafeteria
136	Brazos Bend ES	(F) Inside cafeteria
137	Sienna Crossing ES	(S,C) In the teachers' lounge
138	Oyster Creek ES	(F) Inside cafeteria

Source: FBISD Child Nutrition Department.

Recommendation 73:

Establish a district policy to control the sale of foods in competition with meals served under the National School Lunch and Breakfast Programs.

Alternative fund-raising activities and programs should be developed that do not compromise the nutritional well-being of students.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Child Nutrition director, area field specialists and principals review TEA regulations and Child Nutrition Program guidelines regarding sales of competitive foods.	November 2000
2.	The Child Nutrition director, area field specialists and principals develop new policies regarding the location and hours of operation of vending machines.	November 2000
3.	The Child Nutrition director, associate superintendent of Business and Finance, area field specialists, principals and the Facilities director ensure that vending machines are relocated if necessary.	November 2000
4.	The Child Nutrition director, area field specialists and principals monitor vending machine operations for compliance with the new policies.	December 2000

FISCAL IMPACT

Cafeteria sales would likely increase due to this recommendation, however, the amount cannot be estimated.

Chapter 9

FOOD SERVICE

B. MEAL PARTICIPATION

FBISD participates in the National School Lunch Program, the School Breakfast Program and the Donated Commodities Program. Students who live in households where the household income is less than 185 percent of the federal poverty level receive a reduced-price meal. Students receive a free meal if the household income is less than 130 percent of the federal poverty level. FBISD is reimbursed for student lunch and breakfast costs as shown in **Exhibit 9-11**.

Exhibit 9-11
National School Lunch and Breakfast Program
Reimbursement Rates
1999-2000

Category	Lunch	Breakfast
Full-Price (Paid)	\$0.19	\$0.21
Reduced-Price	\$1.58	\$0.79
Free	\$1.98	\$1.09

Source: TEA Memo July 9, 1999.

The Child Nutrition Department uses the Computer Assisted Food Services (CAFS) point of sales system in all of its cafeterias. This system provides immediate information regarding student participation in each cafeteria in a manner that ensures confidentiality for students participating in the free and reduced-price meal programs. The CAFS point of sale system also provides financial information such as sales by menu item, sales by campus, volume of cash sales and prepaid sales, and sales to students versus sales to adults. This system is critical to the efficient operations of the Child Nutrition Department as a management tool in assessing the financial operations of each cafeteria as well as providing information regarding which menu items are popular and which are not. However, the CAFS system has not been configured to provide expenditure data, such as inventory usage and salary costs.

All students are provided a unique identification number at the beginning of each school year. This number is punched into a keypad at the cash register by students not paying cash for meals, including students who prepay for meals and those who are on the free and reduced-price lunch

and breakfast program. Thus, students who are on free and reduced-price lunches are not distinguishable from students who have paid in advance for meals. Students who pay cash for the full price of meals are not required to enter their unique number.

The district has a closed campus requirement, so all students must eat at school.

Nearly 60 percent of FBISD students regularly eat in the cafeterias, which exceeds the participation rates of all but two of FBISD's peer districts (Exhibit 9-12).

Exhibit 9-12
Food Service Peer District Comparison-Lunch
1998-99

District	Average Daily Attendance ADA	Overall Average Daily Participation (ADP)	ADP Percent of ADA
Aldine	47,700	36,600	77%
Austin	73,103	38,745	53%
Cypress-Fairbanks	58,419	22,138	38%
Fort Bend	50,561	30,066	59%
Katy	30,280	14,131	47%
Plano	43,241	16,542	38%
Round Rock	27,408	18,393	67%

Source: Survey of Peer Districts and FBISD Child Nutrition Department.

School Foodservice Management, Fourth Edition, lists the expected participation rates for lunch by grade level in **Exhibit 9-13**. FBISD's participation rates in elementary and middle schools are less than the levels expected and the high schools exceed the expected participation rate.

Exhibit 9-13
Expected and Actual FBISD Lunch Participation Rates
By Grade Level

Grade Level	Expected	FBISD	Percent
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	Participation Rate	Participation Rate	Difference: Expected vs. Actual FBISD
Elementary School	70%	59.8%	(10.2%)
Middle School	60%	55.2%	(4.8%)
High School	50%	62.9%	12.9%

Source: Pannell, School Foodservice Management, 4th Ed, FBISD Child Nutrition Department.

Participation in reduced-price lunches has more than doubled the rate of increase for free lunches, as shown in **Exhibit 9-14**.

Exhibit 9-14
Approved Number of Applications for
Free and Reduced-Price Lunch Participation
Month of January
1994-2000

	1994	1995	1996	1997	1998	1999	2000	% Increase
Free	6,145	7,610	8,142	8,401	8,427	8,309	8,445	37%
Reduced-Price	1,232	1,469	1,747	1,843	2,012	2,434	2,453	99%
Total	7,377	9,079	9,889	10,244	10,439	10,743	10,898	48%

Source: FBISD Child Nutrition Department.

Free and reduced-price lunch participation for high schools, middle schools and elementary schools is shown in **Exhibit 9-15**.

Exhibit 9-15
Participation by School Type in Free and Reduced-Price Lunch
Programs
Month of November
1997-98 through 1999-2000

	Free			Reduced-Price		
	1997-98	1998-99	1999-2000	1997-98	1998-99	1999-2000

High School	11,284	11,970	12,616	1,844	2,576	2,883
Middle School	21,914	23,304	23,638	3,922	5,018	5,016
Elementary School	56,521	58,649	64,583	12,024	15,922	16,898

Source: FBISD Child Nutrition Department.

Participation rates vary from 47.1 percent to 87.9 percent among the seven FBISD high schools, as shown in **Exhibit 9-16**.

Exhibit 9-16
Lunch Participation Rates at FBISD High Schools
October 1999

High School	Average Daily Attendance	Average Daily Participation (ADP)	% ADP of ADA
Dulles	1,991	1,246	62.5%
Willowridge	1,735	1,414	81.5%
Clements	2,518	1,187	47.1%
Kempner	2,395	1,224	51.1%
Elkins	2,022	1,056	52.2%
Austin	2,819	1,974	70.0%
Hightower	1,487	1,307	87.9%
Total High Schools	14,967	9,408	62.9%

Source: FBISD Child Nutrition Department.

There is a dramatic difference in the number of approved free and reduced-price lunch participants between the three areas of FBISD, as shown in **Exhibit 9-17**. Area I had 6,800 students approved for free and reduced-price lunch participation while Area II had only 787. Area I had 65 percent of all the free and reduced-price lunches served.

Exhibit 9-17
Free and Reduced-Price Lunch Participation By Area
October 1999

Area	School	ADA Free	ADA Reduced-	Total ADA	Participation	Percent
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			Price	Free and Reduced		Participation
I	Willowridge HS	482	94	576	198	34
I	Elkins HS	121	48	169	61	36
I	Hightower HS	259	70	329	153	47
I	Quail Valley MS	107	57	164	84	51
I	Missouri City MS	343	109	452	260	58
I	Lake Olympia MS	293	65	358	219	61
I	McAuliffe MS	628	122	750	519	69
I	E A Jones ES	307	80	387	279	72
I	Sienna Crossing ES	204	40	244	176	72
I	Glover ES	175	84	259	187	72
I	Briargate ES	336	76	412	300	73
I	Ridgegate ES	566	92	658	484	74
I	Burton ES	349	68	417	307	74
I	Hunters Glen ES	216	73	289	218	75
I	Lantern Lane ES	62	36	98	74	76
I	Blue Ridge ES	229	76	305	232	76
I	Palmer ES	20	12	32	25	78
I	Quail Valley ES	252	32	284	233	82
I	Ridgemont ES	549	68	617	515	83
II	Dulles HS	154	48	202	91	45
II	Clements HS	21	15	36	18	50
II	Colony Bend ES	9	3	12	6	50

II	Commonwealth ES	2	4	6	3	50
II	First Colony MS	30	14	44	26	59
II	Dulles MS	86	39	125	76	61
II	Highlands ES	32	19	51	35	69
II	Colony Meadows ES	15	9	24	17	71
II	Meadows ES	39	25	64	49	77
II	Dulles ES	77	36	113	87	77
II	Settlers Way ES	25	23	48	37	77
II	Lexington Creek ES	28	16	44	34	77
II	Austin Parkway ES	4	14	18	14	78
III	Kempner HS	166	82	248	132	53
III	Brazos Bend ES	18	15	33	18	55
III	Sugar Mill ES	22	20	42	24	57
III	Pecan Grove ES	5	2	7	4	57
III	Garcia MS	84	36	120	71	59
III	Sugarland MS	173	56	229	136	59
III	Hodges Bend MS	275	99	374	240	64
III	Austin HS	226	92	318	211	66
III	Barrington ES	81	45	126	86	68
III	Townewest ES	181	68	249	171	69
III	Arizona Fleming ES	170	46	216	149	69
III	Lakeview ES	49	15	64	45	70
III	Mission West ES	270	87	357	266	75

III	Mission Glen ES	134	70	204	153	75
III	Oyster Creek ES	29	18	47	38	81
III	Mission Bend ES	146	56	202	166	82
III	Walker Station ES	2	5	7	6	86
Total Area I		5,498	1,302	6,800	4,524	67
Total Area II		522	265	787	493	63
Total Area III		2,031	812	2,843	1,916	67
Total FBISD		8,051	2,379	10,430	6,933	66

Source: FBISD Child Nutrition Department.

According to Dorothy Pannell-Martin, there are several factors that influence students regarding food at school, including the following:

- Menu-the single most important variable;
- Price-no longer the most important variable;
- Quality of food;
- Image of the foodservice program held by students, especially by high school students;
- Value parents place on nutrition, and their perception of how nutritious the meals are at school;
- Ages of students-older students participate in school lunch programs less frequently than younger ones;
- Sex of students-male students participate more frequently than females;
- Location, urban or city-students from rural areas participate more often than students from urban areas; and
- Attitudes of the foodservice employees.

As noted, menu is the single most important variable in participation rates. In recognition of this, the American School Food Service Association recently conducted a survey of 600 school food service directors to determine the trend in menu items. The most popular new items introduced in 1999-2000 were:

New Entrees:

- Wraps/sandwiches (62%)

- Pizza varieties (56%)
- Chicken/turkey dishes (54%)

New Vegetables:

- Raw veggies (51%)
- New salads (49%)
- Potato dishes (41%)
- Stir-fry vegetables (36%)

New Side Dishes:

- Bread/biscuits/rolls (51%)
- Pasta dishes (47%)
- Rice dishes (46%)

New Desserts:

- Rolls/muffins/snack cakes (51%)
- New kinds of cookies (49%)
- Ice cream/ice cream novelties (37%)
- Crisps/cobblers (35%)

New beverages:

- Bottles/flavored water (52%)
- New types of juices (49%)
- Sport drinks (37%)
- Slushes/smoothies/shakes (36%)

There are factors associated with nonparticipation. For example, for students concerned with losing weight, a salad bar is effective and is often promoted with a sign saying, "Make it your way" or "You decide how many calories you eat."

The food service manager always has to consider the competition. In closed campuses the competition is limited but still exists from lunches brought from home, vending machines or not eating at all.

To increase participation and serve all students in less time, the cafeteria manager needs to know what the customer wants. Preferences can be determined through surveys, listening to, questioning and staying in touch with the customer. The student needs to know that food service is delivering a quality, nutritious lunch at the best price. A good price can be proven to the customer with a poster comparing the prices of key items on the menu with prices charged at popular fast-food restaurants.

To keep the customer's interest and maintain the goals of increasing participation and customer satisfaction, the food service products should provide surprises, give more than is expected, provide quality food, and train all employees to be salespersons and act as if the food service were their own business.

The marketing approach is best when planned and implemented in big segments or all at one time, not gradually. The gradual approach does not get attention. Students will not see the marketing approach as anything new. The theme and image to be marketed should be enhanced by the presentation of food, the type of service offered, the appearance of the serving and dining areas, the uniforms the employees wear and the attitudes the employees display.

FINDING

One high school, one middle school and eight elementary campuses do not offer breakfast to students.

Campus principals are given the discretion of whether to provide breakfast if the percent of free and reduced-price student population for an individual school is below 10 percent. The 10 percent threshold was established by state law and applies to all schools that operate the School Breakfast Program under the income poverty guidelines established by the United States Department of Agriculture. The Texas Comptroller of Public Accounts noted that hungry children are not as apt to learn in *Food for Thought: Ideas for Improving School Food Service Operations*, published in May 1999. However, 10 district campus principals have chosen not to offer breakfast. Each principal polled by TSPR stated that the parents and students served by their schools had not requested a breakfast program.

As **Exhibit 9-18** shows, each campus has students who could be served through the National School Breakfast Program if each school established a breakfast program.

Exhibit 9-18
FBISD Campuses Not Participating
In the School Breakfast Program
October 1999

School	Enrollment	Approved Free Breakfast	Approved Reduced-Price Breakfast
Clements HS	2,767	23	17
First Colony MS	1,712	31	14

Colony Bend ES	637	9	3
Highlands ES	778	33	19
Austin Parkway ES	515	4	14
Colony Meadows ES	785	15	9
Lexington Creek ES	937	29	16
Commonwealth ES	601	2	4
Pecan Grove ES	756	5	2
Sugar Mill ES	663	22	20
Total	10,151	173	118

Source: FBSD Child Nutrition Department, Labor Reports.

The district is also losing revenue from students who would pay full price for breakfast if the campus had a breakfast program. In the elementary schools that serve breakfast, 2.9 percent of the students pay for breakfast as shown in **Exhibit 9-19**.

Only 8 percent of the district's students eat breakfast on campus; 2 percent are paid meals, while 6 percent are free and reduced-price meals.

Exhibit 9-19
Breakfast Participation by Campus
October 1999

#	School	ADA	Breakfast Meals Paid	Breakfast Meals From Free & Reduced-Price
001	Dulles HS	1,991	71	388
002	Willowridge HS	1,735	43	558
005	Kempner HS	2,395	461	762
006	Elkins HS	2,022	53	219
007	Austin HS	2,819	177	702
008	Hightower HS	1,487	85	659
041	Dulles MS	1,362	128	314
042	Missouri City MS	1,145	181	1,197

043	Sugarland MS	1,433	160	383
044	Quail Valley MS	1,094	150	382
046	McAuliffe MS	1,152	84	2,230
047	Hodges Bend MS	1,381	399	1,685
048	Lake Olympia MS	1,567	207	1,604
049	Garcia MS	1,961	362	486
101	E.A. Jones ES	656	1,087	3,681
102	Lakeview ES	441	128	429
108	Blue Ridge ES	499	415	3,004
109	Ridgemont ES	760	235	3,569
110	Meadows ES	469	199	301
111	Quail Valley ES	653	387	2,913
112	Dulles ES	531	376	893
113	Briargate ES	685	390	2,955
114	Townewest ES	662	280	1,383
115	Lantern Lane ES	557	373	505
116	Ridgegate ES	884	317	3,632
118	Mission Bend ES	655	226	991
120	Settlers Way ES	651	217	392
121	Palmer ES	770	224	108
122	Hunters Glen ES	652	537	1,360
124	Mission Glen ES	733	439	979
127	Barrington Place ES	767	449	591
129	Mission West ES	831	431	1,740
130	Walker Station ES	960	127	30
131	Glover ES	757	937	1,559
133	Arizona Fleming ES	714	245	1,509
134	Burton ES	718	463	3,829
136	Brazos Bend ES	762	327	200
137	Sienna Crossing ES	583	498	2,037

138	Oyster Creek ES	668	592	252
All Campuses Average Per Day		40,562	623	2,521
Elementary Schools Averages Per Day		17,018	494	1,942
Elementary School Percent			2.9	11.4

Source: FBISD Child Nutrition Department.

Among selected districts of similar size (except for Austin ISD, these are not FBISD's peer districts), FBISD's breakfast participation rate is very low as shown in **Exhibit 9-20**.

Exhibit 9-20
Average Breakfast Participation for Other School Districts
1998-99

District	Average Breakfast Participation
Pasadena	24%
Austin	22%
Fort Worth	19%
Alief	18%
Northside	17%
Corpus Christi	14%
Fort Bend	8%

Source: TSPR.

Even some school districts that do not provide a daily breakfast program provide breakfast to all students on days when the Texas Assessment of Academic Skills (TAAS) test is given.

Aldine ISD has implemented an innovative breakfast express program at two high schools. In the breakfast express program, breakfast bags are prepared daily from items selected from eight to 10 breakfast foods such as breakfast tacos, pigs-in-a-blanket, eggs and sausage. Students can pick the express bags up after the first block period and eat breakfast during the first minutes of the next block period, which is reserved for announcements and administrative tasks. The Child Nutrition director

feels that this program has significantly increased breakfast participation in these two schools.

Cypress-Fairbanks ISD uses a grab-and-go approach to provide students breakfast service in a very short time. Cypress-Fairbanks students have only 10 minutes from the time they arrive at campus until classes begin. Pre-packaged breakfast bags are available to students as soon as they arrive at campus.

Mount Pleasant ISD, a district with more than 4,000 students, offers a second breakfast program during the activity period at Mount Pleasant High School. This program added revenue of \$1,371 per month during the first year of operation. Reimbursable food items such as juice, milk, baked items and cereal are sold to students and teachers. Students who did not eat at the first breakfast serving can eat at this second serving. Some students eat twice.

Recommendation 74:

Establish breakfast programs at the 10 campuses without one, and develop strategies to increase overall breakfast participation at all campuses.

Students at elementary schools could be provided breakfast during the first 30 minutes of the school day since this time is usually used for administrative tasks by teachers, or during the second block period, as at Aldine ISD.

Middle school and high school breakfast programs could be modeled after existing programs at high schools and middle schools already providing breakfast to students. In addition, grab-and-go breakfasts could be provided to students who have little time to eat before class.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The principals of the 10 schools without breakfast programs meet with the Child Nutrition director to develop breakfast programs suited to their respective campuses.	September 2000
2.	The Human Resource Department amends the work hours of cafeteria staff to accommodate the additional hours required to implement the breakfast programs.	December 2000
3.	The Child Nutrition director prepares and distributes menus and notices to parents and students regarding the new breakfast programs.	December 2000

4. The principals announce the breakfast programs to all students and encourage participation.	January 2001
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FISCAL IMPACT

The fiscal impact is based on the assumption that FBISD's breakfast participation would be at least 15 percent, up from the district's 8 percent participation level. By incorporating innovative strategies, the participation level could be even higher.

For the 10 campuses without a breakfast program, FBISD is reimbursed 79 cents for each reduced-price breakfast participant and \$1.09 for each free breakfast participant. By not providing a breakfast program, the district is potentially losing \$33,754 ($\$1.09 \times 173 \text{ students} \times 179 \text{ days}$) and \$16,686 ($79 \text{ cents} \times 118 \text{ students} \times 179 \text{ days}$) for a total of \$50,440 from the free and reduced-price breakfast program. Assuming a 15 percent breakfast participation rate, the additional revenue to the district would be \$7,566 annually ($\$50,440 \times .15$).

By implementing innovative strategies, the district could increase overall breakfast participation by at least 7 percent of local revenues, or \$514,290 ($\$7,346,995 \text{ Exhibit 9-1, } 1998\text{-}99 \text{ local revenue} \times .07$).

The total revenues would be \$521,856 ($\$7,566 + \$514,290$). After subtracting \$208,742 in food costs at the recommended industry standard of 40 percent of revenues ($\$521,856 \times .40$), Food Services could generate an additional \$313,114 ($\$521,856 - 208,742$) annually. One-half of this amount is estimated in the first year.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Establish breakfast programs at the 10 campuses without one, and develop strategies to increase overall breakfast participation at all campuses.	\$156,557	\$313,114	\$313,114	\$313,114	\$313,114

FINDING

FBISD's Child Nutrition department does not offer nutrition education to students on a regular basis. The district's health and science curriculum offers some information, but extensive efforts are not in place.

FBISD recognizes the positive impact of nutritious food on student performance and well-being and has employed a registered dietician to assist with menu planning. But, just putting nutritious food on the menu does not mean that students are deriving the benefits. Students prefer to eat less nutritional foods such as french fries, hot dogs, hamburgers, pizza and macaroni and cheese instead of nutritional foods such as fruit, vegetables, poultry and fish.

Austin ISD has implemented an innovative and comprehensive nutrition program. Austin ISD works closely with the American Heart Association, the University of Texas Extension Center and the Associated Milk Producers to inform teachers and parents of the latest research. Austin ISD provides information to students and encourages them to improve their diets. Austin ISD also sends information to cafeteria managers and principals about the positive effects of good nutrition and emphasizes the need for a quality, affordable breakfast program. Austin ISD participates in an elementary school-based intervention program designed to promote non-smoking, increased physical activity and food that is low in sodium and saturated fat.

**Recommendation 75:
Develop and implement a comprehensive nutrition program for FBISD students.**

A comprehensive program would include education on the benefits of good nutrition as well as how to eat healthy. Pamphlets and brochures could be distributed to students as well as conspicuously displayed in the cafeterias.

FBISD should seek local affiliation with agencies such as the American Heart Association and other agencies promoting health and nutrition. FBISD could team with these agencies to provide education and programs similar to programs at Austin ISD.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Child Nutrition director and the registered dietician work with principals and cafeteria managers to develop educational material to be distributed to students, parents and staff.	December 2000
2.	The Child Nutrition director and principals schedule and conduct annual nutritional awareness programs at each campus at the beginning of each school year.	January 2001
3.	The Child Nutrition director and the registered dietician seek private industry and nonprofit teaming partners to develop instructional programs and literature.	February 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 9

FOOD SERVICE

C. FINANCIAL MANAGEMENT

FBISD Child Nutrition Department has an annual operating budget of \$10.7 million for 1999-2000. Revenue to support FBISD food service operations come from three main sources, described earlier in **Exhibit 9-1**.

As shown in **Exhibit 9-21**, expenditures have increased annually since 1995-96. The greatest percent increase in the Child Nutrition expenditures from 1995-96 to 1998-99 was for professional and contracted services. This was due to a reclassification of contracted storage and delivery of food commodities. These charges were previously recorded as food supply costs. The large increase in capital outlay for 1998-99 was due to the purchase and installation of a districtwide computer network for food service operations. This equipment was paid from the available fund balance in the food service budget. Increases in the non-food supplies category were for the opening of a new campus cafeteria. Other operating costs increased more than 100 percent in 1998 due to an extensive training program.

Exhibit 9-21
FBISD Food Service Expenditures
1995-96 through 1998-99

	1995-96	1996-97	1997-98	1998-99	Percent Increase
Payroll	\$4,423,261	\$4,434,524	\$4,655,159	\$5,117,333	16%
Professional and Contracted Services	120,116	167,563	200,121	352,679	194%
Non-food Supplies	744,981	581,393	765,988	1,171,074	57%
Food Supplies	3,611,104	3,765,378	3,616,364	4,137,054	15%
Other Operating Expenditures	10,708	12,250	10,773	21,924	105%
Capital Outlay	0	69,198	161,011	550,420	
Total	\$8,910,170	\$9,030,306	\$9,409,416	\$11,350,484	27%

Source: FBISD Child Nutrition Department.

Non-capital expenditures for the four-year period were up 21 percent. During this same time period, enrollment increased by 17 percent. Increases in the Child Nutrition budget have been paid from food service revenue and fund balances. There has been no meal price increase in more than 10 years.

FINDING

FBISD charges the prices displayed in **Exhibit 9-22** for meals in the 49 campus cafeterias. Although student meal prices have not increased in more than 10 years, FBISD's Child Nutrition Department has a positive fund balance of more than \$3 million as shown in **Exhibit 9-1**.

The following table of meal prices remains in effect for the current school year.

**Exhibit 9-22
FBISD Lunch Prices
1999-2000**

Meal Type	Price
Elementary School paid	\$1.35
Elementary School reduced-price	\$0.40
Middle School paid	\$1.55
Middle School reduced-price	\$0.40
High School paid	\$1.55
High School reduced-price	\$0.40
Adults	\$1.90

Source: FBISD Child Nutrition Department.

COMMENDATION

FBISD has been able to generate a significant fund balance without increasing meal prices in 10 years.

FINDING

Profit and loss statements are not prepared for food service operations for individual campuses. As a result, the profitability of each campus is not known.

Except for 1998-99, the Child Nutrition Department typically reports a profit from food service operations annually. However, individual cafeteria managers are not held accountable for the financial operations of food service operations at their campus. The cafeteria managers are held accountable for monitoring inventory levels, production and overall revenues of their cafeterias. Revenue information is compiled by campuses through the district's point of sale system, but expenditure information is not available for each campus because the point of sale system is not linked with inventory, payroll and the purchase order system.

Reports used by the Child Nutrition Department to monitor campus performance include:

- Accountability report: prepared monthly by campus and reports income and reimbursement;
- Income report: prepared monthly by the district and reports income by campus and department;
- Reimbursement report: prepared monthly by the district and reports the reimbursement by campus and department;
- Labor report: prepared monthly and reports the number of meals served by campus including a la carte sales;
- CN01: prepared monthly and reports the year-to-date profit and loss for the department;
- CN02: prepared monthly and reports the year-to-date income and expenditure by campus by fund, function and object; and
- CN03: prepared monthly and reports the year-to-date income and expenditure by campus by fund and object.

These reports provide fragmented financial performance information but do not provide a true profit and loss by campus. Districts must take action to replicate good performances and improve those that are performing poorly, but without campus-specific information, individual campus deficiencies are not conspicuous. Timely, accurate, useful financial reports are critical to the continued profitability of the FBISD food service operation, especially if the district continues its policy of not increasing meal prices.

The key to operating profitably in the food services market is to control costs. To control costs, managers need to know their costs, know what costs should be and know how to keep prices low.

Five financial and operating reports are recommended by Dorothy Pannell-Martin in *Controlling Costs in the Food Service Industry, 1998*, to be distributed to cafeteria managers to enable them to monitor, evaluate and take corrective action when appropriate. These five reports are:

1. Budget-Spells out management's ideals, goals and objectives in financial terms;
2. Profit and loss statement-An accumulative report that indicates how the operation has been doing financially over a period of time;
3. Balance sheet-Provides a snapshot of how the operation is doing at a point in time. It tells the operation's worth and describes the assets (facilities and equipment) of the operation;
4. Cash flow statement-Shows the cash inflow and outflow for a period of time; and
5. Performance ratios and trends, including:
 - a. Food cost as percentage of sales
 - b. Labor cost as percentage of sales
 - c. Break-even point
 - d. Inventory turnover
 - e. Participation rates
 - f. Average daily labor costs
 - g. Average daily food costs

Recommendation 76:

Compile and distribute accurate, detailed and useful campus-specific financial and performance reports to cafeteria managers on a quarterly basis.

Cafeteria managers should be held accountable for the financial operations of their respective campuses. Area field specialists, cafeteria managers and staff should use these reports to monitor, evaluate and take corrective action as needed to address deficiencies and share best practices.

The point of sale system should be enhanced to include cost of goods sold information, such as inventory and purchases.

Annual performance goals should be set for each campus cafeteria and should focus on improvement.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Child Nutrition director meets with the budget officer and the controller to develop detailed budgets and financial reports for	January 2001
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	each campus.	
2.	The Child Nutrition director and the budget officer meet with cafeteria managers to explain the budgets and financial reports that will be provided, and to solicit feedback regarding other useful managerial reports.	February 2001
3.	The Child Nutrition director, area field specialists and cafeteria managers hold quarterly meetings to review performance, discuss needed corrective actions and share best practices.	April 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Reports of income derived from food service operations are misleading because not all operating costs are charged to food service operations. For example, the district pays for utilities, maintenance and janitorial costs for cafeterias.

Profits derived from food service operations can only be used for food service operations. The Child Nutrition Department has a fund balance of more than \$3 million for the period ended August 31, 1999. By not allocating operations costs such as maintenance, utilities and janitorial service to food service operations, food service profit and fund balances are overstated. Since the general fund is used to pay for these costs, general fund expenditures are overstated, and fewer funds are available for classroom use.

Recommendation 77:

Allocate an equitable share of building utilities and maintenance to food service operations.

By relieving the general operating fund from the burden of all utility costs, more general funds will be available for the classroom.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Child Nutrition director, budget officer and controller determine the portion of utilities and maintenance attributable to food service operations for 2000-01.	October 2000
2.	The Child Nutrition director, budget officer and controller	November

	develop a cost allocation methodology to identify, collect and transfer an equitable portion of utilities and maintenance attributable to food service operations and charges back costs incurred to date for food service overhead.	2000
3.	The budget officer and the Child Nutrition director develop detailed line-item budgets for maintenance and utilities and monthly charge backs begin.	November 2000
4.	The controller allocates applicable charges to food service operations each month, and provides reports of the allocations to the Child Nutrition director.	Ongoing

FISCAL IMPACT

The Child Nutrition Department has a fund balance of more than \$3 million for the period ended August 31, 1999, and could fund the building utilities and maintenance costs for the food service operation. The change would result in additional money for the general fund that could be spent on classroom needs.

For 1999-2000, \$8,928,015 was budgeted for utilities (electric, gas and water) and \$15,720,035 was budgeted for facilities and maintenance salaries for a total cost of \$24,648,050. If 5 percent of that amount could be attributed to food service operations, an additional \$1,232,403 ($\$24,648,050 \times .05$) could be made available to the general fund.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Allocate an equitable share of building utilities and maintenance to food service operations.	\$1,232,403	\$1,232,403	\$1,232,403	\$1,232,403	\$1,232,403

Chapter 10

TRANSPORTATION

This chapter examines Fort Bend Independent School District's (FBISD) Transportation Department in three areas:

- A. Organization and Management
- B. Routing and Scheduling
- C. Fleet Maintenance and Management

The primary goal of a school district's transportation department is to transport all students to and from school, and for approved extracurricular functions, in a timely, safe, and efficient manner.

BACKGROUND

The Texas Education Code authorizes but does not require Texas school districts to provide student transportation to and from school and for extracurricular activities. The federal Individuals with Disabilities Education Act (IDEA) requires districts to provide transportation to students with disabilities if they also provide transportation for the general student population, or if disabled students require transportation to receive special education.

Texas school districts are eligible to receive state funding for transporting regular and special education students based on funding rules set by the Texas Legislature. The regular education allotment is limited to students who live two or more miles from their school or who face hazardous walking conditions, such as the need to cross a four-lane or wider roadway without a traffic signal or crossing guard. Local funds pay for any transportation costs the state allotment does not cover.

For regular education, the state reimburses districts for qualifying transportation expenses based on linear density, the ratio of the average number of regular education students transported daily to the number of miles traveled daily with students on board. The Texas Education Agency (TEA) uses this ratio to assign each school district to one of seven groups, each of which is eligible to receive a different maximum per-mile reimbursement. TEA evaluates these group assignments every two years by recalculating linear densities with data from the first of the previous two school years. During 1998-99, FBISD received a reimbursement of \$1.25 per mile for regular education transportation. All transportation for special education, except certain field trips, is eligible for state reimbursement of \$1.08 per mile. In 1998-99 TEA provided FBISD with \$3.5 million in regular and special education transportation funding.

Fort Bend ISD's Transportation Department serves 174 square miles with a fleet of 373 buses and 360 employees. The Transportation Department provides bus service and transports about 40 percent of the 53,000 students enrolled in FBISD. FBISD is in a fast-growth area with extensive traffic and construction. Maintaining time schedules for buses is a monumental task for the Transportation Department.

FBISD's Transportation Department is on a triple stagger time schedule for the 52 campuses served. The department provides service for regular and special program students as well as kindergarten and mid-day release students. FBISD bus drivers cover over 3.4 million miles annually. Also, there are more than 7,000 field trips annually that result in transporting students more than 300,000 miles.

FBISD operates buses from two bus terminals: Hodges Bend and Lake Olympia, located near the eastern and western boundaries of the district. Hodges Bend terminal operates 135 buses with a staff of 140 drivers, monitors, mechanics and office personnel. Lake Olympia terminal operates a fleet of 238 buses with a staff of 169 drivers. Both terminals have complete bus maintenance and fueling capabilities. The budget for FBISD Transportation Department is \$10.1 million, or 3.7 percent of FBISD's overall budget of \$272.6 million in 1999-2000. Transportation Department costs have risen significantly in the past two years, especially in salaries and benefits purchased, and contracted services and capital outlay as shown in **Exhibit 10-1**.

Exhibit 10-1
FBISD Transportation Department Two-Year Expenditure Analysis

Budget Expenditures	1997-1998	1998-1999	Percent Change
Salaries and Benefits	\$5,182,086	\$6,620,847	27.8%
Purchased and Contracted Services	\$341,511	\$443,568	29.9%
Supplies and Materials	\$1,062,195	\$1,036,766	(2.4%)
Other Operating Expenses	\$274,289	\$197,281	(28.1%)
Capital Outlay	\$958,704	\$1,169,190	22.0%
Total	\$7,818,785	\$9,467,652	21.1%

Source: TEA Operational Costs 1997-98, FBISD Transportation Department actual cost report for 1998-99.

The Texas Education Code states that a school district is eligible to receive state funding for transporting regular and special students between home and school, and career and technology students to and from vocational training locations. TEA sets funding rules in accordance with Education

Code requirements and state appropriations. Local funds must pay for any transportation costs the state does not cover.

For regular home-to-school transportation, TEA reimburses districts for qualifying expenses according to a formula specified by the Education Code. The formula is based on linear density, the ratio of the average number of regular program students transported daily to the number of miles operated daily. FBISD has a linear density rating 2.16 and is reimbursed at the formula rate \$1.25 per mile.

Exhibit 10-2 compares FBISD's funding ratio to peer districts.

**Exhibit 10-2
Linear Density Schedule 1998-99**

School District	Annual Riders	Annual Miles	Linear Density	State Allotment Per Mile
Aldine	5,283,540	2,597,188	1.81	\$1.25
Austin	2,845,800	2,394,667	1.30	\$1.11
Cy Fair	5,843,340	2,061,900	2.43	\$1.43
Katy	2,637,900	962,271	1.89	\$1.25
Plano	1,273,500	738,180	1.50	\$1.25
Round Rock	1,284,840	832,752	1.54	\$1.11
Peer Average	2,982,570	1,597,826	1.74	\$1.23
FBISD	3,770,280	1,745,554	2.16	\$1.25

Source: TEA 1998-99 Annual Transportation Report.

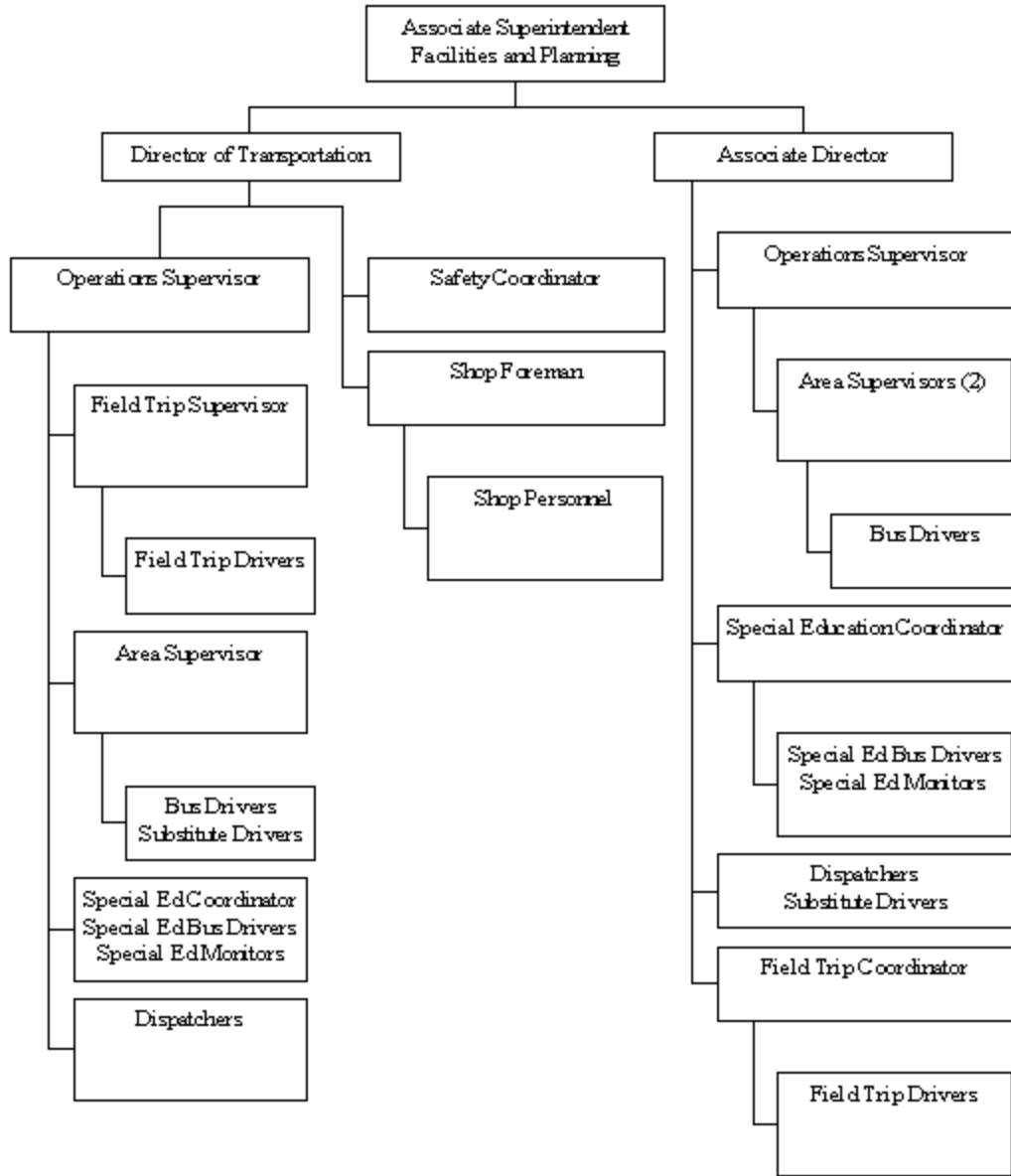
Chapter 10

TRANSPORTATION

A. ORGANIZATION AND MANAGEMENT

FBISD'S Transportation Department is responsible for the transportation of all students attending school in the district. The Transportation Department has a staff of 360 employees and operates two transportation facilities. The district contracts with Del Norte Management Services to provide management of the department. The director and associate director are the employees of Del Norte Management Services and are the only two transportation employees not employed by FBISD. **Exhibit 10-3** displays the organizational structure of the Transportation Department.

**Exhibit 10-3
FBISD Transportation Department Organization Structure**



Source: FBISD Transportation Department.

The department operates and maintains a fleet of 373 buses to serve the district's transportation requirements. The cost to FBISD for managerial services provided by Del Norte Management Services is \$156,000 a year and is renewable annually. The district decided to outsource the management of the department after determining that the cost for doing so would be comparable to providing the services in-house. The district had a difficult time recruiting competent staff for the positions prior to the contracting decision.

FINDING

The contract with Del Norte is a four-page document which outlines the supervisory responsibilities of the two contract employees. As **Exhibit 10-1** indicates, expenditures for Transportation functions have risen by 21 percent in the past two years. Yet, the contract for management of transportation does not contain any performance measures to stress the contractor's responsibilities for attempting to hold costs down. The contract contains eleven activities which the contract managers should pursue, ranging from preparing bus routes to preparing the budget and submitting all reports required by the state, but the contract does not contain any qualitative requirements that a district might use if it were developing performance measures on these activities for an in-house manager. Nor does the contract contain terms for providing feedback to the contractor on the contractor's performance.

Recommendation 78:

Add performance measures to the contract for managing the Transportation Department to ensure that the contractor is responsible for managing the department effectively and efficiently.

The district should develop measures that offer targets for holding transportation costs in check and could include incentives for achieving savings over previous years. The new contract language should be added to be effective when the next contract is issued.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of Facilities and Planning develops performance measures for the Transportation director and associate director.	October 2000
2.	The associate superintendent of Facilities and Planning presents the performance measures to the superintendent for approval.	October 2000
3.	The superintendent shares the proposed performance measures with the Board of Trustees.	December 2000
4.	The board reviews and approves the performance measures.	December 2000
5.	The associate superintendent of Facilities and Planning adds the performance measures to the contract for use in future contracts for management of the Transportation Department.	August 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

FBISD has been reporting only salary costs in special education in its transportation report to TEA. All other costs have been reported under regular transportation, resulting in an inflated cost per mile for regular transportation.

The 1998-99 reported a regular cost per mile for FBISD was \$2.69, and the cost per mile for special education was \$1.80 per mile. The special education reimbursement rate is \$1.08 per mile, based on state funding criteria. **Exhibit 10-4** and **Exhibit 10-5** compare FBISD's costs per mile for regular and special education to the peer districts and state average. FBISD's cost per mile is higher than its peer average and the state average for regular transportation, and lower than its peer average and the state average for special education.

Exhibit 10-4
Cost
per mile
Regular
Transportation 1998-99

District	Cost per Mile
Aldine	\$2.02
Austin	\$2.46
Cy Fair	\$2.38
Katy	\$2.93
Plano	\$2.99
Round Rock	\$1.98
Peer Avg.	\$2.46
State Average	\$1.91
Fort Bend	\$2.69

Source: TEA Operational Report for 1998-99.

Exhibit 10-5
Cost per Mile
Special Education 1998-99

District	Cost per Mile
Aldine	\$1.98

Austin	\$2.29
Cy Fair	\$2.65
Katy	\$2.61
Plano	\$1.66
Round Rock	\$2.09
Peer Average	\$2.21
State Average	\$2.02
Fort Bend	\$1.80

Source: TEA Operational Report for 1998-99.

The district stated that the special education cost of 1998-99 should have been \$2.76 per mile instead of \$1.80 and submitted an amendment to TEA on this matter. TEA states that budgetary costs must be properly posted to the appropriate budgetary code. The operational cost report is required for compiling the statewide cost statistics to gauge statewide accountability. While the reporting error does not affect state funding to the district, it nonetheless understates the cost of special education in the district, which could result in internal management problems. For example, when allocating these transportation costs to other departments for expenses such as extracurricular travel, the district might not be able to recover costs appropriately.

Each year TEA requires all school districts to complete an annual operations report based on annual mileage and the overall costs in regular and special routing to determine the actual cost per mile for each program. In order for this report to have validity, it must reflect the costs in each of the two areas.

Recommendation 79:

Apply special education transportation costs for transporting students to proper budgetary codes.

These accounting adjustments will not change the rate of reimbursement from the state; however, they will provide a more accurate rate for cost per mile and departmental accountability.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Transportation meets with the budget officer to implement a plan to apply special education transportation costs to the proper budgetary codes.	November 2000
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2.	The director of Transportation monitors budget reporting to ensure that proper budgetary codes are used.	December 2000 and Ongoing
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FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

To reduce overtime expenditures, in many instances drivers do not report overtime while working in the office. Bus drivers are used occasionally as administrative staff to assist in routing to meet departmental demands due to understaffing. Cover drivers; drivers who are not assigned to regular routes but are used to cover for drivers not on duty, are paid for six hours daily or 30 hours weekly. These drivers often work in the office between regular routes as office staff. The cover drivers are paid a reduced rate while performing clerical duties. When these drivers exceed forty hours a week, overtime must be reported to avoid violating the Fair Labor Standards Act.

Recommendation 80:

Issue a directive that all Transportation personnel must report all overtime according to district policy and ensure that supervisors are monitoring compliance.

Cover drivers are needed to assist in reporting or scheduling during the school year. Overtime may be necessary to meet departmental workload demands. However, supervisors should monitor overtime and be held accountable for accurate reporting.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Transportation issues a directive to all employees that overtime will be reported.	November 2000
2.	The director of Transportation and supervisors are directed to monitor the reporting and use of overtime and take corrective action if necessary for those not reporting.	December 2000 and Ongoing

FISCAL IMPACT

This recommendation could have a fiscal impact if the district has to pay overtime for overtime work that is currently unreported and unpaid.

However, adequate supervisory control should keep this amount within current budgetary constraints.

Chapter 10

TRANSPORTATION

B. BUS ROUTING AND SCHEDULING

The Transportation Department has 260 regular and special education drivers transporting more than 21,000 students in the district. Five area supervisors oversee the routing and scheduling. FBISD transports students who live more than two miles from their school, as well as students who live within the two-mile area of schools with routes that are considered hazardous by TEA guidelines. Students living within the two-mile areas who do not meet the TEA guideline for hazardous funding are charged \$27 a month for transportation to area schools. FBISD operates on a three-tier schedule for staggered school starting times.

FBISD has driver trainers at each of the two terminals. Each terminal has classrooms for training drivers and staff development. Driver trainers annually provide about 25 hours of classroom instruction and behind-the-wheel training for every driver. In addition, prospective drivers are paid a base rate while training. After the required 20 hours of state mandated certification classes, a driver is placed on a route. When the new driver is placed on a route, a mentor accompanies him or her.

FBISD does a thorough job of training, assisting and monitoring new drivers to ensure they are successful in their new position.

The bus drivers gather all information for state reporting purposes and route scheduling. The new routing software will eventually be online to provide the information necessary for reporting and for route preparation during the upcoming school year.

More than 7,000 extracurricular trips accounted for more than 300,000 miles for the 1998-99 school year. The cost to campuses for these field trips is 80 cents per mile and \$9.50 per hour for the driver. Coaches are responsible for driving on trips related to their sports.

FBISD pays bus drivers a starting salary of \$9.50 an hour to a high of \$13.66 an hour for experienced drivers. Bus drivers and monitors are charged 75 cents per hour to receive employee benefits. These employees are allotted five days of sick leave per year.

FINDING

The state does not reimburse school districts for transporting students who live within two miles of the school, unless the route to school has been

determined to be hazardous. FBISD offers transportation to these students but charges the student \$27 per month for this service. This policy generates more than \$175,000 annually for the district, and parents can be assured that children will have transportation to and from school.

COMMENDATION

FBISD has taken a positive approach for charging students for transportation that is not funded by the state and in return this has provided additional revenue to the district.

Chapter 10

TRANSPORTATION

C. FLEET MAINTENANCE AND MANAGEMENT

FBISD operates and maintains a fleet of 373 buses at two separate transportation facilities, Hodges Bend and Lake Olympia terminals. Of the 373 buses in the fleet, 51 percent are fewer than five years old. FBISD is trying to maintain a 12-year replacement plan for buses. Each facility maintains its own buses and has fueling stations and parts inventory.

Exhibit 10-7 and Exhibit 10-8 show the bus fleet inventories located at each of the two facilities.

Exhibit 10-7
FBISD Transportation Fleet Inventory
1999-2000

	Hodges Bend	Lake Olympia	Total
Number of Buses	135	238	373

Source: FBISD Transportation Department.

Exhibit 10-8
FBISD Bus Fleet By Age and Type

Vehicle Age	Number
Less than 5 years	192
5 to 10 years	56
Older than 10 years	125
Total	373

Source: TEA Operational Report 1998-99.

Shop personnel for the two bus terminals consists of a staff of 19 employees as shown in

Exhibit 10-9.

Exhibit 10-9
Shop Personnel By Terminal

Shop Personnel	Hodges Bend	Lake Olympia
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Shop foremen	1	1
Master mechanics	4	6
Vehicle servicemen	1	3
Parts manager	1	1
Parts runner	0	1
Total	7	12

Source: FBISD Department of Human Resources.

FINDING

The district has a constant replacement plan to address the growth and age of its bus fleet. In the 1998-99 school year, the district purchased 44 new buses and plans to purchase 35 additional buses in 2000. The rapid growth of the district requires the constant purchase of buses, and a well-planned replacement plan must be in place in order for the district to provide adequate transportation services to students.

COMMENDATION

FBISD's administration has implemented a strategic bus replacement plan to provide safe and mechanically sound buses to serve the students of the district.

FINDING

The Transportation Department hired a routing specialist to develop new computer programs as well as update existing programs. Essential data is now available for tracking absenteeism, state reporting, student information and other interdepartmental data.

The *Edulog* routing management system will be on line in fall 2000 for routing buses, providing student information and other data required for state reporting. This should increase efficiency in routing and facilitate preparation of reports necessary to develop departmental strategies. Some school districts moving from manual to a computer routing system have shown a 7 percent to 15 percent reduction in the number of routes needed.

Other examples of software systems used in FBISD's Transportation department are:

1. Kronos- (employee timekeeping and payroll data)
2. R.T.A.- (bus maintenance scheduling and parts inventory)
3. Gasboy- (fueling and pre-maintenance scheduling)

The district is implementing Kronos; it will allow the district to track time and overtime for all staff. R.T.A tracks the maintenance expenditures of the bus for the life of the bus, and tracks service records so the effectiveness of maintenance and the quality of parts can be determined. Gasboy measures fuel and oil economy. The use of R.T.A. and Gasboy has resulted in greater efficiencies within the Transportation Department.

COMMENDATION

The district has taken an aggressive approach to implementing new software and programs to increase efficiency in the department.

FINDING

The Transportation Department has an on line computerized tracking system for maintenance and pre-maintenance work to be performed on vehicles. Computer stations are distributed throughout the shop areas for access by the mechanics and service technicians. The shop personnel log on and receive work assignments from the pre-trip log maintained on each vehicle.

This process provides a systematic review of work to be performed or that has already been performed on a vehicle since date of purchase. The system can be reviewed to measure personnel productivity for work performed on vehicles. This trouble-shooting technique and tracking system results in less down time and increases vehicle longevity.

COMMENDATION

The Transportation Department has implemented a computerized maintenance tracking system to provide shop personnel with information to efficiently perform their job assignments and to track vehicle history.

FINDING

The Transportation Department operates two separate parts rooms, one at each bus terminal. These parts rooms supply the inventory necessary to maintain the fleet of buses on each site.

A parts manager stocks, dispenses and maintains a record of parts inventory for each parts department. The parts manager and shop foreman are responsible for ordering parts for the facility and maintaining records for accountability. Each shop orders its own parts through open purchase orders.

There is no exchange of information regarding a need for a particular part or sharing needed parts between the two terminals. The result is duplicate inventory not shared by the two sites. If there is a need for a part, one facility will order and pick up the part from a vendor. This increases downtime for buses, as well as downtime for mechanics waiting on the delivery of parts.

Recommendation 81:

Centralize purchasing to one terminal and designate persons authorized to order and dispense parts.

The advantage of centralization is better inventory control, reduction of obsolete parts and economy of scale purchasing advantages. Inventory balances would be more easily analyzed for greater efficiency and control if purchasing was centralized.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Transportation develops specific guidelines and procedures for the purchase of parts, inventory balances and the cooperative distribution of parts.	November 2000
2.	The director of Transportation analyzes the feasibility of centralized buying.	December 2000
3.	The director of Transportation meets with the shop foremen and parts managers to initiate the plan.	January 2001
4.	The director of Transportation implements centralized purchasing.	February 2001

FISCAL IMPACT

The 1999-2000 budget for bus parts, supplies and related purchases is \$670,330. A 5 percent discount is considered a recommended industry standard for quantities bought in higher volume. Savings of 5 percent of total purchases by centralizing purchasing are a reasonable estimate of cost savings. This would equal \$670,330 times 5 percent, or \$33,516 per year. One-half of that amount is estimated in the first year.

Centralizing purchasing would also reduce the responsibilities of one of the two parts managers, resulting in greater efficiency to the department, as duties could be reassigned to other critical areas.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
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Centralize purchasing to one terminal and designate persons authorized to order and dispense parts.	\$16,758	\$33,516	\$33,516	\$33,516	\$33,516
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FINDING

The Lake Olympia terminal is the larger of the two transportation facilities in the district and has the largest parts inventory. Multiple keys exist to the parts room making it impossible to hold any individual accountable for missing parts. The parts, in the absence of the parts manager, are dispensed by other personnel and are not consistently recorded in the computer parts inventory system. This practice also leads to poor accountability.

In addition, parts are ordered by more than one person, and invoices are not accurately checked and entered into the inventory system. There is no cross-training of personnel to ensure proper procedures are followed in the absence of the parts manager.

Recommendation 82:

Establish clearly defined guidelines for receiving, dispensing, ordering and entering parts into the system.

By reducing accessibility to the parts area, tighter control can be maintained over the parts inventory. Designating personnel to enter parts into the inventory system will help reduce the frequency of parts not accounted for or lost.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Transportation meets with department managers to formulate guidelines for authority over the parts area.	November 2000
2.	The director of Transportation reviews guidelines and establishes personnel designated as having control of the parts room.	November 2000
3.	The director of Transportation implements the plan.	December 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

FBISD does not require mechanics to be Automotive Service Excellence (ASE) trained or certified as a condition of employment. The only training mechanics and supervisors receive is from vendors.

Qualified mechanics are needed to maintain a fleet of school buses, and ASE training is an excellent tool to ensure quality maintenance. In many cases, warranties can be voided if a mechanic who is not properly certified performs certain work.

Certification can be obtained by registering in ASE courses and passing the recommended tests.

After tests are completed successfully, a mechanic must prove they have two years of relevant work experience to become a certified mechanic.

The registration fee for ASE training is \$25 plus a \$20 test fee. It would cost the district \$450 in registration and test fees for 10 master mechanics. Certification is renewable every three years.

Recommendation 83:

Provide ASE certification training for all FBISD mechanics.

ASE certification would raise the level of efficiency and the quality of work performed. Incentives for mechanics to achieve certification would provide a higher level of work.

IMPLEMENTATION AND STRATEGIES AND TIMELINE

1.	The director of Transportation develops guidelines for mechanic ASE training and schedules.	January 2001
2.	The director of Transportation presents the proposed guidelines to the director of Human Resources for review and acceptance.	February 2001
3.	The director of Human Resources obtains approval from the superintendent of schools.	March 2001
4.	The superintendent approves the proposal and the director of Transportation implements the program.	April 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 11

SAFETY AND SECURITY

This chapter examines Fort Bend Independent School District's (FBISD) safety and security functions in three sections:

- A. Discipline Management
- B. Security
- C. Safety

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

BACKGROUND

TSPR's *Keeping Texas Children Safe in School* is based on the results of its numerous school performance reviews. TSPR has found that the most effective districts have a safety plan that includes prevention, intervention and enforcement strategies. An effective program includes the steps shown in **Exhibit 11-1**.

Exhibit 11-1
Keeping Texas Children Safe in School
January 2000

Strategy	Steps to be Taken
Prevention	Know your goals and objectives: where your district is going and what you want to accomplish.
	Establish clear expectations for students, parents, teachers and administrators.
	Address warning signs before they turn into trouble.
Intervention	Look for trouble before it finds you.
	Recognize trouble when you see it.
	Have individuals in the right place and at the right time to intervene.
	Have a plan of action appropriate for the occasion and practice it.
Enforcement	Leave no room for double standards.

	Ensure that discipline management extends inside and outside the classroom.
	Alternative programs are not just a matter of compliance with the law; they are many students' last chance at success.

Source: Comptroller of Public Accounts, Keeping Texas Children Safe in Schools, January 2000.

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

The Texas Education Code requires school districts to adopt a student code of conduct with the advice of a district-level committee. Students who engage in serious misconduct must be removed from regular education settings and placed in alternative education programs. Specific information about the arrest or criminal conduct of students must be shared between law enforcement and local school districts. In counties with a population of 125,000 or more, school districts, the juvenile board and juvenile justice systems must establish a Juvenile Justice Alternative Education Program (JJAEP). The JJAEP is under the jurisdiction of the Texas Juvenile Probation Commission and provides for the education of incarcerated youths and youths on probation.

To provide a safe and secure learning environment, the safety and security program must include key elements of prevention, intervention and enforcement. Communication and cooperation with municipal and county governments, discipline management and alternative education programs also are critical factors.

Chapter 11

SAFETY AND SECURITY

A. DISCIPLINE MANAGEMENT

At FBISD, the Discipline Management Council guides the district's disciplinary program. Chaired by the director of Administrative Services, the Discipline Management Council is made up of FBISD personnel and parents. This group reviews and revises the Student Code of Conduct and the Discipline Management Plan. **Exhibit 11-2** presents the current membership of the Discipline Management Council.

Exhibit 11-2
Membership of Discipline Management Council

Member Type	Number
Area superintendent	3
Director	2
Coordinator	1
Principal	3
Assistant principal	7
Teacher	3
Parent	3
Police officer	1

Source: FBISD Administrative Services.

FBISD's Student Code of Conduct is organized into four levels:

- Standards for Student Conduct (Level I - Minor Offenses)
- General Misconduct Violations (Level II - General Misconduct)
- Removal from Regular Educational Setting
 - Suspension and/or Placement in an Alternative Education Program (Level III - Removable Offenses)
 - Expulsion (Level IV - Removable Offenses)

Exhibit 11-3 presents examples of offenses and consequences in the Student Code of Conduct and Discipline Management Plan.

Exhibit 11-3
FBISD Student Code of Conduct
And Discipline Management Plan

Level	Sample Violations	Sample Minimum Consequences
I. Minor offenses	Tardies	Parent contact Behavior contract Detention Saturday school "Time out" Staff counseling Withdrawal of privileges
	Toy weapons	
	Horseplay/scuffling	
	Running	
	Sleeping in class	
	Disruptive noises	
	Not prepared for class	
II. General misconduct offenses	Cheating	Grade reduction
	Profanity/obscene gestures	Detention
	Vandalism	Suspension/restitution
	Derogatory statements	In-school suspension
	Possessing a paging device	Confiscation
	Fighting	Suspension
	Leaving school grounds	Detention/Saturday school
	Weapons	Suspension
III. Removable offenses - Suspension or AEP	Repeated Level II violations	Suspension/permissive removal
	Terrorist threats	Mandatory removal
	Dangerous drugs	Mandatory removal/permissive expulsion
	Public lewdness	Mandatory removal
	Gang activity	Recommended removal
IV. Removable offenses - Expulsion	Felony criminal mischief	Permissive expulsion
	Firearm	Mandatory expulsion

	Felony drug/alcohol	Mandatory expulsion
	Felony assault	Mandatory expulsion

Source: FBISD Student Code of Conduct 1999-2000.

The disciplinary process at FBISD begins when a student violates the Student Code of Conduct. For Level I offenses, the teacher completes a Discipline Record Form explaining the offense and the action taken. The teacher and student both sign the form, which is sent to the parents. For Level II, Level III, and Level IV offenses, the more detailed Disciplinary Action Form is completed. A copy of this form also goes to the parents.

Students may be removed from class and placed in a disciplinary alternative education program if they engage in repeated Level II violations of the Student Code of Conduct or in a Level III violation. Students must be removed from class and placed in an alternative education program if they engage in specific more serious activities, including felony conduct, assault or terrorist threat, public lewdness and certain offenses related to the sale, possession or use of drugs and alcohol. Students may be recommended for removal for involvement in gang activity or participating in a fraternity, sorority or secret society.

By the third day after removal from class, the administrator/principal must schedule a conference with teachers and parents. At that conference, the student receives notice of the reasons for the removal, an explanation of the basis of the removal, and an opportunity to respond. Following the conference, the principal orders placement in the alternative education program for a period consistent with the code of conduct.

If the placement extends beyond the next grading period, the parent or guardian is entitled to notice of and an opportunity to have an appeal conference conducted by the director of Administrative Services, who is the district's appeals officer. Student placements must be reviewed at least every 120 days, and the student or parent or guardian is allowed to present arguments supporting the student's return to the regular classroom or campus.

Exhibit 11-4 presents appeals hearing activity for 1998-99 and for 1999-2000 as of April 20, 2000.

Exhibit 11-4
Appeals Hearings by Type of Disciplinary Action

Disciplinary Action	1998-99	1999-2000
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		(as of 04/20/00)
Alternative education placement	1	2
Expulsion	7	2
Total	8	4

Source: FBISD Administrative Services.

FBISD has one alternative campus, M. R. Wood Alternative Education Center, for students removed from regular classrooms under the Discipline Management Plan. M. R. Wood offers programs in the Behavior Learning Center, the expelled student program, the Ft. Bend County Juvenile Justice Alternative Education Program (JJAEP), the Structured Learning Center for special education students and the STAR Program, which is conducted before and after the regular school day for middle school students in Area III.

FBISD has another alternative campus, Progressive High School, which is a school of choice for students who are academically at risk. Progressive offers a pre-GED program, a GED program, night school core courses and a high school diploma program. A satellite school operates at Austin High School. Progressive High School offers competency-based education to students who have applied for admission. Eligible students are those who are older, pregnant or parenting, who need a flexible schedule or who completed high school course requirements but did not pass the TAAS test.

Exhibit 11-5 presents enrollment in FBISD alternative education programs.

Exhibit 11-5
FBISD Alternative School Enrollment
April, 2000

School	Program	Number
M. R. Wood	Behavior Learning Center	112
	Structured Learning Center	28
	Expulsion Program	35
	JJAEP	30
Progressive High School	Diploma	77
	GED	24

	Pre-GED	7
	Evening School	286

Source: FBISD Area III Superintendent's Office.

FINDING

The Student-Parent Handbook, which contains an abbreviated Student Code of Conduct, is distributed at the beginning of the school year to all students, parents, teachers and administrators and is distributed during the school year to new professional employees, newly enrolled students and anyone requesting a copy. Each student and parent must acknowledge in writing that they have received and read the Handbook. Parents also acknowledge in writing that students will be held accountable as outlined in the Student Code of Conduct. A full text of the Student Code of Conduct is available in each principal's office. The Code also is publicized on posters throughout the district and is on the district's Web site. Parents and students confirm receipt in writing and therefore cannot deny knowledge of the Code.

COMMENDATION

FBISD publicizes its Student Code of Conduct to parents, students, teachers and administrators using a variety of communication methods, including the district's Web site.

FINDING

FBISD offers many programs to help prevent disciplinary problems, including drug and gang resistance programs. The Before It's Too Late program trains high school peer counselors, who then teach middle school children about the dangers of drug and alcohol use. In Operation Kick-It, selected inmates from the Texas Department of Criminal Justice share their experiences with drugs, alcohol and violence with FBISD students. The G.R.E.A.T. program helps middle school students learn how to resolve conflicts without violence and how to resist peer pressure to join gangs.

The FBISD Police Department Web site includes detailed information on programs offered as well a comprehensive referral listing. The Web site is organized by questions, such as "Are you using drugs and want to stop?" and "Are you in a gang and want to get out?" and offers names and phone numbers for many community resources in an anonymous and non-threatening manner.

The anonymous PRIDE survey, conducted in the spring of 1999, showed that alcohol and drug abuse declined overall at FBISD from 1997 to 1999. However, the survey also found that only 25 percent of parents talk to their children about drugs and alcohol. As a result, the Parent-to-Parent program was implemented. This workshop teaches parents how to talk to their children about drugs, alcohol and violence. After a pilot project last year, 200 parents have gone through the program this year. FBISD hopes to make the program available to all parents in an effort to improve communication with children.

The STAND/Dabblers Program is for first-time offenders between the ages of 10 and 16. Area judges order the child to attend this 8-hour program taught by FBISD police officers three Saturdays every month. The first half of the Dabblers program includes a "reality" visit to the Juvenile Detention Center, where students see the actual unpleasant consequences of continued bad behavior. The children also review videos and statistical data related to their offenses, write an essay on preventing future recurrences and hear success stories from role models. One or both parents are required to attend the final four hours with their child, jointly participating in family counseling. Participants' written evaluations of the program are generally very positive. Approximately 840 students, with their parents, attended the Dabblers Program between August 1998 and March 2000.

Although the PRIDE survey showed encouraging results regarding drug abuse and gang activity in FBISD, TSPR survey results indicate significant problems remain. Of principals and assistant principals responding, 59 percent disagreed or strongly disagreed with the statement, "Drugs are not a problem in this district." Fifty-nine percent of teachers, 47 percent of parents and 54 percent of students disagreed or strongly disagreed with that statement. Only 36 percent of principals, 21 percent of teachers and 38 percent of parents agreed or strongly agreed with the statement, "Gangs are not a problem in this district." However, 54 percent of students felt that gangs are not a problem at FBISD.

COMMENDATION

FBISD implements a variety of innovative programs to prevent drug, alcohol, violence and discipline problems.

FINDING

FBISD lacks a central point of coordination for its prevention and intervention programs. Employees interviewed stated that communication and cooperation between various groups involved needed improvement.

The director of Administrative Services chairs the Discipline Management Council, which prepares the Student Code of Conduct and Discipline Management Plan. The director also is the contact person for principals on the Discipline Management Plan and trains principals on its implementation. Principals conduct teacher training on the Discipline Management Plan. The Police Department conducts teacher training related to classroom legal issues, conducts student drug and gang resistance programs and operates the Dabblers program for first-time offenders and their parents. The safe schools specialist, in the Student Services Division, conducts drug resistance programs and administers and analyzes the PRIDE Drug Survey. The safe school specialist initiated the Parent-to-Parent program to communicate with children about drugs, alcohol and violence.

The administrative units coordinating these prevention and intervention programs do not meet regularly. Without a formal system to coordinate existing programs, the risk of duplicating programs increases. Critical gaps in programs offered may also go unnoticed.

Recommendation 84:

Schedule monthly meetings of the director of Administrative Services, the chief of Police, the safe schools specialist and community services officers to share information, coordinate programs, and establish priorities for the district's prevention and intervention programs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent names the director of Administrative Services as the central point of contact for all prevention and intervention programs.	October 2000
2.	The director of Administrative Services meets with the chief of police and safe schools specialist to prepare an inventory of all prevention and intervention programs.	November 2000
3.	The director of Administrative Services, chief of police, safe schools specialist and community services officers begin conducting monthly meetings.	January 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

FBISD does not have a monitoring system to ensure that the Discipline Management Plan is administered fairly and consistently throughout the district. The director of Administrative Services trains principals in implementing the Discipline Management Plan. Principals are then responsible for training the teachers on their campuses. The director of Administrative Services and the FBISD staff attorney have ongoing discussions with administrators for consistent application of the policy. However, there is no formal monitoring to determine if the Discipline Management Plan is being administered uniformly across the district.

The director of Administrative Services receives a very detailed discipline report for each campus every six weeks. This report shows cumulative totals by month for 60 different possible offenses, ranging from tardiness to weapons possession and kidnapping. The report is not broken down by ethnicity. This report is sent via email to the superintendent, the safe school specialist and the area superintendents. The detailed report also is included in the information packet prepared for the board, but no analysis of the report is prepared, for example, comparing disciplinary actions taken among various ethnic groups, between schools or between time periods. The board also receives a monthly report from the FBISD Police Department on criminal activity occurring on FBISD property.

Ninety-three percent of principals and assistant principals surveyed agreed or strongly agreed with the TSPR statement, "Students receive fair and equitable discipline for misconduct." However, only 53 percent of teachers, 58 percent of parents and 35 percent of students agreed or strongly agreed with that statement.

The following comments were also shared at TSPR's public forums:

- "Principals need to be more consistent in enforcing the discipline/dress codes."
- "I don't think a lot of people are disciplined."
- "School officials need to research the school codes and policies. I have experienced that they do not know or understand them. Nor do they know how to enforce them properly in situations."
- "Inconsistent discipline by assistant principals."

These comments and the survey results indicate those parents, students and teachers perceive that the district does not apply discipline policy consistently.

Exhibit 11-6 shows how often the most severe disciplinary actions were taken at each FBISD high school during 1998-99. Disciplinary actions included in this analysis were in-school suspension, suspension, referral to the Behavior Learning Center or JJAEP and expulsion. To allow

comparisons between schools with enrollments ranging from 1,101 at Hightower High School to 2,813 at Austin High School, data were adjusted for enrollment by calculating each action on a per-student basis. For example, there were 554 instances of in-school suspension at Clements High School. Dividing the number of instances by Clements' enrollment of 2,706 gives a ratio of 0.20 instances of in-school suspension per student.

Exhibit 11-6
Instances of Selected Disciplinary Actions
Adjusted for Student Enrollment, 1998-99

School	In-School Suspension	Suspension	Referral to BLC or JJAEP	Expulsion	All
Austin HS	0.61	0.46	0.27	0.23	1.57
Clements HS	0.20	0.06	0.01	0.00	0.27
Dulles HS	0.54	0.11	0.01	0.00	0.66
Elkins HS	0.84	0.13	0.02	0.00	0.99
Hightower HS	0.67	0.50	0.06	0.01	1.24
Kempner HS	0.51	0.10	0.02	0.00	0.63
Willowridge HS	0.50	0.27	0.05	0.00	0.82

Source: FBISD Student Information Management System, TEA, 1998-99 AEIS Report.

Based upon this data, these specific disciplinary actions were used with relatively less frequency at Clements High School and with relatively more frequency at Austin and Hightower High Schools.

Disciplinary actions were also analyzed by ethnicity. **Exhibit 11-7** shows the percentage of the same severe disciplinary actions taken at each FBISD high school during 1998-99 by ethnic group.

Exhibit 11-7
Percentage of Selected Disciplinary Actions
By Ethnicity, 1998-99

School	Percent Anglo	Percent Hispanic	Percent Asian Pacific	Percent Native American	Percent African American
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Austin High School	45.9	23.2	7.3	0.1	23.5
Clements High School	55.6	11.7	25.4	0.0	7.3
Dulles High School	27.0	29.6	4.9	0.0	38.5
Elkins High School	24.2	12.4	2.7	0.3	60.4
Hightower High School	4.5	23.8	1.0	0.0	70.7
Kempner High School	39.7	32.0	11.5	0.1	16.7
Willowridge High School	0.1	11.0	0.1	0.0	88.8

Source: FBISD Student Information Management System, TEA, 1998-99 AEIS Report.

To take variations in enrollment and ethnic composition of the schools into account, ethnic group, as shown in **Exhibit 11-8** converted disciplinary actions to a per-student basis. For example, at Elkins High School, 0.51 severe disciplinary actions occurred per Anglo student, while 1.58 actions occurred per African American student.

Exhibit 11-8
Selected 1998-99 Disciplinary Actions (In-School Suspension, Suspension, Referral to BLC or JJAEP, Expulsion) by Ethnicity Adjusted for Student Enrollment

School	Anglo	Hispanic	Asian Pacific	Native American	African American
Austin High School	1.3	2.1	0.8	0.7	2.6
Clements High School	0.3	0.6	0.2	0.0	0.4
Dulles High School	0.5	1.3	0.1	0.0	1.0
Elkins High School	0.5	1.3	0.5	6.0	1.6
Hightower High School	0.4	1.3	0.1	0.0	1.6
Kempner High School	0.5	1.4	0.4	1.0	0.9
Willowridge High School	0.1	0.5	0.2	N/A	0.9

Source: FBISD Student Information Management System, TEA, 1998-99 AEIS Report.

Recommendation 85:

Establish a formal system to monitor and consistently apply the Discipline Management Plan.

The board should receive a monthly report, in a revised format, on violations of the Student Code of Conduct and disciplinary actions taken. The current detailed report provides a starting point for the revised report. However, the raw data currently provided should be presented in a more meaningful format, with data presented by school and by ethnicity to facilitate comparisons and to identify patterns that could signal the need for additional review or training. The board also should receive an annual summary of the monthly reports.

These reports also should be provided to the Discipline Management Council. The Council should review the information to ensure that comparable offenses receive consistent disciplinary action across the district. Obvious inconsistencies should be investigated, with results reported to the board.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the director of Administrative Services to draft a proposed format for the revised monthly report to the board on disciplinary actions.	November 2000
2.	The director of Administrative Services meets with the Discipline Management Council to obtain input on data to be included in the monthly report.	December 2000
3.	The director of Administrative Services drafts a proposed report format.	January 2001
4.	The superintendent approves the proposed report format.	February 2001
5.	The director of Administrative Services meets with the director of Information Technology to discuss data needs and report format.	February 2001
6.	The director of Information Technology begins producing monthly reports for the Administrative Services and the board.	April 2001 and Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 11

SAFETY AND SECURITY

B. SECURITY

The FBISD Police Department is staffed with 33 full-time police officers, four dispatchers, one clerk/analyst, six parking lot attendants and 82 crossing guards. All of the officers are certified Texas Peace Officers licensed by the Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE).

The police department provides the following services:

- Full-time officer at each secondary school;
- Criminal investigations;
- Truancy investigations;
- 24-hour dispatch operator;
- Drug and weapon K-9 detection;
- Campus and community educational programs;
- Money courier for food service department;
- Campus-based and remote surveillance monitoring; and
- Campus crossing guards.

The FBISD Police Department has adopted the following mission statement:

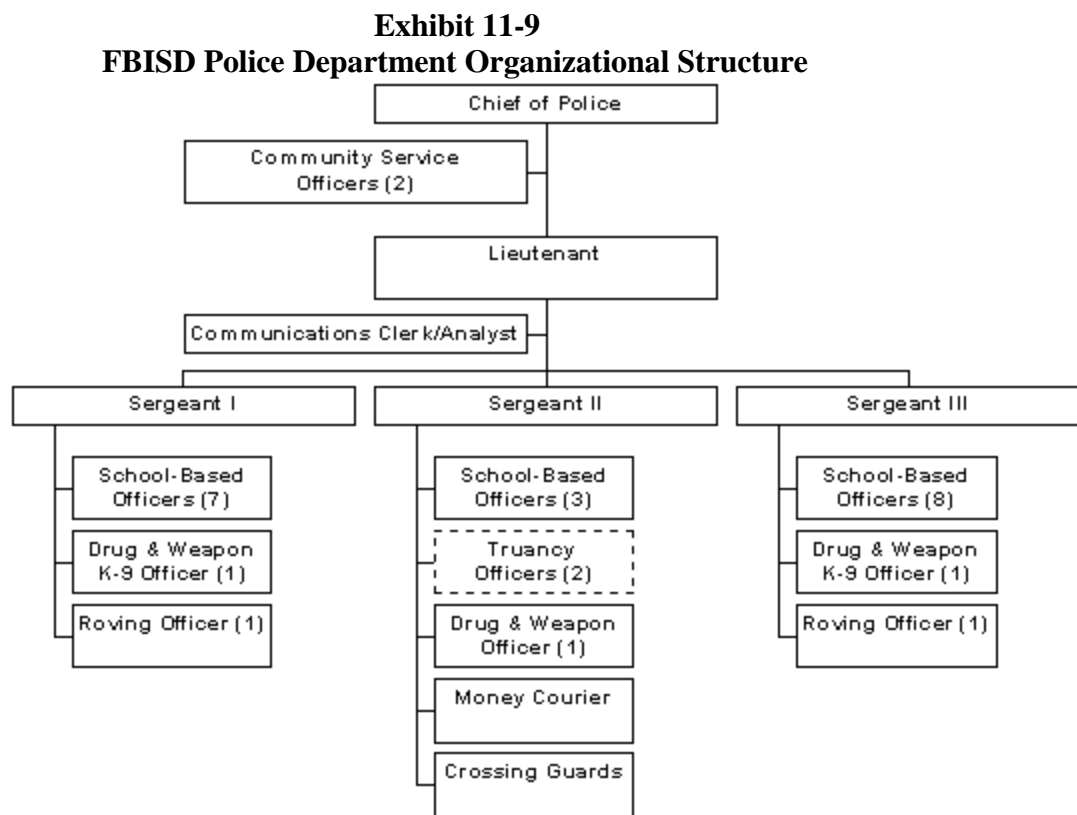
The mission of the Fort Bend Independent School District Police Department is to maintain social order at all Fort Bend Independent School District facilities and properties within carefully prescribed police, ethical, statutory and constitutional restrictions. The mission of the Fort Bend Independent School District Police Department is to be fulfilled using in-house personnel and equipment where practical and by assistance from the local police agencies as necessary.

The department has also developed a vision statement as follows:

The goal of peace officers with the Fort Bend Independent School District shall be to aid in providing a safe learning environment for the children of the Fort Bend Independent School District. It is the intent of the Fort Bend ISD Police Department personnel to minimize its intrusion into daily operations of the instructional program and local campus management consistent with applicable federal, state and local laws and Board of Trustees policy.

The department participates in numerous ongoing planning activities within the district and with other law enforcement entities. FBISD officers attend monthly meetings with investigators from local police departments. The department hosts a monthly breakfast with the Safe Schools Office and with community services officers from local police departments. FBISD officers meet periodically with student crime-stoppers boards from district high schools to discuss the crime-stoppers program and ways to further reduce crime. The police chief attends meetings with chiefs from other southeast Texas school district police departments.

Exhibit 11-9 shows the organizational structure of the FBISD Police Department.



Source: FBISD Police Department.

A permanent police officer is assigned to each middle and high school during the school day. Several principals and teachers said that having a permanent officer on the campus has a strong deterrent effect. The school-based officers, along with the roving officers, also provide police coverage at the elementary schools. Officers were observed working closely with principals, assistant principals, teachers and students, all of whom frequently consult campus officers.

Exhibit 11-10 presents actual police department expenditures for 1998-99 and the budgeted expenditures for 1999-2000.

Exhibit 11-10
FBISD Police Department
Actual Expenditures 1998-99 and Budgeted Expenditures 1999-2000

Expenditure Category	Actual Expenditures 1998-99	Budgeted Expenditures 1999-2000	Percent Increase (Decrease)
Salaries	\$1,318,746	\$1,720,624	30.5
Overtime	240,156	140,000	(41.7)
Contracted services	152,334	122,932	(19.3)
Supplies/materials	38,368	140,000	264.9
Capital outlay	57,629	30,580	(46.9)
Other operating	11,365	9,450	(16.8)
Total	\$1,818,598	\$2,163,586	19.0

Source: FBISD Police Department.

A Computerized Automated Dispatch system records police activity and rapid record retrieval, and gives officers in the field immediate access to information. The dispatcher has online access to the department's in-house computer system as well as national and state law enforcement networks (NCIC/TCIC) and the Southeast Texas Information Computer Center (SETCIC). A communications officer takes calls and is physically onsite 24 hours a day, five days a week, 52 weeks a year.

FINDING

The FBISD police department implemented the Assisting Student Attendance Program (ASAP) in 1998-99 to reduce the number of truanancies. Under this program, parents are notified daily of student absences. Questionable absences by middle and high school students are followed by home visits from a truancy investigation officer, who typically makes 60 to 80 visits per week.

The police department recently analyzed Average Daily Attendance (ADA) at FBISD secondary schools, comparing 1998-99 ADA to 1999-2000 ADA. **Exhibit 11-11** presents the results of this analysis.

Exhibit 11-11
Analysis of FBISD Secondary School Attendance Rates
1998-99 and 1999-2000

School	Percent ADA 1998-99	Percent ADA 1999-2000	Increase (Decrease)
Austin High School	95.4	95.9	0.5
Clements High School	95.8	96.8	1.0
Dulles High School	94.7	95.1	0.4
Elkins High School	95.1	95.6	0.5
Hightower High School	93.9	94.4	0.5
Kempner High School	93.9	94.4	0.5
Willowridge High School	91.2	92.5	1.3
Progressive High School	95.2	94.1	(1.1)
Dulles Middle School	96.9	97.4	0.5
First Colony Middle School	97.3	97.6	0.3
Garcia Middle School	96.9	97.1	0.2
Hodges Bend Middle School	96.1	97.0	0.9
Lake Olympia Middle School	95.8	96.2	0.4
Missouri City Middle School	94.8	96.0	1.2
Christa McAuliffe Middle School	95.5	96.0	0.5
Quail Valley Middle School	96.6	97.2	0.6
Sugar Land Middle School	95.8	96.5	0.7

Source: FBISD Police Department, Truancy Investigations Office.

An average of 176.9 additional students attended FBISD secondary schools each day. The associate superintendent for Business and Finance said FBISD receives an estimated additional \$26 in funding for each student in attendance above baseline levels. Therefore, FBISD received an estimated additional \$827,892 (176.9 students X \$26 X 180 days) in 1999-2000 funding for increased attendance at middle and high schools.

The total cost of the ASAP program for 1999-2000 was \$48,081, including salaries and benefits for one full-time and one part-time truancy officer. The program will have two full-time truancy officers for the 2000-

01 school year. Given the potential increases in funding for FBISD, ASAP costs are minimal.

COMMENDATION

The Assisting Student Attendance Program has improved secondary school attendance rates and increased state funding.

FINDING

FBISD police officers are well-qualified professionals, with up to 25 years of law enforcement experience. TCLEOSE certification is a prerequisite for all applicants. Six of the 33 officers have bachelor's degrees. Turnover is very low, with only five officers resigning in the past six years, three of which were asked to resign. Thirteen of the 33 officers attended FBISD schools.

Experienced officers are assigned as field trainers for new FBISD police officers. The field-training officer develops a customized training plan, taking the new officer's previous experience into account. The chief of police and the field-training officer meet frequently on the new recruit's progress and determine the appropriate time to end the supervised training. FBISD police officers attend formal training programs as required for TCLEOSE certification. During the 12 months ending in May 2000, each officer completed an average of 62.7 hours of formal training.

FBISD police officers are highly regarded by other district personnel. Only 3 percent of principals and assistant principals surveyed felt that security personnel did not have a good working relationship with principals and teachers. Only 2 percent felt that security personnel were not respected and liked by the students. Only 8 percent of teachers felt that security personnel did not have a good working relationship with principals and teachers, and 6 percent felt that security personnel were not respected and liked by the students.

Five other law enforcement entities have jurisdiction in parts of FBISD, including the Stafford Police Department, Sugar Land Police Department, Missouri City Police Department, Houston Police Department and the Fort Bend County Sheriff's Office. The FBISD Police Department participates in the Fort Bend County Gang Task Force. Thirteen of the current police officers previously worked for one of the law enforcement entities that have overlapping jurisdiction in Fort Bend County.

In cooperation with Fort Bend County, the Police Department has an active Crime-Stoppers program, which cleared 86 crimes during the school year 1998-99. Anonymous tips result in rewards up to \$1,000, the

amount designated for reporting firearms or explosives. Elementary and middle school students participate in the D.A.R.E. drug awareness and resistance program, provided in cooperation with the Sugar Land Police Department and the Fort Bend County Sheriff's Department.

The department involves the campus and local community in its internal activities. A Promotions Committee, including teachers and parents, makes recommendations on officer promotions.

COMMENDATION

FBISD recruits and trains highly qualified police officers and encourages strong ties to the local community and to other local law enforcement agencies.

FINDING

The U.S. Department of Justice Office of Community Oriented Policing Services (COPS) recently awarded the department \$229,000. This grant will be used to fund the addition of two drug and weapon detection officer and K-9 teams. In 1997, the department received a \$35,000 grant from the Houston Galveston Area Council (HGAC) to fund a community services officer position charged to provide drug and violence prevention programs to students, faculty, and parents.

The Safe Schools program was recently awarded a two-year, \$223,340 grant from the State of Texas After School Initiative for Middle Schools to establish after school programs at five campuses with high "at-risk" populations. Another \$116,625 is possible in the third year of the program.

COMMENDATION

FBISD identifies and pursues grant opportunities to enhance its safety and security program.

FINDING

In general, FBISD assigns one police officer to each secondary school campus regardless of student population or the incident rate at the campus. While having an officer physically present is perceived by district personnel as positive, assigning officers without consideration of enrollment or incident rates can result in wide variations in workload.

As noted in TSPR's *Keeping Texas Children Safe in School*, safe school districts "have individuals in the right place and at the right time to intervene." Although allocating scarce resources based upon need seems

logical, TSPR has found that many if not most, school districts do not follow that practice.

Exhibit 11-12 shows enrollment and incidents at FBISD high schools and middle schools for 1998-99.

Exhibit 11-12
FBISD Secondary School Enrollment and Criminal Incidents, 1998-99

School	Enrollment	Felonies, Class A & B Misdemeanors	Class C Misdemeanors, Citations	Incidents per Student
Austin High School	2,813	38	41	0.03
Clements High School	2,702	30	49	0.03
Dulles High School	2,140	60	37	0.05
Elkins High School	2,264	63	60	0.05
Hightower High School	1,101	33	96	0.12
Kempner High School	2,320	65	96	0.07
Willowridge High School	1,962	66	122	0.10
Dulles Middle School	1,339	24	25	0.04
First Colony Middle School	1,667	17	10	0.02
Garcia Middle School	1,855	19	33	0.03
Hodges Bend Middle School	1,391	11	56	0.05
Lake Olympia Middle School	1,538	47	71	0.08
Missouri City Middle School	1,163	18	40	0.05
Christa McAuliffe Middle School	1,113	35	71	0.10
Quail Valley Middle School	1,103	30	61	0.08

Sugar Land Middle School	1,482	22	19	0.03
Total				0.05

Source: FBISD Police Department and TEA, 1998-99 AEIS Report.

Although the number of incidents adjusted for enrollment varies from .03 to .1, each campus shown above has one full-time police officer. To partially address variations in student population and incident rates, FBISD created two roving officer positions to provide additional coverage at Willowridge High School, McAuliffe Middle School, Garcia Middle School, and Austin High School. Supervising sergeants and K-9 drug and weapon detection officers also routinely visit those campuses.

Recommendation 86:

Allocate campus-based police officers based upon an analysis of campus enrollment and historical incident data.

With the inevitable limited resources faced by school district police departments, assigning full-time officers where demonstrated need is low is inefficient. Some campuses could require only part-time officer coverage, whereas others could require more than one full-time officer. The district's existing feeder pattern should be strengthened, with teams of officers responsible for geographic groupings of secondary and elementary schools. As needs and circumstances change, officers may be reassigned throughout the year.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent notifies the chief of police and principals that school officers will be allocated on the basis of need and may be moved, as needs change, starting with the 2001-02 school year.	October 2000
2.	The chief of police reviews historical violent and criminal incident statistics, disciplinary action reports and enrollment projections.	January 2001
3.	The chief of police develops alternative officer allocation proposals.	March 2001
4.	The superintendent and chief of police approve one of the need-based officer allocation proposals and submit to the board for its approval.	April 2001
5.	The Police Department begins assigning campus police officers under the new allocation procedure.	August 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 11

SAFETY AND SECURITY

C. SAFETY

A safe school district effectively manages its resources and aggressively plans for future situations. Responsive planning for safety requires accurate and up-to-date information on the current and future status of conditions in the district's schools and facilities. Safety inspections must be routine and thorough, procedures must be in place to facilitate the quick reporting of emerging threats and responses to potentially dangerous situations must be prompt.

In 1996-97, the National Center for Education Statistics (NCES) commissioned the Principal/School Disciplinarian Survey on School Violence. This survey was conducted with a nationally representative sample of 1,234 regular public elementary, middle and secondary schools in 50 states and the District of Columbia. As part of this survey, NCES asked school districts to report on the types of security measures used to ensure safety in school buildings, with the following results:

- 96 percent of public schools reported that visitors were required to sign in before entering the school buildings;
- 80 percent closed their campuses for most students during lunch;
- 53 percent controlled access to the school buildings;
- 24 percent controlled access to the school grounds; and
- 19 percent conducted random drug sweeps.

NCES also asked school districts to rate the level of security in their school facilities. Two percent of schools considered they have stringent security, defined as a guard present on a full-time daily basis and the daily use of or random checks with metal detectors. Eleven percent of the schools had moderate security, defined as either a full- or part-time guard or no metal detectors, but controlled access to school buildings. Eighty-four percent of the schools rated themselves as having low security, meaning no guards or metal detectors and little or no controls or access to school buildings.

Traditionally, most school safety actions involved building fences around schools and creating alternative education programs for violent or disruptive students. Recent events such as the tragedy in Littleton, Colorado illustrate the need for a more comprehensive approach involving awareness, prevention, intervention and recognition that school violence is a community problem requiring community involvement.

Most experts in the field say the best school action plans are comprehensive, well organized and have predictable policies that prioritize safety issues. Some common elements that should be present in comprehensive school safety policies include:

- A focus on safety and orderly behavior in all schools and at all levels;
- Clear, enforceable rules and expectations for behavior and school performance;
- Clear statements of student and staff responsibilities;
- Professional development for teachers, staff and volunteers in all aspects of safety, supervision, classroom management and crisis intervention;
- Procedures for identifying and responding to the needs of at-risk and disruptive students; and
- Adequate adult supervision.

The superintendent and his cabinet make up the District Crisis Management Team, which oversees the District Crisis Management Council. The Council includes representatives from all major areas of the district and is charged with developing and maintaining the overall FBISD Crisis Management Plan. Individual campuses and facilities are in the process of developing site-specific plans to supplement the district overall plan. Campuses have designated crisis management teams to provide quick response in the event of an emergency.

The FBISD Crisis Management Plan contains general crisis communication procedures and phone numbers, emergency phone numbers and media procedures. The plan is very user-friendly, organized as a multicolor, spiral-bound flip charts and is readily available on each campus.

The plan contains detailed step-by-step instructions for the following situations:

- Fire/Hazardous material spills/Explosion
- Accidents
- Violence/Weapons/Hostage situations/Shooting
- Student/Staff Crisis (suicide/attempted suicide, death/homicide, sexual assault)
- Kidnapping/Missing Child/Custody Laws
- Weather Related Emergencies
- Bomb Threats

As an extension of the Crisis Management Plan, the FBISD Police Department developed crisis response assignments, which are triggered

when a crisis call is made to the police dispatcher. These assignments designate specific commitments and responsibilities in the event of a large-scale crisis. For example, the transportation department will have 23 buses operating within ten minutes. Alternate sites in the community will be available to house evacuated students and staff. Maintenance will provide floor plans to any FBISD facility. Technology will forward calls from a specific campus to a central phone bank within 15 minutes. Four drills per year will test the response assignments, to detect possible problem areas.

Visitors to any FBISD campus are required to sign in at the principal's office. All exterior doors are marked with instructions notifying visitors of the requirement to sign in and warning of possible arrest for violators who do not comply.

FINDING

The FBISD Police Department conducted a comprehensive security assessment of each campus in the fall of 1999. Each campus received a written report addressing the following areas, with examples shown for each area:

- Perimeter Barriers - lighting, fencing
- Exterior Barriers - locked doors, windows, landscaping
- Internal Controls - monitoring of visitors, key control
- Recommendations - code system for intruder alerts

Reports were signed by the officer conducting the assessment and by the principal of each campus. Repeat visits were made to each campus to assess compliance with Police Department recommendations, most of which were implemented.

Students and parents generally feel positive about safety at FBISD schools. Only 13 percent of parents disagreed with the statement "Students feel safe and secure at school." Twenty percent of students surveyed did not feel safe and secure at school.

COMMENDATION

The comprehensive security assessment of each campus promotes improved security for the district and community.

Chapter 12

COMPUTERS AND TECHNOLOGY

This chapter reviews Fort Bend Independent School District (FBISD) administrative and instructional technology functions in five sections.

- A. Organization and Management
- B. Infrastructure, Hardware and Software
- C. Technology Planning and Funding
- D. Technical Support
- E. Staff Development

The responsibilities of the information services (IT) units of Texas public school districts vary. Some IT units support administrative functions only, while others, such as FBISD's, support administration and instruction as well as the technology curricula. Generally, IT offices are responsible for the district's information technology infrastructure, including the implementation, support and administration of the district's wide area network (WAN); support for local area networks (LANs) in schools and administrative offices; and in many cases, the district telephone system.

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.

A superior technology support department must be familiar with school operations and the technologies used for instructional purposes; technology-oriented instructional materials; network used for instructional purposes; and technology-related training, particularly training that seeks to integrate new technologies into the curriculum. The department should be closely associated with the curriculum and instruction department to ensure that its initiatives support the learning programs.

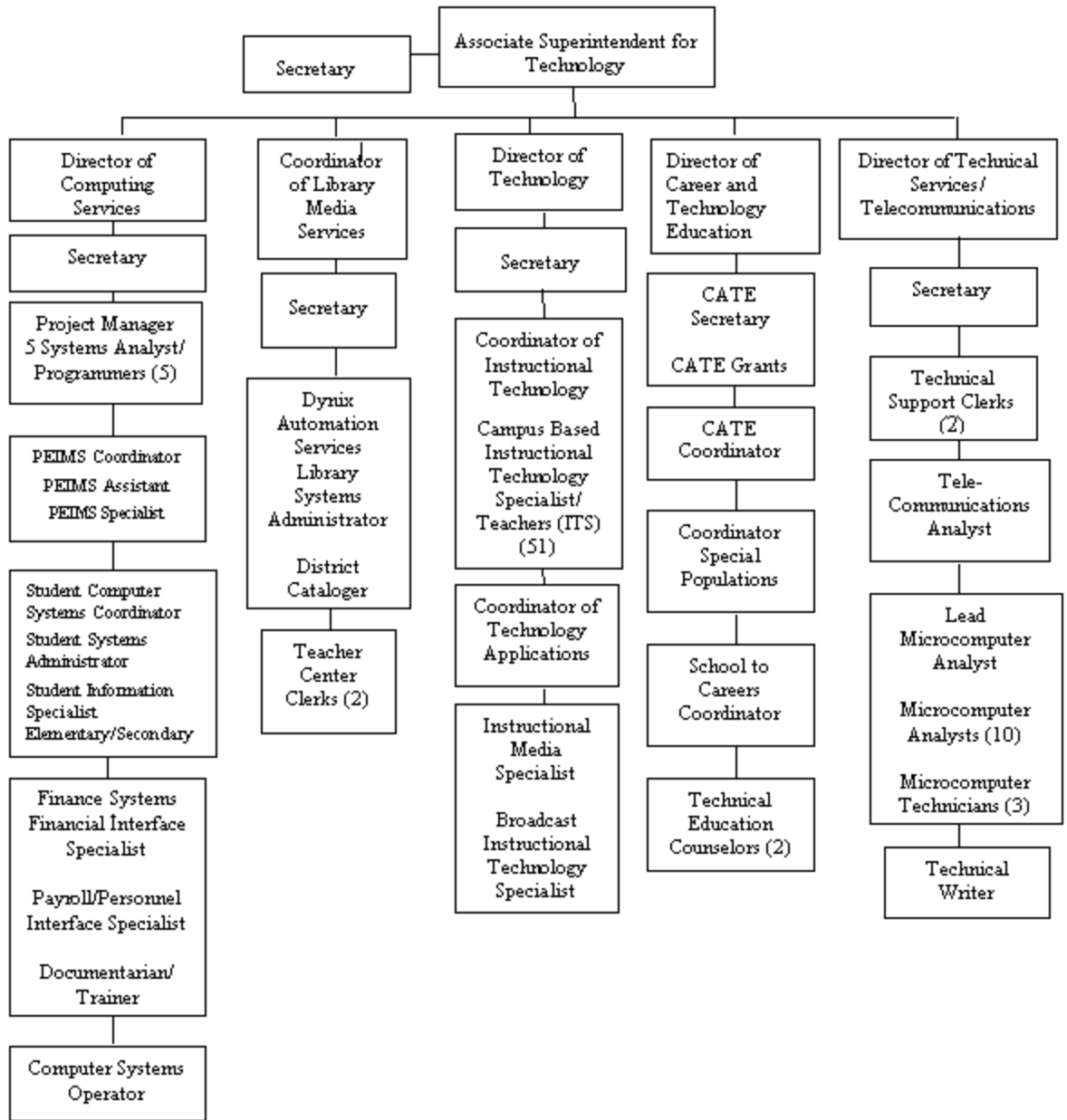
A well-managed administrative technology and information services department is guided by a clearly defined mission plan based on appropriate goals and organization; well-defined development procedures for new applications; and a customer-service orientation that continually seeks to anticipate and meet user needs.

The associate superintendent for Technology oversees the Technology Department with a staff of 90 administrative and support personnel. The organizational structure of the Technology Department is shown in **Exhibit 12-1**.

Exhibit 12-1

Technology Department Organization Chart

1999-2000



Source: FBISD Technology, January 2000.

The associate superintendent for Technology oversees staff organized into five sections: Computing Services, Library Media Services, Technology, Career and Technology Education and Technical Services/Telecommunications. A coordinator leads the Library Media Services section. The remainder of the sections are led by directors.

The Technology Department oversees staff, students and financial data entry submissions for the Texas Education Agency's (TEA) Public

Education Information Management Systems (PEIMS) and the Texas Assessment of Academic Skills (TAAS). The department maintains the student master file of the student information system, as well as the organization's business systems and its networks. Additionally, the Technology Department manages Library Media Services.

Exhibit 12-2 presents FBISD and peer district comparison data for 1999-2000.

**Exhibit 12-2
Peer District Budget Data
1999-2000**

District	Total Budgeted Expenditures	Budgeted Information Technology Expenditures	Number of Students	Number of Teachers
Austin	\$579,025,991	\$5,920,091	77,723	5,100
Aldine	\$330,098,016	\$5,432,101	50,890	3,431
Plano	\$389,847,748	\$4,754,643	45,133	3,143
Fort Bend	\$316,180,765	\$3,281,911	52,704	3,167
Cypress-Fairbanks	\$374,497,963	\$2,014,485	60,370	3,812
Round Rock	\$198,778,728	\$1,891,620	30,086	2,125
Katy	\$214,456,453	\$1,110,080	32,072	2,069

Source: PEIMS 1999-2000.

Exhibit 12-2 shows that FBISD ranks in the middle of its peer districts for Information Technology budgeted expenditures, closest to Aldine ISD in total budgeted expenditures and closest to Plano ISD in the number of students. The numbers in this exhibit form the basis for the calculations used in **Exhibit 12-3**, which compares FBISD with its peer districts on budgeted information technology dollars spent per student and per teacher.

**Exhibit 12-3
Information Technology Expenditure Comparisons
1999-2000**

District	Budgeted Information Technology	Budgeted Information Technology	Budgeted Information Technology

	as Percentage of Total Budgeted Expenditures	per Student	per Teacher
Aldine	1.65 %	\$107	\$1,583
Plano	1.22 %	\$105	\$1,513
Fort Bend	1.04 %	\$62	\$1,036
Austin	1.02 %	\$76	\$1,161
Round Rock	0.95 %	\$63	\$890
Cypress-Fairbanks	0.54 %	\$33	\$528
Katy	0.52 %	\$35	\$537

Source: PEIMS 1999-2000.

FBISD most closely resembles Austin ISD in the ratio of budgeted information technology to total budgeted expenditures.

As **Exhibit 12-4** shows, while other districts such as Austin, Katy, Cypress-Fairbanks, Plano and Round Rock ISD have passed significant technology bond referenda, Fort Bend does not purchase personal computer equipment from bond funds. A district decision was made in 1995 not to use 20-year bond money to pay for short term (five-year) technology purchases. The amounts shown in **Exhibit 12-4** for FBISD are technology allocations from construction bonds for new buildings and renovations.

Exhibit 12-4
Technology Funding through Technology Bond Referendum
Comparisons
1996-2000

District	1996	1997	1998	1999	2000	Total
Aldine						\$0
Austin			\$50,000,000			\$50,000,000
Cypress - Fairbanks			\$46,000,000			\$46,000,000
Fort Bend	\$230,000	\$250,000	\$514,000	\$272,000	\$272,000	\$1,538,000
Katy				\$15,000,000		\$15,000,000

Plano	\$43,000,000			\$21,200,000	\$39,000,000	\$103,200,000
Round Rock		\$22,000,000			\$37,000,000	\$59,000,000

Source: FBISD, Technology Department, May 2000.

Additionally, FBISD only spends 7 percent of its non-staffing Title I funds for technology hardware and software, while Aldine ISD spends 18 percent and Plano ISD spends 1 percent. Round Rock ISD spends all of its Title I funds on staffing.

FINDING

FBISD has developed a stipend program that attracts and retains technical staff. Retaining technology staff in a school district is a significant challenge in today's competitive private sector job market. Often after the district trains technicians, they move into the business field for more pay. In addition to reimbursing technical staff members for their certification, training and awards, the district provides a \$1,500 annual stipend for each approved test successfully completed towards technical certification.

COMMENDATION

FBISD provides a \$1,500 annual stipend for each approved technical certification test completed, as a way to attract and retain its technical staff.

Chapter 12

COMPUTERS AND TECHNOLOGY

B. INFRASTRUCTURE, HARDWARE AND SOFTWARE

Technology infrastructure is the underlying system of cabling, phone lines, hubs, switches, routers and other devices that connect the various parts of an organization through local area networks (LANs) and a wide area network (WAN). A high-speed infrastructure allows users to access people and information throughout their organization and beyond, helping them to do their jobs.

A WAN generally provides its users tools such as electronic mail systems as well as links to the Internet. WANs usually are "closed," meaning that security measures prevent persons outside the WAN from accessing information housed within the WAN without a password and/or personal identification number.

A key function of a WAN is to connect local area networks (LANs) throughout the district. A LAN typically connects all the users within a single building to one local network. This is accomplished typically by running wires in ceilings throughout the school. The wires connect individual computers to each other through central computers called file servers; the rooms containing the file servers and termination points for all of the wires are called telecommunication closets. By connecting the LAN to a WAN, all LAN users gain access to others in the district as well as to the electronic world beyond. A district that has every user connected should have the infrastructure necessary to take full advantage of the present telecommunications capabilities and those that will be available in the near future.

While the infrastructure provides the connections that permit communications, and while hardware provides the capability to retrieve, process and disseminate information, it is software that makes these tools truly powerful resources. Software is a critical technology resource that requires close attention if it is to serve the organization effectively. Productivity tools such as spreadsheets and databases make it possible for people with limited technical capabilities to perform sophisticated data manipulation on a personal computer that once could be performed only on a mainframe.

Any analysis of a school district's technology would be incomplete without an analysis of the type of hardware available to staff, teachers and students. While computers are the predominant resource, other relevant

technologies include televisions, scanners, digital cameras, color printers, probes and calculators.

Computers used for instruction should have sufficient power and speed to support the use of recently developed multimedia courseware and provide effective access to the Internet. Similarly, computers used for administrative purposes need sufficient power and speed to use the more advanced software tools available for data storage, manipulation and analysis. They also should be networked. Over-powered technology should also be avoided. If a computer in an elementary school is only going to be used for keyboarding purposes, it need not be Internet-capable and multimedia-ready.

Exhibit 12-5 provides an inventory of FBISD business and student information systems.

Exhibit 12-5
Inventory of FBISD Technology Department Software

Department	Software Currently Used	Purpose
Achievement & Development	<i>IGPro</i>	Electronic gradebook
Achievement & Development	<i>ABACUSxp</i>	Curriculum management
Achievement & Development	Numerous Software packages	Support instructional program
Business & Finance	<i>CIMS</i>	Payroll, purchasing and financial reporting
Child Nutrition	<i>CAFS</i>	Computer-assisted food service
Computing Services	<i>SASIxP</i>	PEIMS reporting
Facilities	<i>EduLog</i>	Boundary planning, enrollment projections and bus routing
Human Resources	<i>CIMS</i>	Applicant tracking
Library Media Services	<i>DYNIX</i>	Reference catalogue
Maintenance	<i>ACT</i>	Work orders
Student Services	<i>SASIxP</i>	Student accounting
Technology Help	<i>Remedy</i>	Technical problem log and tracking

Desk		Inventory tracking
Transportation	<i>RTA, Edulog, Kronos</i>	Fleet inventory, bus routing

Source: FBISD Technology Department, February 2000.

FINDING

Many FBISD schools have better access to technology than others do because they benefit from fundraising efforts from its principals and parent organizations. There is a perception in the district that the access and distribution of technology is not fair and equitable. Focus group comments yielded the following:

"Technology is not evenly or equitably distributed. Some schools that are new have state of the art technology."

"Our computers are six years old."

"Our school has great computers, but the Parent Teacher Organization (PTO) paid for them."

"Some schools are much more technology ready while others have old, run down computer labs."

"The older schools had to buy their own computers."

"Catch up and equip the campuses across FBISD with computers and technology."

"Not every campus has one computer and one television per classroom."

The perception that there is not a fair allocation of technology at the campus level was also reflected in responses to TSPR's survey. Thirty-seven percent of principals and assistant principals surveyed and 52 percent of the teachers surveyed felt that FBISD schools do not have equal access to technology.

The district has little control over technology that is acquired through private donations, parent organizations or from campus fundraising activities at specific schools. The district can and has, however, rejected equipment donations that do not meet district standards. However, district technology standards assist the campuses in procuring technology so that it is compatible with the district's infrastructure.

FBISD's *Long Range Plan for Technology 1996-2001* addresses the need for establishing minimum standards for technology products (hardware, software, operating systems and infrastructure). Perceptions that some campuses have more technology equipment may be true since computers are often acquired by other sources. But, in actuality the district has implemented minimum standards for allocating technology for elementary, middle and high schools. Site-based decision-making also allows campuses to use local funds to enhance their technology inventory.

COMMENDATION

The district's standards for allocating technology ensures equitable distribution in all schools.

FINDING

Including both instructional and administrative computers in the formula used to calculate the student-to-computer ratio for FBISD is misleading. This is not the standard practice among peer school districts or most school districts around the country.

The Texas Education Agency has made short-term (1997-98), mid-term (1999-2002), and long-term (2003-2010) recommendations to local education agencies. The short-term goal for technology equipment is a student-to-computer ratio of 4 to 1. The mid-term goal for technology equipment is a student-to-computer ratio of 3 to 1. The long-term goal for technology equipment is a student-to-computer ratio of 1 to 1.

FBISD peer districts student-to-computer ratio includes only current, non-obsolete (486 speed or better; at least 16MB RAM; network-capable). The ratio does not include administrative computers or file servers.

FBISD currently has a five-year plan for continuing to use computers that are not Internet or multi-media capable (called a repurposing plan). The district also has an eight-year retirement plan for its outdated computers. With these plans in place, the complete computer inventory is monitored annually.

A computer inventory is provided in **Exhibits 12-6** and **12-7**.

Exhibit 12-6
FBISD Computer Inventory - Summary Information
1999-2000

Elementary Campus	Total Students	Number of	Student-to- Computer	Quality Rating**
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		Computers	Ratio*	
Arizona Fleming	747	125	6.0	2.3
Austin Parkway	534	86	6.2	2.8
Barrington Place	800	114	7.0	2.6
Blue Ridge	510	100	5.1	2.8
Brazos Bend	803	87	9.2	3.0
Briargate	702	101	7.0	2.5
Burton	725	86	8.4	2.5
Colony Bend	660	148	4.5	2.9
Colony Meadows	799	169	4.7	2.2
Commonwealth	617	77	8.0	3.0
Dulles	538	100	5.4	2.6
Glover	789	121	6.5	2.4
Highlands	768	202	3.8	1.8
Hunters Glen	685	87	7.9	2.7
Jones	699	115	6.1	2.6
Lakeview	470	121	3.9	2.2
Lantern Lane	570	134	4.3	2.3
Lexington Creek	936	132	7.1	2.3
Meadows	486	122	4.0	2.9
Mission Bend	673	161	4.2	2.1
Mission Glen	773	173	4.5	2.1
Mission West	864	132	6.5	2.3
Oyster Creek	699	82	8.5	3.0
Palmer	798	174	4.6	2.0
Pecan Grove	753	68	11.1	3.0
Quail Valley	645	182	3.5	2.0
Ridgegate	908	181	5.0	2.3
Ridgemont	811	121	6.7	2.6
Settlers Way	674	140	4.8	2.0
Sienna Crossing	621	92	6.8	3.0
Sugar Mill	661	152	4.3	2.0
Townewest	683	72	9.5	3.0
Walker Station	979	103	9.5	2.8
ELEMENTARY TOTALS	23,380	4,060	5.8	2.5

Source FBISD Technology Department, April 2000.

*Includes administrative and instructional computers

***FBISD has created a Quality Rating to numerically rate the multimedia quality of their computers. A 3.0 is given to Pentium multimedia, 2.5 to Pentium non-multimedia, 2.0 to 486 Non-multimedia and 1.0 to all others.*

**Exhibit 12-7
FBISD Computer Inventory - Summary Information
1999-2000**

Middle and High School Campuses	Total Students	Number of Computers	Student-to-Computer Ratio*	Quality Rating**
Dulles	1,418	180	7.9	3.0
First Colony	1,726	206	8.4	2.9
Garcia	2,035	326	6.2	2.5
Hodges Bend	1,439	205	7.0	2.7
Lake Olympia	1,627	188	8.7	2.9
McAuliffe	1,235	184	6.7	2.8
Missouri City	1,182	206	5.7	2.8
Quail Valley	1,144	175	6.5	3.0
Sugar Land	1,486	247	6.0	2.6
MIDDLE SCHOOL TOTALS	13,292	1,917	6.9	2.8
Austin	3,020	601	5.0	2.6
MRWood	121	44	2.8	3.0
Clements	2,743	470	5.8	2.9
Dulles	2,082	573	3.6	2.8
Elkins	2,185	529	4.1	2.9
Hightower	1,578	523	3.0	3.0
Kempner	2,616	530	4.9	2.7
Progressive	121	57	2.1	2.5
Willowridge	1,941	418	4.6	2.9
HIGH SCHOOL TOTALS	16,407	3,745	4.4	2.8

Source: FBISD Technology Department, April 2000.

**Includes administrative and instructional computers*

***FBISD has created a Quality Rating to numerically rate the multimedia quality of their computers. A 3.0 is given to Pentium multimedia, 2.5 to Pentium non-multimedia, 2.0 to 486 Non-multimedia and 1.0 to all others.*

Exhibit 12-8 indicates the student-to-computer ratio for the peer districts.

Exhibit 12-8
Peer District Comparison of Student-to-Computer Ratios
1999-2000

Districts	Number of Students	Number of Computers	Method for Determining Number of Computers	Student-to-Computer Ratio
Aldine	49,535	7,743	Number of all instructional computers/number of students	6.4:1
Austin	79,496	12,292	Number of all instructional computers in classrooms (not labs)/number of students	6.5:1
Cypress-Fairbanks	58,186	11,190	Number of all instructional computers/number of students	5.2:1
Fort Bend	51,074	7,952	Number of all instructional and <i>administrative</i> computers/number of students	6.4:1
Plano	44,414	17,766	Number of all instructional computers/number of students	2.5:1
Round Rock	28,507	6,000+	Number of all instructional computers/number of students	4.8

Source: TSPR survey April 2000.

Recommendation 87:

Develop an accurate student-to-computer ratio.

Only Internet-capable, multimedia student computers in the district's inventory should be used to create a meaningful student-to-computer ratio. Once an accurate student-to-computer ratio is determined, the district should revise its annual computer inventory and reassess where it is in relation to TEA's mid-term goal for technology equipment of three students to one computer.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent for Technology directs staff to create a separate student-computer inventory list to more accurately measure equity throughout the district.	November 2000
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FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 12

COMPUTERS AND TECHNOLOGY

C. TECHNOLOGY PLANNING AND FUNDING

The Texas Education Code, Section 11.252, 3 (D), requires each school district improvement plan to include provisions for integrating technology into instructional and administrative programs. Some districts compile these plans, with few of the elements required to guide a district's efforts to use and improve its technology effectively. For example, technology plans normally contain goals and strategies for instructional technology but contain little about the effective use of technology to automate or streamline administrative functions. TSPR regularly observes that improved automation and integration of administrative functions can streamline operations and eliminate excessive paper shuffling that drains district resources from the classroom.

The best plans contain clear goals, objectives and action plans for technology projects, assign individual responsibility for implementation steps and identify milestone dates for completion.

Planning for the use of new technologies is particularly important to education because of the factors listed below.

- **Equity:** Despite the best intentions, the level of technological resources available to each school in a district can vary. Unfortunately, poorly planned introductions of new technology can serve to further widen the gap between the "haves" and "have nots." Careful planning at the district level can ensure that all schools receive adequate, appropriate and consistent support; at the school level, it helps to guarantee that no child is excluded from the benefits of new technology.
- **Rapid Change:** The pace of technological change continues to accelerate. If planning for the implementation of new technology does not allow for an adequate period of time (such as three to five years), the district risks failing to take full advantage of this rapid change.
- **Funding:** Funding can be the greatest barrier to using technology effectively in the classroom. Unless planning addresses whether and how projects will be funded, limited funding can have a greater impact than it should.
- **Credibility:** The public is anxious to see its tax dollars are well spent. Thorough planning makes it possible to demonstrate that proposed strategies have been well thought out, acquisitions of

technological resources have been carefully considered, and that every aspect of the implementation is cost effective.

To implement information technology effectively in administrative offices or classrooms, a school district must have an extensive computer network connecting modern computers; comprehensive, administrative and instructional software and up-to-date operating systems; effective, ongoing training; adequate technical support; and an ample professional staff capable of implementing and administering a technology-rich environment. Each of these components should be addressed in the district's technology plan.

FBISD's Technology Planning Committee was formed in 1995-96 to develop a long-range technology plan. Its members are made up of central office staff as well as teachers, principals and instructional technology specialists, representing different departments and schools.

FINDING

The Long Range Plan for Technology FBISD 1996-2001 includes goals, objectives and activities. However, it does not contain detailed performance measures or implementation strategies, complete with timelines and position responsibility, that are clearly linked to the budget.

The department provides the board quarterly reports on the district's progress in achieving technology goals and objectives. As the timeframe covered by this long-range plan comes to an end, most of the listed activities are completed.

The plan does not include, for example, standards and specifications for technology on all campuses, or resources needed to fund major technology projects such as installing a wide area network. It is also not tied to the district's long-term computer replacement plan or the plan to retire equipment that is obsolete or cannot keep pace with technology. There is no evidence of previous review, evaluation and revision of the long-range technology plan on an annual basis. With information technology changing, generationally, every 18 months, a review of a district's long-range technology plan on an annual basis is essential.

A long-range technology plan that is linked to the district's budget can ensure that financial resources are allocated to technology initiatives that are based on district priorities that are included in the plan and established by the board and administration. Implementation strategies and performance measures also are needed to help the district stay focused on its goals and objectives for the district's infrastructure, instructional and administrative technology. Finally, a district needs to have input from all

of its users in the development of the plan, and the plan should be updated on an annual basis.

Recommendation 88:

Revise the long-range technology plan to include measurable performance targets and implementation strategies that are linked to the budget.

The first step in this process of technology planning is to evolve a vision. One overarching question helpful in defining the contents of a technology plan is, who needs to communicate, access and share information with whom-in which formats and on what timeline-in order to make effective decisions about learning and leading alternatives?

Secondly, the district's plan should contain clear goals and measurable objectives. To apply information technology effectively, a school district must have an extensive computer network connecting modern computers, administrative and instructional software, and up-to-date operating systems. The district must provide effective, ongoing training; adequate technical support; and an ample professional staff capable of administering a technology-rich environment. These components should be in a district's technology plan.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of Technology and the Technology Planning Committee develop implementation strategies and performance targets for the long-range technology plan.	November 2000 - January 2001
2.	The associate superintendent of Technology and the Technology Planning Committee perform a needs assessment on districtwide technology needs and issues.	February 2001
3.	The associate superintendent of Technology meets with the associate superintendent of Business and Finance to discuss linking the technology plan with the budget.	March 2001
4.	The Technology Planning Committee develops the long-range technology plan.	March 2001 to June 2001
5.	The associate superintendent for Technology presents the technology plan to the superintendent and the board for approval.	August 2001
6.	The associate superintendent for Technology implements the plan.	September 2001

7.	The associate superintendent for Technology monitors the plan and assesses progress toward the district's goals and objectives.	September 2001 and Ongoing
8.	The associate superintendent for Technology reports the progress of the technology plan to the board.	Quarterly
9.	The associate superintendent of Technology ensures that the technology long range plan components are incorporated into the district's overall strategic plan and district improvement plan.	Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

There is no incentive for the Technology Department to participate in the federal Education Rate (E-rate) program or pursue grant funding.

Fort Bend ISD applies for and receives special discounts (E-rate reimbursements) on telecommunication services, internal connections and Internet access from the School and Library Division (SLD) of the Federal Communications Commission (FCC). The percentage of this discount is based on the number of students eligible for the free and reduced-price breakfast and lunch programs on each campus.

When the district receives E-rate funds from the SLD as a reimbursement for services rendered, the technology budget is reduced by that amount of money, rather than applying these funds toward technology purchases for successive years.

Peer districts Aldine and Plano ISDs have increased their technology budgets through E-rate funding \$3 million and \$500,000, respectively, between 1997-1998 and 1998-1999, a 150 and 100-percent increase over the prior year.

FBISD E-rate dollars received dropped by 5 percent and had no positive dollar impact on the Technology budget.

Exhibit 12-9 shows the amount of E-rate funding received by the district and its peers and how these funds are applied to the technology budget for each district.

Exhibit 12-9 Peer District Comparison Regarding E-rate Funded Technology

**Dollars
1998-99**

District	Amount of E-rate Funding Received in 1997-98	Amount of E-rate Funding Received in 1998-99	Are Technology Projects Dependent Upon E-rate Funding?	How E-rate Funds Are Credited to the Budget
Aldine	\$2,057,149	\$5,004,757	Some projects are E-rate dependent	E-rate reimbursements are used as matching funds for the following E-rate funding year
Cypress-Fairbanks	\$251,132	\$169,155	No	General technology fund for future technology purchases
Fort Bend	\$415,566	\$393,947	No	Technology budget is reduced by this amount
Katy	Did Not Apply	Did Not Apply	NA	NA
Plano	\$565,500	\$1,150,492	Budget is adjusted based on previous year's E-rate funding	Separate account fund is established and used for general technology purchases in successive years
Round Rock	Did Not Apply	Did Not Apply	NA	NA

Source: Schools and Library Division data, April 2000 and Peer District Reported Information.

In addition to E-rate funding, Fort Bend ISD was awarded a Technology Infrastructure Fund (TIF) grant in September 1999, totaling \$475,037. The TIF grant was used to purchase hardware to connect nine high schools to an upgraded wide area network.

The district should not reduce the Technology Department's budget when E-rate funds and other grants are received. This creates no incentive for the department to aggressively pursue available technology grants and to fund much-needed technology enhancements.

Corpus Christi ISD's long-range technology plan outlined all the district's technology needs over a five-year period and included funding sources for each expenditure required. The district developed a needs assessment and cost estimate for major technology enhancements that took into account what district funds were available, and helped them to determine what it needed to secure an additional \$48 million to fully fund initiatives in its five-year technology plan. Funding sources for more than \$48 million in technology needs were identified, including \$9.4 million in bonds, \$3.7 million from the debt service budget, \$721,000 from the staff development budget and \$1.1 million from a magnet school grant.

Recommendation 89:

Identify funding strategies to fully fund the district's long -range technology goals and dedicate money obtained through the E-Rate and other grants to this end.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	As part of developing a new long-range technology plan, the associate superintendent for Technology develops a cost analysis for achieving long technology goals.	November 2000
2.	The associate superintendent for Technology presents the cost analysis to the superintendent and board.	December 2000- January 2001
3.	The associate superintendent for Technology meets with associate superintendent of Business and Finance to develop an aggressive plan for funding options.	January 2001
4.	The district's grant writer, the associate superintendent of Communications and the Technology Planning Committee explore opportunities for obtaining E-rate funds and other grants and private donations.	January 2001- June 2001
5.	The associate superintendent for Technology presents a proposal to the board to fully fund technology needs over next 5 years.	June 2001
6.	The associate superintendent for Technology sub mits the new long-range technology plan to the superintendent and the board for approval.	July 2001

7.	The associate superintendent for Technology implements the new long-range technology plan.	July 2001 and Ongoing
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FISCAL IMPACT

Exhibit 12-9 shows that Fort Bend received more than \$390,000 in E-rate funding in 1998-99. Several of the peer districts in the exhibit saw more than a 100 percent increase between 1997-98 and 1998-99. Assuming that Fort Bend could increase the amount of E-rate money by at least \$390,000, which is a very conservative estimate, the district could receive additional technology funding of \$1.95 million over the next five years.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Identify funding strategies to fully fund the district's long-range technology goals and dedicate money obtained through the E-Rate and other grants to this end.	\$390,000	\$390,000	\$390,000	\$390,000	\$390,000

Chapter 12

COMPUTERS AND TECHNOLOGY

D. TECHNICAL SUPPORT

Technical support, like training, significantly influences how effectively technology is used in the classroom. Teachers, even those who are experienced computer users, often encounter technology-related difficulties that interrupt their planning or classroom activities. Unless they receive quick responses to questions like those listed below, their effectiveness will be diminished.

- Why does one of the computers in my classroom malfunction so often?
- Why does my connection to the Internet keep disappearing?
- How do I direct a document to another printer in the building?
- How do I transfer this file to another school?
- How can I import this *Excel* chart into my *Word* document?

When solutions to such problems are not provided promptly, teachers sometimes are forced to stop using the computers in the classroom and may be reluctant to start using them even after the problems are resolved.

Schools that can resolve such difficulties quickly are better able to teach their students effectively.

FINDING

One person serves as the key contact for the help desk using *Remedy* software.

The help desk averages 350-500 calls per week. Additionally 5,563 emails to the help desk were received in 1999-2000.

When a user (teacher, instructional technology specialist, or microcomputer analyst) submits a problem, the user receives an e-mail with the ticket number, what steps are being taken to remedy the situation and the approximate date of closure to the trouble ticket. This results in very few return calls to the help desk to see if the request was received.

FBISD has well trained instructional technical support and microcomputer analysts who log in the trouble tickets from campuses. The help desk enters the information in the *Remedy* software. Whoever works on the problem closes the ticket and the system automatically emails the user

regarding the fix. The typical trouble ticket averages 7 days from initiation to close.

COMMENDATION

The FBISD help desk staffed by one person is a good example of an efficient and well-run operation in the Technology Department.

Chapter 12

COMPUTERS AND TECHNOLOGY

E. STAFF DEVELOPMENT

Training is one of the most critical factors in determining whether technology is used effectively. Teachers must be comfortable with instructional technology and must know not only how to operate it, but also how to integrate it effectively into their teaching. Studies indicate that it may take three to five years for a teacher to acquire the appropriate level of expertise, in order to seamlessly integrate technology into one's daily instructional methodology. Planning and support for technology-related training must take this into account.

Technology-related training must be ongoing. Teachers need continuous opportunities to expand their technological skills and to interact with other teachers so that they may share new strategies and techniques. Access to electronic mail has proven to be a valuable way for teachers to share ideas on classroom uses of technology.

Ongoing training, moreover, is just as critical for technical support staff. Rapid technological change makes it easy for network specialists and microcomputer repair technicians to fall behind. Sufficient time and funding for continuing training is essential if technical support is to remain effective.

To achieve its technology-related goals, a school district must have an organizational structure appropriately staffed that creates the best possible environment for using and supporting new technologies.

A well-managed administrative technology and information services department is guided by a clearly defined mission with appropriate and achievable goals; a clear assignment of responsibility for each group of users and their required information and communication needs; well-defined procedures for acquiring new applications; and a customer-service orientation that continually seeks to meet and anticipate user needs.

FINDING

A comprehensive four-year plan for technology staff development was put into place in spring 1999. This meets Objective 1.3.8 of the *FBISD Long-Range Plan for Technology 1996 - 2001*. A district task force determined the proficiencies, organized them in a logical order and correlated them to the technology training already in place in the district. The measurement

of skill level and mastery of proficiencies is also an integral part of this Educator Technology Proficiencies (ETP) process.

All employees complete a self-assessment checklist to determine their current technology skill level and training needs. This checklist assists the instructional technology specialists on each campus to individualize training efforts and to plan future training sessions.

Any employee may demonstrate mastery of skills they already possess, thus "testing out" of training sessions and obtaining their certificates. The educators then seek the training that help them to advance through the sequence of objectives in the four-year ETP plan.

A self-assessment checklist of technology skills is completed by each employee and training classes are offered based upon the district's training needs. By completing the four-year plan for technology training, all employees are fully integrating technology into their classrooms and their administrative functions.

COMMENDATION

FBISD has a comprehensive four-year plan for technology staff development that has a self-assessment checklist completed by each employee to determine current technology skill level and training needs.

FINDING

Many FBISD department personnel are unable to adequately use the Comprehensive Information Management System (CIMS) software installed in September 1999. TSPR recorded comments from the current users of the CIMS software from many departments, on their lack of experience to use the new software effectively.

Installing and learning a new software system takes a significant amount of time. IT departments wrestle with how much training to provide; often training dollars are limited. System users take time to learn new systems and additional training is common.

For example, the Purchasing staff corrects requisitions manually. Schools enter requisitions online but data entry staff members print the requisitions and distribute to the buyers based on their commodity responsibility. The buyers manually strike through incorrect data and write in correct information. The requisitions are returned to the data entry staff members for entry of the correct data. After entry, the requisitions are filed.

Research to determine payment discrepancies also is performed manually. The Purchasing Department cannot produce reports from the CIMS system to determine the status of orders and to match purchase order numbers, vendor names, receiving reports and invoice numbers. Two reports have to be matched manually to assess payment status.

To expedite orders, the Purchasing data entry staff faxes purchase orders to vendors using the fax machine. A stamp is then placed on the original copy of the purchase order and completed manually to show date and time of the fax submission. The fax confirmation sheet is also stapled to the purchase order. This is a duplication of effort for documenting fax submission.

FBISD's decentralized receiving policy is not working effectively. At the beginning of fiscal 1999, the district authorized schools to receive commodities directly, bypassing central receiving. In turn, schools agreed to enter receiving information (quantity, PO number and amount) online to document receipt of goods to facilitate system payment. The Purchasing staff said in many instances, the schools have failed to enter the receiving information or the information entered is inaccurate.

Under the district's new Comprehensive Information Management System (CIMS), budget managers have not been able to easily get access to budget information they need to effectively manage their department. It appears the information is available in the system, but that budget managers are having a difficult time in retrieving information in a meaningful format.

Additionally, department level staff do not have the training necessary to extract budget data from the Comprehensive Information Management Systems (CIMS) system. Departments took several weeks to provide budget detail to TSPR and the staff stated that they did not manage their budgets across all budget categories.

Fort Bend ISD uses an IBM AS/400 mainframe computer for CIMS. The integrated financial system includes the following modules:

- Financial Management System (FMS) including budgeting, accounts payable, accounts receivable and purchase orders
- Applications Control System (ACS)
- Employee Management System (EMS)
- Human Resources Management System (HRMS)
- Fixed Assets System (FAS)
- Warehouse Management System (WMS)

CIMS was installed for production on September 1, 1999. Although the district purchased and provided the training recommended by the software vendor to district employees, the associate superintendent of Business and Finance said that CIMS was installed on an accelerated schedule to satisfy Y2K compliance. Various members of the Purchasing staff agreed that the installation was rapid and said that they needed more training to assess the full capacity of the system and use its features to improve job performance.

For fiscal 2000, the district had issued 9,494 requisitions through March 2000. This volume level combined with manual processes, incomplete information and lack of experience with the new software has caused a significant problem with vendor payment.

Training is also an important component and is viewed as a continuous process. Due to the shortened implementation timeframe, not all business processes or training activities were thoroughly covered in the initial 154 training sessions provided to staff. However, all critical issues were addressed. Training is implemented following the software module installation schedule. As each module was added, staff development was provided for the staff using that particular module. For example, users of the Employee Management System (EMS) module were provided training in August 1999, just prior to the installation of this first module in September 1999. Over the next three months, the remaining modules were installed and the respective staff trained. Training continues in this manner as modules are added to the system.

Recommendation 90:

Enhance the Comprehensive Information Management System training to include the capabilities of specific modules in the system.

The district has invested significantly in the administrative applications and needs to adequately train its personnel to be effective and efficient users of the software. A checklist of skills could be developed and administered to each CIMS-user group to identify current productivity weaknesses. A training schedule should be developed from the skill checklist tabulation.

The Technology Department and other departments using CIMS should work collaboratively to identify technology solutions for each manual process being performed and streamline existing processes. The training could be a joint effort between the users of CIMS and the Technology staff who support it.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of Technology appoints a task force made up of representatives from all of the departments affected by technology issues pertaining to CIMS software.	November 2000
2.	The director of each department that uses the CIMS software creates a checklist of skills the CIMS-users in his department need to master. This checklist should include performance items of user tasks to perform (e.g. transfer files, create a database, etc) as well as skills.	November 2000
3.	Each staff member completes the checklist of skills to determine areas that require more training.	December 2000
4.	Additional training classes are offered by the Technology Department to all staff members so they can master all technology skills required by their position.	January 2001 and Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Appendix A

COMMUNITY MEETINGS AND FOCUS GROUP COMMENTS

Public Forums and Focus Group Comments

As part of the review process, public forums were held at each of the three area districts and 15 focus groups were held at the Fort Bend Independent School District (FBISD) administration building. During public forums, parents, teachers, administrators, and community members participated by writing personal comments about the 12 major topics of review; and in some cases, talking in person to review team members. Parents and community members also participated in small focus groups where the 12 topics under review were discussed.

The comments below illustrate community perceptions of FBISD and do not reflect the findings and opinions of the Texas Comptroller of Public Accounts or the review team. The following contains comments received by focus area.

Appendix A

COMMUNITY MEETINGS AND FOCUS GROUP COMMENTS

A. DISTRICT ORGANIZATION AND MANAGEMENT

- Campus-Based Leadership Teams are an important campus tool to make decisions affecting entire campus.
- I think that Dulles High School is doing such a good job working with such organizations as Distributive Education Class of America (DECA). We always go to various challenging competitions, which give us a lot of opportunities.
- Site-based management is a joke.
- Need standard number of periods at all high schools or offer greater course selections at "0" period at Austin High School.
- Too top heavy!
- Campuses rarely see administrators, especially the superintendent!
- Administrators remove campus principals too often and for dumb reasons. Principals need to be ON CAMPUS not in dumb meetings.
- Many administrators seem most interested in justifying their own existence rather than providing student support.
- Most plans formed by district are for show only - politically correct words intended to placate. Check implementations.
- Campus-Based Leadership Team (CBLT) management varies from school to school. Some have a large amount of power and some are used as tools to deflect criticism from principals or other administrators who are making all decisions.
- Why is the superintendent paid \$207,000 a year?
- Want to see more balance from campus-to-campus regarding budget. Educational Technology is more prevalent at certain campuses. Some campuses cannot compete. Students are not given the same opportunity to excel because of the lack of quality with technology, etc. from one campus to another. Would like to see lacking schools have a chance to catch up.
- An administrator told a school worker not to speak Spanish.
- Administration should discuss decisions with students, parents, and teachers. Don't make unnecessary rules because it makes school feel like a prison camp. Don't get me wrong, I'm all for rules, but don't act like Nazi guards with all students.
- Site-based management is truly given free rein in a few schools where the economic lifestyle is more affluent!
- Site-based management is just a "rubber stamp" for some administrator's agendas. On some campuses the CBLT doesn't

have any real input and any items they want to bring up need to be reviewed by the principals prior to meetings.

- Key Communicators should be open to the community, not just [to the] individual appointed by the principal.
- There should be student input on decision making since the decisions concern them.
- Site-based management causes some inconsistencies in curriculum (i.e., physical science vs. biology for 9th graders, summer reading list and number of class periods). Certainly doesn't make one feel that all schools provide quality education.
- Area I is not getting the resources it needs. Parents in Area I are not as active as in either two areas.
- Mrs. McGlaun is the best principal Elkins has ever had.
- Racial harmony needs to be restored to the district.
- The district is building a new high school that will remove all blacks from the white schools.
- There is no even distribution of high schools in the area districts. There should be realignment in the areas.
- The schools and areas are not fully represented in the public forum sites.
- Site-based is more like principal-based.
- Many people don't understand site-based education. When they do, everyone will work positively towards education.
- The students need to have an outlet to talk to the administration. We need a student forum with adults as facilitators. The students concerns should be heard. When the whole community gets together, we can have a productive school.
- Parents must get involved with their child's education to help them become productive citizens. Board members should meet with small groups of students so they'd understand how the board works. What about a junior board with students from all schools!!! Our area superintendent visits our school often. The students know him by name. Maybe he can have mini sessions to discuss what's going on in the schools.
- We have to re-align the community and educators and parents to make positive strides to excellence.
- Should the superintendent be involved in local school board elections?
- Not all schools have site-based management teams.
- There seems to be a discrepancy in the way some of the schools in the district are handled. Some schools in some areas seem to get everything they want, while other schools ask year after year for the same things. I do recognize that the district is growing at an unbelievable rate and that is a strain on resources. I wouldn't want the responsibility of making the decisions that the board has to

make every week. However, I wish they could even the playing field.

- Dr. Hooper should be less concerned with Texas Assessment of Academic Skills (TAAS) and more focused on going in the schools to see students.
- There is a need for more of the teachers input into making decisions. More bottom-up and less top-down management.
- Principals should have to walk through buildings or classrooms to see what's going on. They don't in the three schools my children attend unless they have to evaluate a specific teacher.
- Get the administrators out of their offices and into schools/classrooms so they'll know what's going on. They don't do that now.
- No more yearly surveys. Spend the money on the teachers and time with the kids.
- The better teachers care about their students.
- "Site-based management" and "district policy" are used as excuses for complaints.
- The teachers input should be considered when deciding what changes are made over the months or years since their presence is evident.
- Site-base management only works well in some schools.
- Principal "walk-throughs" occur on a daily basis in the schools my children attend and also where I teach.
- While all committees have teacher representatives, the proposed information does not reach the staff and faculty.
- Why are so many relatives on the payroll?
- Class officer meetings with Mr. McKie are very effective.
- The district is very "top heavy." Look at the dollars spent per student, yet there is little or no support for what specific campuses need. (Especially Area I) Campuses need support from the administration building staff.
- The staff needs a "safe" forum to air problems. Parents are not safe as well. They are afraid of repercussions against their children.
- The board needs to think before they act and shouldn't back Mr. McKie because he's the principal; they need to look at all the facts before backing anyone because all people make mistakes.
- The school board needs to act maturely in all situations. They do not need to be pressured into actions that may have harmful repercussions on the schools and students. Steps should be taken by school officials to protect students from false accusations and rumors.
- Don't know about zoning, but concerned about whether or not my child would go to Clements High School because of the commute.
- More parent input needs to be welcomed and sought. For example, campus improvement planning and the Campus Leadership Teams

need more input in general. It's very hard to be a part of the process.

- Why do positions previously handled at the director level now require an assistant superintendent to handle them such as public relations and staff development?
- School campuses need to have a higher regard for the Campus Improvement Process (CIP). Currently, it seems to be an obligation. They meet, but rarely reflect back on the plan. All school initiatives or activities should be a reflection of that plan.
- Don't like to see our board disregard many parents' opinions or to back just one parent, especially when he speaks for so few.
- Schools in general need to find ways to be more embracing of all students. Campus improvement plans should reflect and address the strong need all students have for inclusion. More efforts should be made to include students who are involved in positive organizations.
- Back school prayers as free speech.
- Disappointed with the zoning/rezoning process. Not enough research is put into where and when new development will occur. Not all community comments (during the process) are heard equally. My experience shows that the loudest and most persistent person makes the most impact, but not necessarily the people who follow the procedures.
- I favor a feeder system in schools. My neighborhood feeder sequence has disintegrated within the past 3 years. I am frustrated by this situation and am unclear on the district's feeder policy.
- I feel that school rezoning issues could be handled in a much more "public sensitive" manner. The last rezoning in my neighborhood (which was rezoned three times in 3 years) was presented to the public in one way and then changed in the board meeting when it was voted on. Also, there was little or no regard for a feeder pattern when the final decision was made.
- The Board of Trustees should be more than a "rubber stamp" of an administrator's agenda.
- There is a central curriculum and central curriculum coordinator, but with site-based decision-making the implementation is inconsistent.
- When problems at one campus are reported to central office, the coordinators say they have no authority to step in (and they don't know what is going on at campus level) even when it is state mandated.
- Area superintendents evaluate principals and area superintendent report to Dr. Hooper. But the coordinators report to someone else outside of that mix and are not in the chain-of-command and have no authority.

- Administrative employees and their salaries add little value to the system. Is this wise use of money?
- No one is monitoring whether the "binders" (curriculum and every other kind of instructions for doing things) are ever being used. The central office creates "binders" for the sake of creating binders.
- The district was disoriented when Dr. Hooper arrived. He has improved many areas in terms of academic excellence as well as planned for some future reforms. His insight concerning the future is admirable, but his insight is not communicated well enough for the parents to understand.
- Why does the administration bring 10-year contracts to board? Why so long? Board members only serve 3 years and superintendent has a 5-year contract. Aren't you binding future boards?
- Is renewing the superintendent's contract for 5 years a normal thing? He always has a 5-year contract because they renew each year.
- Ten-year technology contracts are ridiculous; technology is changing too quickly.
- Board meetings don't make it appear that board has any real control. They can't get questions answered and they have to ask and ask.
- One line item on the board agenda was about \$1,000. A board member questioned it and an administrator said it was for a trip that was canceled, and the board then took it out. If they hadn't asked, what would the administrator have spent the money on?
- Principal's contracts allow them to be reassigned at will. Something is wrong with this process.
- It is frustrating for parents because they have nowhere to go. If you take something to the board, they say they can't talk to you. The administration says things are this way because they say it is this way. Parents have no recourse.
- Parents get a newsletter twice a month and a letter from superintendent. But he says he doesn't write the letter; he has staff writers. When someone criticized one of the letters, he said he left it to his writers and they were at fault. Why does he need three writers to do a 500-word essay twice a month?
- Yellow-Pages test is not being used in Fort Bend. Fort Bend hires consultants to evaluate other consultants.
- In December, the *Houston Chronicle* did a comparison of teacher salaries, etc. Fort Bend did not fair well.
- Teachers at middle schools used to stand in the halls during class changes and it cuts down on the fights. Now they just have one police person. The teachers also don't monitor during bus departure time.

- Middle schools used to allow parents to drop off kids early. Teachers were paid a small amount to monitor kids in the common area, but budget cuts prevented them from continuing. They have money for staff writer positions, but not enough to pay these teachers so kids don't stand outside and get in trouble.
- The superintendent went to the Masters Golf Tournament with Alltel because they wanted a contract. Got caught, apologized and said he would pay expenses back.
- The superintendent has a clause in his contract that states he cannot be dismissed for non-performance of his duties. No checks and balances are in place.
- Lack of diversity at administrative level.
- Not afraid to take a stand with "Character Curriculum"
- Proactive in abstinence training.
- Superintendent brought technology into the district.
- The superintendent is highly insulated from teachers and parents with administrations.
- Superintendent's attitude is that teachers are just hired help.
- Superintendent and administration is very dictatorial.
- Superintendent controls agenda and responds to board - direct questions and issues.
- Teachers perceive there are "too many chiefs and not enough Indians."
- A lot of diversity on the school board.
- Board is trying to "do the right thing" and be approachable. Very teacher and community oriented. The board participates in CBLT at schools (as well as school activities). But, the board is appalled by discrepancies between what the superintendent and administration tells them and what they observe.
- Decision-making = top-down not bottom-up! Superintendent tells principals and teachers what to do without asking for their input.
- Teachers do not understand the laws that actually empower them to make campus-based decisions. District does not "enroll" teachers in process.
- Most campus principals do not do anything with suggestions. Other schools are very effective with site-based decision-making.
- Some teachers feel that if they disagree with administration, they will suffer the consequences.
- Principals seem to model administration attitudes and the behavior of management.
- Good site-based decision-making "command control".
- Very strong hierarchy in management. But, sometimes it's difficult to get things done. Site-based management is sometimes used to avoid responsibility at central office especially something that is not a priority for the superintendent or the district.

- Confusion of policy and management procedures regarding specific issues (e.g., vitamins or medicine for disabled students and violation of federal laws).
- Benign neglect and convenient omission describes the strategic planning process. The district does not seem to be sensitive to and [willing to] include special education. Parents and teachers present priorities, but nothing is done about it.
- Administration "selectively" picks parents to participate on special events. (especially special education parents)
- Strategic planning is supposed to focus on TAAS improvement instead of general, special or advanced education.
- Budgets need to be tied to strategic planning, which will hold campuses accountable.
- School board is sheltered and not empowered to really run the district. The board cannot go directly to administration (has to go through the superintendent). Information could be filtered, controlled, and biased by the time it gets to the board.
- Public needs more direct access to board, other than board meetings. For, example the superintendent and administration stopped special education parents from going to board about special education issues. The superintendent says he has taken information to board-but he really hadn't! Perception is that superintendent has lied about issues in the past.
- District needs self-monitoring of Texas Education Agency (TEA) policies, procedures, and programs to ensure they are doing what they're supposed to do.
- School district is owned by Sugarland Properties.
- School board members are controlled by the superintendent.
- Board members are not playmakers.
- Superintendent has several consulting jobs outside the district.
- Principals are absent from the building too often. Secretaries are running the schools.
- The superintendent has three different secretaries. Excessive.
- Most parents are not even aware of CBLT.
- Garcia adheres to CBLT.
- CBLT is not a governance model. The district is just going through the motions. No meat.
- At Clements, Kempner and Highlands High Schools, CBLT is used to hide behind when there is a difficult situation. No real power - just a front. Principals implement the opposite of CBLT.
- Highlands, Sugarmill and Sugarland Middle Schools didn't do an election process for CBLT.
- Lack of continuity of CBLT Chairpersons. Committee members, guidelines at only some schools.
- CBLT needs a good model and good guidelines that can be followed to be effective.

- SBM needs to be looked at in FBISD.
- Some board members have student's best interest in mind
- Include community groups in planning and input in district.
- Site-based management is sometimes used to avoid responsibility at central office especially something that is not a priority for superintendent and district.
- Strategic planning to focus on TAAS improvement instead of general, special or advanced education.
- Administration appears to be open to parent-input, but in actuality do not seriously consider or include their feedback in decision-making
- The superintendent has his staff notify him of board member's whereabouts in the building.
- The superintendent misrepresents to the board some community interests (one person's experience.)
- The superintendent is politically savvy when bond issues come up.
- Strategic planning is very reactive instead of proactive. Poor forecasting/projections of neighborhood growth.
- For special education, the district gives impression that principals have power to allocate resources, but cannot.
- Parents feel that the superintendent is running the school as a corporation, and he's immune from accountability.

Appendix A

COMMUNITY MEETINGS AND FOCUS GROUP COMMENTS

B. EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES

- The Gifted and Talented (GT) program is at the right level (challenging, but not too challenging).
- Start elementary schools earlier from 7:30 a.m. to 2:30 p.m. Start high schools at 9:00 a.m. to 4:00 p.m. Research supports this, but we arrange school schedules for adults, not for the students' benefits.
- Too much emphasis on TAAS and not on Scholastic Aptitude Test (SAT), American College Test (ACT), and Texas Academic Skill Program (TASP)
- Alief has curriculum coordinators at every school and they teach the teachers, demonstrate new technologies, etc. FBISD could take a lesson from Alief. Alief enforces what they say they are doing
- "Bright Flight" or "Brain Dead". Parents have been taking kids out of the district to send them to private schools, other districts or home schooling because they are tired of fighting the district about educational service delivery issues.
- The requirements for exemption from finals are way too harsh. The "absence" rule is very unfair. Math classes should be divided into levels with people who have taken and passed TAAS, are repeating a course and lower class students should all be in separate classes.
- Coaches don't always make very good math teachers.
- The dress code is just a little crazy.
- It's too hard to get 24 credits for graduation, especially if you have extracurricular activities. Every other school has that and it's hard to get as many credits when you can only take 24 classes in four years.
- Football gets all the money they need. Band gets nothing and band parents are always raising the money for the band.
- We are teaching to the TAAS. Special education teachers need more time to complete required paperwork. Lesson planning and instruction require the same amount of time regardless of class size.
- Limit band and sports to starting one week before school in the summer. Family values start with family time.
- It is not my job as a parent to enforce a curriculum.
- The school does a good job of preparing the kids for TAAS.
- Teachers spend too much time teaching kids to pass TAAS and not teaching kids what they need to be teaching.

- Would like to see "no-pass, no-play" rule abolished. "At-risk" kids really need to feel good about themselves. Institute tutoring for these kids. Don't tell them they don't belong.
- Would like to see leveling put back in classrooms. Teachers cannot effectively teach so many different levels in one classroom. Our scores would rise if you gave our teachers a stress break.
- Reading, math, and writing are areas that are in the principal's evaluations but not any others. There is no accountability.
- I believe that the GT program should be open to anybody. Students should have to take a test. If they can pass the course they should stay, and if not, they can always drop the class.
- Everyone should be able to experience the GT program because people are gifted in more than one specific area. Exemptions should be given to those who really deserve it like less than three absences and a grade of 80 to 85 and we still don't have to be here. Tardiness should also be three every six weeks.
- Instruction should be individualized but instruction should not be homogeneous.
- Most teachers in this school district don't act like they even care about teaching.
- Teachers during Black history month don't even teach about Black history. It actually made me want to protest, I didn't want to start any more racial problems than what we already have, but the subject should be taken a little bit more seriously than it has. Other African Americans are also dissatisfied.
- I like dress code but not all aspects. TAAS emphasized too much and isn't really important for education.
- Students in GT programs should not be labeled for life in kindergarten! They change as they grow and so does their ability to function at a gifted level! Reassess at 6th and 9th grades.
- Some are excellent teachers; some are not very good.
- Bad teachers tend to be overlooked - not dealt with. They are just passed from one school to another.
- Poor textbook selections. For example, the Chemistry I textbook is used for Environmental Chemistry. Math books are barely adequate.
- No curriculum alignment! District completed a \$64,000 curriculum audit by Texas Association of School Administrators. Principals were given questions and answers and told to give them to all employees that would interface with auditors. What is taught in one class may or may not prepare students for the next class. Much time is spent by good teachers compensating for poor jobs done by others. Administrators don't usually notice such details.
- I think the teachers are great. They are teaching well. But in some schools the teachers can't teach because of the kids. I think they should take the whole class to the principal's office.

- The support group for dyslexia needs the participation of our children, not only parents and staff.
- Where is the Alternative Education Center for elementary school students? We need to create one badly.
- Why are students (elementary) scheduled into the library as an outclass? (The librarian is unable to service students at their "point of need" because she is babysitting 30 to 40 students per hour so that the teachers may have a common planning time). This is also the results in larger than necessary classes in Art, Music and Physical Education (35 to 40 students per class).
- Not only do some teachers verbally abuse students; quite a few students verbally abuse teachers and other staff members.
- I think teachers should be able to make their own curriculum because I know that it makes the class not as good when teachers are obligated to teach going by the state's curriculum.
- Team concept for middle school is very good.
- Teachers are doing their best to give us the best, to educate us, and to make us interested in subjects. Teachers work really hard, that is why they expect the same from the students. I love all of my teachers; they helped me to learn a lot about myself too.
- Principals and teachers should be held accountable to district/state curriculum in all areas, not just TAAS-related areas of the curriculum. How are principals/schools evaluated in other areas of the curriculum? What supervision or checks of accountability are in place?
- Inconsistencies among schools (i.e. summer reading lists, high school science sequence.)
- Real gap between advanced and honors/GT courses on the high school level. There are kids in advanced courses who don't even care about learning. Advanced classes should be for kids who are capable of more than average work, but not the killer honors/GT /AP pace.
- Class sizes are way too large!
- Counseling services are weak. Kids need guidance on test taking/career options and college application process. So do parents!
- Teachers say many unkind words to kids (similar to letter to the editor in the *Star*). Teachers are supposed to be encouraging and help build kids' self-esteem. Perhaps they don't like their work?
- Kids that aren't succeeding at middle school should not be put in HS Match-they need remediation so that they don't hold back the rest of the class.
- Teachers in area of math and science (shortage areas) should get more pay to attract people to this field.
- There is never enough emphasis on education.

- Inter-district policy needs to be evaluated on individual basis in some cases. Sometimes causes conflict in desire to take advanced classes.
- People don't understand TAAS is just a way of aligning our education system. If a teacher teaches the basics and then some, TAAS will be covered.
- Everyone needs to know about the programs the school offers. Schools have the programs listed above, but not everyone knows how the programs operate. The curriculum should only be a guide to what is taught and what is expected. I like the idea of the end-of-course tests. I think the education system should be changed too! For example, Algebra IA and IB should be Algebra I and the credit to be given at the end. Remedial help should be provided for anyone that doesn't pass.
- Is TAAS really about education or the ability to take long tests? If teachers were allowed to spend as much time teaching subject matters on a daily basis as opposed to drilling students on TAAS perhaps something phenomenal would happen. Students pass a test, the test, and all tests, based on the knowledge acquired in class. What a concept.
- TAAS is destroying students' minds and no one gives a damn except that we don't want to lose any precious funding.
- A student's performance should be taken more seriously. If a student is failing, the teachers/parent(s) are also failing. Something should be done before the end of semester and before our students lose credit. Also some teachers have language barriers and we have problems understanding their English. If we can't understand the words coming out of their mouth, how is the student going to learn the curriculum?
- Some Advanced Placement (AP) courses are not preparing the students for the AP exam! Why are we in there? For a title? I want college credit!
- It would be appreciated if there were more balanced funding for activities such as theatre, art, choir etc, rather than emphasis being solely on sports.
- The TAAS test is the worst thing that has ever happened. Teachers are frustrated to the point of despair due to the teaching of the TAAS. When so much depends on one test, (money, promotions, jobs, etc.), it is not surprising that there are abuses! Get rid of it!
- Department of Achievement and Development has done a good job in bringing learning methodologies (or best practices). Drawback is no evaluation and benchmarking to see how well the programs are doing.
- More rigid standards enforced on the curriculum especially in the middle schools and high schools. Students should be required to

take prerequisites before advancing to next level courses; therefore they are prepared before hand.

- Counselors/Administrators staff should not bend to parent pressure.
- There is too large of a gap between the various levels of curriculum. There needs to be other levels of instruction that meets the needs of the other students.
- Primary (K-2) There has been a change of assessments in these levels. Students are individually assessed throughout the academic year-taking away valuable time of instruction. (Reading levels - 3 x @ 20 min each student, Speaking/Listening - 1x @ 10 min each student, Writing - 2x @ 45 min. per student = 75 minutes x 22 students, resulting in 27.5 hours of lost instruction).
- Magnet Schools have great career prep programs (spec. Hightower High School).
- Teachers should not teach in areas of non-certification. (middle school/high school)
- Principals should have to follow the curriculum and not dilute the programs based on his/her personal views.
- There should be the same standards for all schools.
- All-day kindergarten is desired at Commonwealth Elementary.
- More educational materials and less filler curriculum.
- Teachers in alternative schools should have better means of communication with students' home schools. Materials needed are not available to students and teachers.
- Given the district has begun to address the needs of students with disabilities and the design and implementation of quality vocational services (in particular, students with significant needs of support). More and earlier should be considered. Adult services are extremely limited. Students need to graduate from school prepared to live and work in their communities vs. segregated places - isolated and alone.
- More cross-disciplinary instruction. More effort to provide taxonomy of skills (re: content areas).
- More collaborative planning (re: students in special education). Actually this is a great staff development piece if administrators and teachers would participate sincerely and regularly.
- Too many holidays!
- The engineering academy should be strengthened.
- More medical classes should be available and find a way to shorten length of the internship.
- High schools should have eight class periods.
- Debate should be an honors class, since the state board has approved it and requires you to be on the debate team as well.
- We should have an honors band and orchestra.

- The academic activities as well as the dance team need to be funded more than athletic activities.
- We have many programs that are valuable, but there aren't enough separate GT classes.
- In order to accommodate the unique situation at Hightower High School, we should be allowed to implement an eight-block schedule.
- I believe E.A. Jones needs assistance with the education in the library program. Students in the elementary school should not be forced to go to the library as an "out-class" activity. Library skills need to be taught at the "point of need" with co-operative planning between the teacher of the libraries. Flexible scheduling is a priority!
- Students should be able to access the library at any time during the school day. When the library is placed in the "outclass" rotation, students are not free to access the information nor can they utilize the knowledge of the librarian or his/her assistant as needed. This approach does not lend itself to teaching students how to be lifelong learners and "accessors of information." Skills they must have in the 21st century.
- More programs are needed for the "at-risk" population. (Average students, dropouts few credits, etc.) We need GED, vocational, alternative high school courses.
- We need structured curriculum that enables students to perform well
- Magnet schools have great career preparation programs (especially Hightower HS)
- Students can test out of classes (credit by Exam)
- Special education at Elkins High School is impressive and very structured. Facilities for learning life skills are needed.
- District's expectations of student performance on the east side is low.
- Structured programs do not consider individual learning styles or have flexibility of the alternative program for students.
- Lack of teacher training in dealing with students with different learning styles.
- Dyslexia program needs to be enhanced.
- Railroading minority students into special education and alternative programs - instead of recognizing individual learning styles and dyslexia.
- Lack of multicultural educational programs and literature.
- Dissemination of scholarship information, once it gets into schools give it to the students.
- Lack of identifying minority students for GT programs
- Parents don't know they can request students be enrolled in the GT program.

- Disproportionate number of minority students in alternative education. Also, do they use "behavior modification" or is it just a "holding tank" for referrals to the judiciary system.
- Low tolerance of extreme discipline issues with minority students vs. other students (racial profiling).
- Do not have a strong Performing and Visual Arts Program. Minority students do not seem to be exposed to the arts (as well as many other careers, etc.).
- Not enough academic standards, homework (type and amount).
- Is there a quota of high school students from different high schools getting into college?
- Good teachers should be given the best opportunity to teach kids. When the district gets too big, it's hard to stay focused on it!
- People move out to Fort Bend because of perceived higher quality of education.
- Hightower High School is viewed as a magnet school, but report card shows it's not doing as well as Clements High School.
- Elkins High School lacks communication and sticking to plans for special need students. Parents are dismissed when trying to address issues. Also true at Quail Valley.
- Students feel pushed in advanced or honor classes because if they don't, they won't receive a higher quality education to help them build a career.
- Need diversity sensitivity training for students. For example, racial tension at Clements High School; but, in Dulles High School, there seems to be more racial harmony. At Dulles, campus administration is more approachable; in fact, the principal is great! Clements High School has a lot of competition in education. Clements High School students feel racial harmony will never happen. Dulles High School students seem to feel more comfortable with it. Clements High School atmosphere is cold, and dark. Identification badges are not inviting or warm. Dulles High School is bright.
- The student-to-teacher ratio at middle schools is too high!
- District needs to teach students to balance personal, academic, and extracurricular activity life.
- Need freedom to practice religion (e.g., Bible study) on campus. We're building strong academic people but empty spirits.
- Principals seem willing to sacrifice curriculum for TAAS remediation
- At Clements High School (the only exemplary school), District seems to be more concerned about minorities passing TAAS now so that they do not pull scores down and jeopardize the "exemplary" rating.
- TAAS inhibits Texas Essential Knowledge Skills (TEKS) - required curriculum teaching.

- Teachers are spending more than half the semester teaching TAAS.
- Kids input in restructuring curriculum program mandated, but not funded.
- Improving reading level and quantity.
- Curriculum coordinators involve teachers in some middle and High Schools (and some disciplines) in developing English as a Second Language (ESL) program.
- District "mainstreams" kids in science and social studies, but does not provide support for them.
- Curriculum is outdated. Needs to be revamped (may be done this summer). Teacher training is good.
- District feels that every GT student should always pass classes. If they don't, teachers are held accountable.
- Selection criteria on campuses should be aligned with district policies.
- The district promotes the GT program. Public Relations varies from school-to-school, so parents are out of the loop!
- Some teachers are excellent.
- Need more funding for all resources (teachers, books, supplies, expansion, to hold more students, etc.) "Over-crowded jail" analogy.
- On some campuses, there is no behavior modification program unless student is ED (emotionally disturbed).
- People who need it are not vocal about it, so you don't hear a lot about it.
- Rezoning will prevent some kids from receiving bilingual education.
- Teachers cannot give students a lower grade than 50.
- Students with high grade point averages do not have corresponding SAT and ACT scores.
- Teachers must justify in writing failing students. (It's easier to just pass them.) Impression is that it's the teacher's fault the student has failed. Teachers have to "fix their problem". Teachers are held more accountable than students!
- System is not "elective-friendly", (i.e. they cannot branch out and take classes they want to experience).
- Teacher (who does not use English as her first language) is teaching English.
- Three levels of academics in High School academic, advanced, and honors.
- Curriculum coordinators say what programs should be run in the district. But, they don't have the power to implement them on campuses and hold principals accountable.
- Incompetent teachers seem to stay around. But, a lot of good (and vocal) teachers are moved around.

- Inappropriate placement of teachers. For example, sometimes a first-year teacher is placed in a class with a lot of special education students. Experienced teacher should be there instead.
- Cannot control class, so parents come in to baby-sit so teachers can teach.
- According to assistant principals, it is hard to remove incompetent or low-performing teachers on individual campuses.
- TAAS Emphasis: District needs to measure impact of high TAAS focus on students, teachers, and parents.
- Disparity and ethnic issues. (Asians and Hispanics).
- If campuses come up with innovative programs, district needs to find funding for them.
- District picks and chooses disabilities they want to screen for (when federal law prohibits them from doing so).
- Information not readily available to public (especially special education)
- District is good in evaluating programs, but not doing a good job in being accountable to implement suggestions.
- District needs successive reviews.
- Many schools start the year with not enough books.
- Some classes get the bucks - inequity in classes.
- Employees fear for jobs.
- Some principals have been threatened that they will be terminated if TAAS doesn't go up.
- GT needs to be more than additional busy workload and homework. Too many assignments.
- Parents want kids in GT classes, whether they meet requirements or not.
- GT students are treated like an accelerated group.
- Classes are larger because kids can do more with less guidance.
- Larger number of kids are failing core courses.
- GT students sit on one side of the room and non-GT sit on the other.
- Lots of difference in the capabilities of teachers/ preparedness; no lesson plans, etc.
- Some kids can't advance, waiting for other kids to catch-up.
- Why are all electives not available in all schools? Also look at requirements.
- With spending levels in FBISD, why is district rated acceptable?
- Look at the Special Education program. More than 6,000 kids are enrolled. You cannot reach special education students. Had to file due process to get mediation.
- Not enough communication/mediation.
- The district is out of compliance on many state/ federal guidelines.
- Severe retaliation kids.

- District spends too much time preparing for District Effectiveness Compliance (DEC) review.
- Some paperwork for curriculum, District Effectiveness Compliance (DEC), special education issues are swept under the rug and doctored.
- Districtwide, TAAS preparation is doing a good job of preparing students at some schools, but overall the district is not doing well.
- Structure curriculum that enables student to perform well.
- District's expectations of students' performance on the east side is low.
- Structured programs do not consider individual learning styles and having flexibility to alter program for students.
- Lack of special education Activities of Daily Living (ADL) facilities at schools on E-side.
- Dissemination of scholarship information, once it gets into schools, to the students.
- At Dulles High School, parents influenced an outside group to come in and tell district these schools are in poor (and dangerous) condition (including asbestos). District is not proactive in maintaining schools. They wait until they go down, which affects students.
- Need more counselors providing actual services to students instead of shuffling papers.
- The district has no benchmarks.
- Distance learning: 1) Studies shows that it does not lead to better education (maybe worse). 2) Students feel they are not learning as much. 3) Teachers are not being trained to use it correctly to teach them to students.
- If campuses come up with innovative programs, district needs to find funding for it.
- District picks and chooses disabilities they want to screen for (when Federal Law prohibits them from doing so).
- Information is not readily available to public (especially special education)
- Special education at Elkins High School is impressive- structured, facilities for learning life skills.
- The GT program at Dulles High School is good.
- District is good in evaluating programs but not doing a good job in being accountable to implement suggestions.
- Parents and teachers feel there is widespread distrust (and sometimes fear) in the district, so most will not give feedback.
- "Special-needs" kids are mixed in with GT kids, so the teachers are spending too much time with them. These students are labeled as "trouble makers."
- Class sizes are too large in middle and high schools.

- The district is not providing training and support to teachers for special education kids. (Aides get even less training and are less qualified.)
- The district is using separate special education vocational programs that focus only on menial jobs.
- Administration in Admission Review and Dismissal (ARD) is inhibiting special education services instead of facilitating.
- GT requirements may be keeping students from getting in especially if they choose the top 5 percent of the class from each school.
- GT program gives students more homework and not focusing on enrichment. May be because some GT teachers are not qualified to teach GT.
- The district needs to have more individualized instruction for programs (special education 504, and GT). Different campuses handle these problems differently.
- Principals told parents that they put a teacher that could not fire into the Special Education Department. Because that's where they could do the least harm.
- Magnet-like programs gives students not zoned to that school a chance to apply to that high school. Need to have more programs like this at other high schools.
- We need bilingual education in all schools at all grade levels. Students are usually transitioned out by 3rd grade.
- Campus administrators recommend special education students not to take TAAS (because they will bring school's scores down.)

Appendix A

COMMUNITY MEETINGS AND FOCUS GROUP COMMENTS

C. COMMUNITY INVOLVEMENT

- FBISD excels in communicating with parents and community.
- We should have a FBISD billboard on a major highway advertising plays.
- Excellent community involvement!
- The Volunteers In Public Schools (VIPS) program is outstanding.
- Schools in FBISD are not friendly to parents. The staff won't even say hello or acknowledge you when you come in.
- All schools should support each other (attend plays, spring show, band, football, etc.)
- Schools do a great job of informing parents.
- Parents are frustrated and have no outlet. I voted for many of the current board members and now they say "they can't discuss certain issues". I wouldn't take a problem to administration because in the past it was unproductive. I had a run-in with the Gifted and Talented committee.
- Excellent internal communication system within the district.
- Seek out more business involvement.
- Community Relations Department often used as a "spin" machine for the district.
- Parents are always welcomed into FBISD schools. That is good.
- District most happy with parental support that does not include criticism. Administration does not like to hear bad news/parental complaints.
- This district is very good about involving parents in all aspects of our kids' education and would like to see more business partners involved.
- The district welcomes parental/community input at all levels. Very Responsive.
- Bond issuance really seems to be publicized in the community.
- Disparity between east-end and west-end across the board!
- No policy to effectively deal with race relations
- Proactive-superintendent is aware of issue in district (i.e. Racial Harmony).
- Parents should really volunteer more and help out schools; students should also volunteer more of their free time to do something positive for others and themselves.
- The community involvement is very good.
- It seems to me that the principals do more for any other club than the African American club, I don't think that fair. I never learned

about any African American people that made a difference in this world in my two years of being in high school. Not even in February. Since it's supposed to be Black History Month.

- Community involvement is unrealistic as an African American. I do not learn much about my ancestors or my Black heroes. This particular school has decided that an African American organization should be canceled. We did have a CLAAS club, which stood for Cultural Leaders in African American Society to address prejudices. We seem to not have the club anymore. Every year we have had a black history play or show before Mr. May decided to show up, then all of a sudden, everything that has to do with black history is gone. Teachers in the classrooms are even confused because they don't know what's going on.
- Community involvement is not organized and not enough communication. No knowledge of it.
- I think that the school could have a little bit more of the community and business involved with the schools. It could be more encouraging.
- Parental involvement at Dulles High School is good but more parents are needed to help with the Pro Grad program.
- All parents are involved in high school activities. They are trying to work together and help children to feel that they care about them. They are ready to do their best for the kids.
- We need to have diversified Parent Teacher Organization (PTO) involvement. Thank the business partners, but we don't owe the business partners. The things they do are for our kids. Continue to have business partners involved in other areas such as Area I. We need to spread other goodies in all areas evenly.
- Community Relations needs to get out more and visit schools.
- We are doing well sending the monthly issue of what's going on in the district.
- Taking a stand on prayer in school.
- The district is insensitive to Jewish students regarding prayer in school, specifically before football games.
- Rezoning seems to be very selective and is based on property values instead of what's best for students.
- Public perception on Town Square issue is that the board is in fighting and not working with the City on it.
- The district is getting better with community involvement. Need to really work on the high school parents. Perhaps you might want to change your elementary conference day to a report card day. This would force parents to come to school to conference with teachers in order to pick up their child's report card.
- Administration appears to be open to parent input-but in actuality they don't seriously consider or include their feedback in decision-making.

- A good public relations person is over the district.
- We need to make parents feel welcome in our schools. If school administrators don't know the parents, they won't have a chance to be in even one meeting.
- Parent coordinators need to be paid, instead of being there year after year. We can save lots of money every year for orientation for parent volunteer. It's always the same coordinator who is always there!
- I think that the teachers should get more involved in the community and call parents and let them know what goes on in the schools.
- I think the teachers need to give more preparation to the students and work with them more and to inform the parents with what's going on.
- Parents, students, teachers, administrators and the community should work together. Students will be successful when everyone works together. Students should have to do community service to graduate from high school and parents should have to do work related to school before their child(ren) graduate. As a team our child(ren) will be successful. Everyone should be responsible for educating our children.
- Also, a good point of view, recently at an open house, only two out of six teachers were present!
- Some campus administrators are not receptive to community involvement for fear of political agenda and/or fear of their power being unsurpassed.
- Volunteers can take care of community involvement.
- Community relations and parental involvement need to be addressed strongly. There is very poor participation from parents in our school.
- Parents need to get more involved in volunteering here at Willowridge. "Together we can make a difference in our community".
- The district talks a good game about wanting parental involvement, but they really don't. Parents are the minorities on the totem pole. District members don't listen to our complaints nor do they heed our requests. So far, the only "partners" I recognize are businesses that will provide money. They only want participation from the Parent Teacher Association (PTA) that will spend money on what they want.
- Parents are not treated with much respect in some, not all buildings from employees.
- Encourage more parental involvement in the schools for better results from the student body.
- Students have begged for classroom auditing in some cases, due to the teacher's lack of respect in our absence.

- Parents play an important role in teenager's lives. There is a need for parents to take the initiative in focusing on what is going on in the schools. More involvement from the parents would benefit the student body.
- There is more parent involvement at Elsie High School than at most schools in the district.
- Throughout my years in education, I have witnessed a decrease in parental involvement both at school and education pursuits at home. We must somehow communicate that "all" education is partnership.
- The elementary level compared to 10 years ago has experienced a decrease in parental involvement as well. Having taught in all walks of life in the district, it crosses no barriers of time and money. THE BUSIEST PARENTS MAKE TIME! Staying at home these days is not feasible for the majority. I've been a stay at home mom, but now at work.
- If nothing else, the lack of accessible parking spaces in front of the buildings, which are usually filled by staff members, demonstrates how welcome we are.
- Because of the overwhelming increase in parental involvement on campus, we lost an excellent principal. The more involved the parents become, the more they see and the more they question. Dr. Hooper doesn't want anyone digging.
- There could be better communications between the school and the parents through more correspondence, letters, etc.
- Parents should be openly informed of all situations and problems that the schools might be facing. The school and district should not try to hide information from community in order to increase status, popularity or funding. Also, not much is being done to correct false rumors and accusations made towards students and schools.
- Extracurricular opportunities need to be conveyed to parents rather than just television, the public address system in schools and the district's website, etc. Oftentimes, opportunities my child may like to participate in come and go because she is a non-reader and has limited language.
- We need internship programs with software companies to provide industry experience.
- Good business partnerships.
- Easy access of community to school board.
- We need more parent notification through the newsletters.
- Lack of decision-making in programs and activities that request community's involvement.
- Partners-in-Education (PIE) does not reach out to community (mostly in the east-end). For example, there is no "Communities in School programs in FBISD".

- No school board members come to the east-end community to talk to citizens, etc. (even though this is their role to do just that).
- General Perception: District is only concerned with west-side and not east-side (e.g., the administration building is on the west-end).
- No people from the east-side appointed to advisory committees.
- District is too polarized. No effort being made to unify districts.
- Neglect or refusal to involve minority organization in community involvement.
- Need more church and school partnerships.
- Idea: District or principals should have meeting with church leadership.
- Include community or parent mail-outs to churches
- Need to get more Asian involvement in district.
- The district needs to be more aware of parachute kids and of Asian cultural issues.
- Jewish parents and children don't feel the district is very sensitive to them (e.g., Christmas break, Easter break, etc.) need to list holidays that include Jewish holidays and plan school activities so that students can be excused for religious observance. Also, same for other faiths and ethnic groups.
- Need more involvement with engineering companies in technology projects and competitions.
- Need more science-oriented business professionals and resources coming into schools.
- HBU Partnership: Lakeview Elementary. HBU sends student teachers to campuses and HBU staff conducts in-service for FBISD teachers. Should be expanded.
- Superintendent and administration do not travel the district to see how these kids live.
- Schools need to use business partners to give career shadowing for special education kids too.
- Suggestion: weekend programs (where working parents can participate more).
- District about FBISD: Teachers are afraid to come forward. Board members are afraid to come forward. Developers are trying to buy seats on school board. Superintendent is running for AASA president. The platform was to increase superintendent's power and decrease school board power.
- FBISD frequently spends money on legal fees rather than settle an issue.
- Paid fines. If fines don't exceed \$25,000, don't have to report it to the board.
- Parental involvement is encouraged. On some occasions there is no feedback.
- A lot of terrific employees/educators at FBISD.

- Parent Advisory Group is not accessible to other parents. The group is for PR purposes only.
- Principals at some schools have monthly meetings, very open to parents.
- Some business-school partnerships are very successful. Good to have business partnerships.
- Exclusive contract with Coke. Other sodas can be served, but not sold.
- Business partners could be used better than they are. Follow-up was better under previous Assistant Superintendent.
- Parents don't even know who our Business Partners are.
- Communication is top down and all issues have a spin.
- Some campuses do a good job of getting information out. One campus got notification of transportation accident the same day.
- Good business partnerships.
- Easy access to community to school board.
- Good parent notification through newsletter.
- Lack of decision-making in programs and activities that request community's involvement.
- Public Relations varies from school-to-school, some parents are out of the loop! Depends on the parent.
- Need more science-oriented businesses, professionals and resources coming into schools.
- HBU Partnership: Lakeview Elementary
- HBU sends student teachers to campuses and HBU staff conducts in-service for FBISD teachers. Should be expanded.
- District appears to do a "slick" job in PR - to hide things from district.
- Need more efficient dissemination of information. District newsletter is not "newsy" - just PR. Need to let community know what's coming up.
- Need to know about campus activities for kids to get involved in.
- Some administration is more concerned about having the "impression" of having quality education - i.e. Looking good vs. being good.
- Schools do not extend out into community.
- Parent involvement disparity among campuses. In some schools, parents find it difficult in getting involved in schools, especially in curriculum issues.
- Superintendent and administration do not travel the district to see how these kids live.
- Schools need to use business partners to give career shadowing for special education kids too.
- Suggestion: Weekend programs (where working parents can participate more).

- There is not enough information in English and Spanish throughout campus.
- The district newsletter gets to community, but information coming from each campus is at the discretion of principal.
- TSPR communications should come in mail. All schools need to have "automatic dialing" or parent hotline.
- District markets itself as a suburban district, even though 30 percent of the schools are in the Houston city limits.
- District promotes parental involvement but at some schools (especially. Hispanics) feel very intimidated and not welcomed on campus.
- Diversity program took several months to develop-but program went nowhere. Parents feel they are wasting their time getting involved. The district needs to use parent's information.
- Parents are more involved in elementary schools, less in middle schools, and not at all in high schools.
- The superintendent has a poor relationship with parents of special education kids.
- The district appears to be very selective in choosing members.
- If a school is low-economic or low-performing, it seems businesses don't knock down the doors to partner with them.
- The district does not seem to include east-side (and some west-side parents) in focus groups. Only focuses on west-side (affluent areas).
- The district does not have good image in the community, especially news media.
- Comerica Bank helps some school students to learn about finances.
- Carrabas is donating food and cooking for fundraiser. Very good community involvement.
- Schools should be able to pick business partners.

Appendix A

COMMUNITY MEETINGS AND FOCUS GROUP COMMENTS

D. PERSONNEL MANAGEMENT

- Sometimes I wonder who hires these teachers. Some don't even know the material they're teaching and others are out right RUDE! (This goes for high authority too).
- What is a school-to-career grants coordinator? Why is this a full-time position? Or a video tape specialist? What is that?
- Ask why teachers leave, don't just recruit more new ones.
- Trust teachers to work - less staff development.
- Teacher recruiting seems to be working well.
- All sports should have coaches trained in the sport they are coaching-be it varsity or freshmen, girl or boy.
- I would like to get an education instead of worrying about what language my teacher is speaking.
- District often underestimates the number of teachers that will be needed and then "authorizes" additional hires after school starts. Kempner High School experiences this routinely because administration thinks parents here will not complain as loudly as others. By the time they decide we can try to hire, good teachers are employed and we must hire dogs or do without leaving classes overcrowded. This is Kempner High School history. We suffer, but the district saves a few bucks.
- District administrators are NEVER in the classroom! They need to forget shuffling papers once in a while and help out on campuses - like being substitute when needed. Would save money and make them better at their own jobs.
- Pay teachers more! Pay district administrators less!
- When you have a problem teacher, fix the problem or get rid of the teacher! Don't just bury your head in the sand like usual. It is not fair to the majority of teachers who are good!
- Personnel management seems to be something that not all but some teachers need to work on. Some teachers are here for money or looks and not for kids.
- Some teachers are hired on a substitute salary "until further notice" even though the district knows they'll be staying on full-time. Then, when teachers repeatedly ask, they are told that they can't be back pay for services and eventually the teacher leaves seeking better pay. Also, some teachers should not be teaching. For example, some (not all) coaches and teachers who read straight from the book and rely on other teacher's lesson plans and tests. And those who clearly don't like kids or don't know how to handle

them. I understand that it's hard to find teachers, but what's more important, less difficulty or a good education for students?

- Administration listens to our complaints, but no action is taken.
- Hire teachers that know English and know what they are doing, that don't take personal issues on students and dress code, that don't cuss at the class while angry with others, and that don't look homeless and dirty.
- Use people from the business world to teach math and science, like oil and gas people who are no longer working in their field. NO WAY! Who says they can handle kids or teach to their level?
- The campuses need to incorporate more hands-on instruction, so kids can relate better to what they are learning. I think district has done quite well considering there is a teacher shortage.
- Good teachers who care about teaching aren't paid well, whereas coaches are paid well.
- Academic coaches are paid minimally.
- The front line people need to be paid like the upper administrative staff, "close if not equal".
- Staff development is very good, but not in secondary.
- Salary structure needs annual review to keep us competitive to surrounding districts that pay higher for qualified teachers.
- Higher salaries make for better teachers who will stay in the profession.
- Need a pay raise for custodian workers.
- Glad you're looking overseas for other teachers.
- Teachers need more staff development in integration of technology (how to use it!) into the curriculum.
- I think young, energetic teachers are the best because they make class more exciting and can teach in a better manner, helping us understand the material with less confusion.
- Most of our teachers are really dedicated and I do think that they should get paid more.
- Not all job vacancies are posted some are filled without giving others a chance to apply.
- FBISD administrators hire their friends. We need to get our recruitment inside our district. We have wonderful staff. They are doing a good job.
- Staff development is a joke when teachers are forced by their administrators to attend campus-only sessions and not mixing with faculty from other schools from across the district.
- If we are going to have teachers, make sure that they can handle us, know how to teach students, and are qualified for that position.
- Some of the staff is not needed. The school is just giving away more money.
- The staff is excellent.
- Let's get quality staff for all schools.

- There is a teacher shortage.
- We need more qualified staff with good knowledge and application of English (especially the spoken/speech.)
- Is it possible to hire only teachers who have a desire to teach and get paid, instead of just getting paid?
- If a teacher is from a foreign country, it is difficult for the student to understand the curriculum if they can't understand the heavy accent.
- The hiring process should be stricter and background checks should be done.
- The salary for everyone should be increased with each degree. Staff with a degree plus 30 hours should get more.
- There should be a team of educators to help hire people. New teachers should be assigned mentors. Staff development should be more productive.
- When someone attends a workshop, they should have to report back to their school.
- I wish teachers had more evaluations to ensure that the students are actually being taught. Incompetent administrators would cease allowing subjects to be taught by those with proper qualifications.
- Dr. Hooper trains many administrators himself for graduate programs. Scary. Especially the fact that he teaches Public Relations.
- Higher salaries are needed in order to keep well-trained teachers in the classroom. Teachers are not treated as the professionals they are.
- Administration "higher" ups need to support campus decisions because they are in favor of site based management.
- Curriculum departments are requiring specific staff development that can only be accomplished during the summer (3-10 day workshops) however, no compensation (time or money) is given. Teachers are just expected to comply or be forced to comply with building administrators.
- Teachers must be certified in areas taught.
- Many good in-services are in the summer, but who wants to waste our shortened vacation without a comp day anymore, or no money for training?
- Why are there so many employees in administration? FBISD has more "directors" than needed. If we must employ all these administrators then why hire outside help too!
- There shouldn't be any foreign exchange teachers at the middle school level. There are too many cultural differences, and middle school students are very "fragile". Any exchange teachers at the high school level should be in the foreign language departments. Why isn't the district looking more into which campus have the most problem keeping teachers and why?

- Principals are moved into their positions too fast. They have very limited experience and combined with little administration building support they get overwhelmed.
- Counselors need to work with students and not push so many papers.
- My children's school principals are very rude to parents.
- More effective ways need to be identified to follow-up/assist staff who have attended quality in services to actual implement and use the practices gained. Too often, quality staff development never actually gets applied in the classrooms because of some type of small follow-up groups or accountability groups may help staff dialog, re: problems and challenges they faced with implementation and brainstorm possible solutions.
- Too much personal politics. Teachers have to abide by school board politics. Students by teachers' politics!
- We would like the salary to be same in all the districts in the state.
- We would like to have our own areas the way it was before and not having team cleaning.
- Everybody should be treated equally and on holidays everybody should work the same time.
- The teacher's at Hightower High School are good, but most seem to be unqualified, especially for some of the academic subjects.
- More support for business, people who wants to come into the education setting. Give credit for industry experience. Require less hours in order to make the transition feasible.
- Academy teachers and other teachers at Hightower High School are wonderful and supportive!
- Color Guard was finally been made into a regular class with a teacher assigned by the district. However, this teacher isn't qualified to teach Color Guard. Consequently, the parent-run Booster Club must hire a teacher. This teacher has to be flown in from San Marcos at considerable expense (\$8,000 last fall). All of this stems from an ongoing problem at Clements High School. The Stars Dance team sponsor teaches English all day because the lady who had been dance team sponsor has to leave directly after school to care for an invalid husband. She continues to teach all of the dance and Color Guard classes under this arrangement, but can't assist outside of school time. The present dance team sponsor is unfairly burdened with five English classes and many after school time-consuming activities.
- FBISD is the largest employer in Fort Bend.
- We need competitive salaries with other school districts in this area.
- Interview process is good (background research into qualifications).

- Minorities seek employment in the district because of salary, etc. However, the district is not hiring them because there is no diversity in district (e.g., potential employees qualified for positions but not hired!).
- No diversity sensitivity training for administrator teachers and staff.
- East-side schools don't seem to have as many highly qualified teachers as on the west-side (e.g., some principals ask minorities not to be sent to their campuses).
- Lack of minorities in administration and at west-end (predominately white) schools.
- The district is mostly minority (students, families) but diversity in this degree is not reflected in administration and staff.
- High turnover of principals at Willowridge High School (the only predominately black high school in district).
- Some teachers don't have qualifying certificates or degrees. Seem to lower standards because of teacher shortage. Need to see if there's a hiring standard and how its membership is chosen. Also, look at hiring policies and who's teaching our kids?
- Teacher's salaries compared to administrator's salaries are completely inadequate! Teacher's salaries are too low especially for master's degrees (capped salary).
- Teachers do not get paid for extracurricular activities (not even stipends). The policies are different for each campus! FBISD does not give a salary schedule, except new-hire teachers.
- No equity in workload. Maybe favoritism.
- District steers some teachers to certain schools based on ethnicity. They also keeps some teachers out of predominantly African American campuses who want to be there.
- At Willowridge High School, the district does not publicize school's achievements (not even sports or increased TAAS scores). But, other high schools are being publicized more or "spot lighted".
- Sports get much more money than academics.
- District does not hire from within district, particularly for administrators.
- The district has policies, but administration intimidates employees if they disagree with them, even when something is obviously wrong (like changing grades).
- Grievance policy is not used to ensure district policies are equitably and fairly upheld throughout district.
- Policy needs some kind of arbitration to be fair.
- FBISD salaries are much lower than for similar jobs in community. The district does not follow the Texas Association of School Board Salary Study that was done for employees.

- In-service is a waste of time no teacher input. Not applicable to what's needed not curriculum driven. Teachers should get "compensatory time" for attending training during summer. District pushes training, but doesn't give any rewards.
- Need more counselors providing actual services to students instead of shuffling papers.
- Too few counselors on campuses, especially high schools and middle schools.
- Staff Development: Excellent training but no follow-up and accountability.
- Teachers are under paid/ not enough support/ too bogged down with paper work.
- Aides are underpaid.
- Classroom ratio is out of line.
- No formula for allocating support staff.
- Training for special education is very poor.
- Staff needs to understand the needs of their particular students.
- Some staff members don't attend in-services. One percent attends.
- Principal/regular teachers need training on special education law.
- Administrators are over paid. Too many central administrators.
- Substitutes are under paid...a lot of baby sitters.
- Many associate superintendents take outside jobs. Associate superintendents need to fill-in for substitutes since they have so much free time available.
- Look at the allocation of resources.
- Need salaries that are competitive with other school districts in this area.
- FBISD schools are better than surrounding school districts.
- Sports get much more money than academics.
- District does not do a good job projecting student growth to ensure they have enough teachers.
- Because of the budget cycle, all employees sign contracts that do not specify position and salary until budget is approved.
- The district has taken 6 months to replace the Area II Superintendent.
- Not enough teachers, especially special education teachers.
- The district does not take into consideration that school enrollment is consistently growing. They have to keep hiring more teachers at the last minute.
- Most paraprofessionals are overworked and paid below poverty level. A lot of them work directly in classroom with kids (special education, bilingual, etc.)
- Parents do not input into special education staff development, especially when regular education teachers are teaching special education.

- Don't send actual teachers to training; send only facilitators instead.
- Not enough time for teachers to do staff development.
- Students in special education are not being taught to be "tax-paying citizens".
- Some teachers are afraid to speak out about ineffectiveness of S.D. programs. They viewed as "whistle blowers" or troublemakers.
- Staff development programs are not being evaluated for effectiveness.

Appendix A

COMMUNITY MEETINGS AND FOCUS GROUP COMMENTS

E. ASSETS AND RISK MANAGEMENT

- The insurance and investments are kept-up well.
- Health insurance is adequate, but a bit expensive.
- Staff needs more education of available insurance options.
- Insurance is costly; staff should receive workers compensation as well as health insurance.
- Some of our doctors/dentists complain they have to wait three months for insurance to reimburse them.
- Health insurance cost increased but benefits decreased.
- Workers should not pay for their insurance. It should be the school's responsibility to pay.
- I think that teachers should be well taken care of when they need workers compensation, they barely make a living with what they get paid and being injured doesn't help.
- The health insurance has, in some cases, resulted in employees making less than they did last year.
- The health benefits provider has unethical practices, so why is the district still on a month-to-month contract when the company is being sued by Laredo ISD. For example, College Life Company [is] taking investments and even coercing employees to sign up for annuities.
- Pay increase for aides: they are being used as teachers, counselors, and help in answering phone. They are jacks of all trade. We need to thank the aide.
- Health insurance for teachers and employees needs to be re-examined for their benefits.
- Insurance is terrible. Only one choice is offered, and the set-up of that one choice is NOT something I would have taken if another option were available.
- There should be a better insurance for educators, staff, etc. If an educator has sick leave and wants to give some of it to a fellow employee (in a crisis situation), it should be allowed.
- Bond issues should be explained effectively, and worker's compensation should be enforced.
- Bond issuance is rather frequent.
- Health insurance is improving for employees, but still could use refining. Employees should not have to pay for their individual insurance.
- The new insurance company is much better. Good job done by the insurance committee in researching different companies.

- Be careful of additional bond taxes. Our taxes are fairly high now.
- We want the health insurance and the dental plan too.
- Does Dr. Hooper have a relationship with the disability insurance claims company? The district may not be getting the best price.
- The health insurance plan is not good. The premiums are too high.

Appendix A

COMMUNITY MEETINGS AND FOCUS GROUP COMMENTS

F. FINANCIAL MANAGEMENT

- Money should be distributed according to the cost of equipment purchased. Sports get way too much money.
- Fine arts programs don't get enough money. Sports are treated fairly. The academic club needs help too!
- Dance team and cheerleaders should get the same amount of support as athletics.
- Neither sports nor fine arts seem to have as much money as needed. Most sports equipment and extras are paid through potential fundraising. Nothing is free.
- More funding for music programs.
- Football gets all the money they need. The band gets nothing. Band parents are always emptying their wallets.
- The district pretends to use zero-based budgeting. They really do not. They insist that school administrators spend hundreds of hours on zero-based budgeting plans and then award funds based on pupil ratios and favorable factors. Political considerations play a large part in budget decisions. Noisy parents equal higher dollars. Politically active/socially active parents equal higher dollars. Uninvolved middle class parents equals lower dollars.
- Way too much spent on upper management. Too many of them. They make more work than they offer support.
- Some school buildings are way too fancy - value and beauty at the expense of size. For example, there is a wooden ceiling in the Natatorial building (beautiful but expensive) when there are no dollars left to provide enough seats or showers for the girl's locker room (four showers for seven plus high schools).
- Taxes are too high.
- Budgets need to be more student-oriented. Too top heavy at the district level. Salaries are way too high. Put the money into our students.
- Budgets should pertain to the students. Too much money is spent on unnecessary things.
- It's unfair that some schools have a bigger budget than others. The school my kids go to Missouri City Middle School has hardly any new athletic things for the kids. They use the facility at another school to practice.
- All the funds obtained should be oriented more for the students and better equipment in classrooms. Pay raise for district employees carry the board.

- There should be an easier way for clubs to handle it. For example, withdrawing money for emergencies on long-distance trips should be allowed, etc.
- I think school taxes should be reduced because they are already high and the money spent should go more to the teachers for putting up with students that can sometimes be a handful. Teachers take the time to be patient, understanding, and teach their students. They should be better recognized and awarded for all their hard work.
- We need to tighten our expenses! Keep up the good work for the Budget area.
- Budget set-up makes it difficult to see true expenditures.
- Thank you for not having swimming pools and athletic complexes in every high school, like some districts!
- Money should be spent where needed.
- Don't waste the taxpayer's money.
- Give more money to the cheerleaders and track runners!
- The distribution of money should be understood by everyone. Everyone should be aware of how the money is being spent. Ideas about spending the money should be explained to all. Teachers should have better health care and more money.
- Schools should hold their own audits, then compare it to an outside audit. School taxes should be better spent.
- There is always a lot of appreciation for the football, basketball, and track teams, but not enough on ROTC, Distributive Education Career Association (DECA), and Spanish Honor Society, etc.
- School taxes are the highest I have ever paid (I have lived in New Jersey, Michigan, Florida, and Georgia), and I personally do not think I am getting my money's worth. I continue to have to pay tutors and educational analysts so that my children can be successful.
- Budgeting is awful at the school level. NOT equitable for all schools. In order for our children to be successful we must have equal funding in the schools. The older schools had to buy their own computers.
- Should we in Fort Bend possibly trim the salaries of the upper administration? The teachers and aides in the classes are in the trenches daily dealing with the many issues involved in education (for example, teaching, counseling, supporting, playing parents, etc.)
- The differences in "equipment" at schools might be attributed to differences in PTO/PTA "gifts". District needs to address the "have-nots" either through budget initiatives and/or grants.
- Too much begging and fundraisers when school taxes are so high.
- The Speech and Debate teams need more money and better funding.

- The drama department doesn't have enough money for everything it has to handle.
- Lower income schools do not have the opportunities to benefit from extensive fundraising. More money is needed for them to compete with other schools.
- Taxes are too high for school district even though citizens have bigger homes. Is tax money disbursed to schools in area or is it disbursed throughout district?
- Textbooks bought (World History in high school) that will only be used for 2 years when they will buy new ones.
- District keeps buying school-site land from the same person (even when that person does not actually own the land until after he gets a contract from schools).
- Do not know the control of funds when monies are shifted from one budget area to another.
- Developers should donate land for schools when they are building neighborhoods.
- Budget cuts start at the student level not administrative (or non-education level).
- Curriculum coordinators do not have a lot of decision-making power in the district. Also what they do is not appreciated, used or implemented because the hierarchy does not include curriculum coordinators.
- Some administrators do part-time college teaching or private consulting (with companies that do business with the district), possibly on district time.
- Need to look at conflict of interest disclosures to compare listed activities with district contracts.
- Administration-to-student ratio is too high
- Too much redundancy in positions (too much money spent on salaries).
- The budgeting process needs to be done on a different timetable so that teachers know their positions and salaries, schools have supplies, and students have textbooks at beginning of year.

Appendix A

COMMUNITY MEETINGS AND FOCUS GROUP COMMENTS

G. PURCHASING

- Classroom book sets for middle school sixth grade worked very well at Missouri City Middle School and should be continued.
- Technology just did a 10-year contract on fiber optics.
- Textbook distribution and collection should be managed more effectively (avoiding errors).
- Textbooks should be ordered in advance to be available at the beginning of school in the fall.
- Children cannot learn effectively without proper materials from the beginning of the school year.
- Textbooks for the most part, can be used in classroom setting only. For example, English textbooks are not used very often and even less at home - way too heavy.
- Carrying all that weight on our backpacks is not good at all! BACK problems at 16 are not good!
- My junior uses three of the five books issued. My freshman uses only three. Why distribute books if they are not going to be used?
- The district does not purchase enough custodial supplies and it eventually creates a shortage.
- There are no custodian supplies for six weeks. This includes toilet paper, trash bags, gloves, and chemicals. Same trash bags have been used repeatedly for weeks.
- District does not order textbooks from the state in a timely fashion. We have started school with too few textbooks every year for several years.
- District patrons often question reasons behind administrative decisions regarding purchasing. For example, a T-shirt vendor was awarded a contract to supply swim goods for the district when he did not have the ability to fulfill the contract, but was a friend of an employee. When computers were first introduced to FBISD, Mr. Petros and Dr. Chopra only allowed IBM to be supplied from particular sources. It gives the wrong appearance.
- There are not enough textbooks ordered at the beginning of the year.
- Students should be expected to purchase their own textbooks or at least be responsible for part of the cost.
- The textbooks should be updated and teachers should be able to teach from the same books the students have.
- Textbooks were ordered at a slow rate. I think that not only teachers, but also bookkeepers need to be more organized when it

comes to books. It would have been okay if we didn't have so many students, but we do. It's hard to get caught up in schoolwork without a book.

- There should be textbooks that ALL the teachers in the department like. If even one teacher doesn't like the textbook, it ruins the class for those students because they don't have the book to fall back on. Also, textbooks should be interesting because some teachers teach straight from the book and it is boring. I think textbooks should be ordered/changed more often for more updated information and less chance of getting previous work from previous students.
- Every student has their own textbooks, most books aren't damaged, and everything is well organized.
- I like how we have begun to get some newer books, but we need to make sure that they are all up to date or recently published because a lot of new discoveries and events happen in just a few years.
- Standardize a checkout system using the bar codes throughout the district.
- Why don't we have enough textbooks for our kids? Living in Fort Bend, we pay so much tax. Let's use our money to get more textbooks. Every year it's always a problem.
- Book transfer from the warehouse is inefficient; some teachers waited eight weeks for textbooks.
- We need more than better books. We need updated books. All of this stuff going on in this world today and we are still being taught about things that happened in the 1940's. Wake-up and smell the coffee.
- Everyone should be responsible for textbooks. Parents need to be involved. Book checkout should be done in a better way.
- Textbooks are written in and torn.
- New Wellness program at Lake Olympia Middle School needs to have more books so each student can take a book home.
- Books are in the district but not always in the school that needs them. If books are in district, is warehouse doing their job of allocating them?
- Money should be spent so quality materials are bought and do not breakdown (television sets)
- We need newer and updated textbooks.
- Why can't we buy something at Target or Sam's? Personally I think it cost less than what the district buys in bulk.
- The district has a print shop-can they really print cheaper? They have waited months for a directory to be printed.
- Minority vendors?
- What is the status of the IBM contract? How much money was spent with IBM? Check all the Xerox machines.
- The district requires parents to give donations to the schools instead of buying items like computers directly from IBM.

- High school newspapers are done on Mac computers, but there is no maintenance support contract for the computers.
- Parent Teacher Organization (PTOs) have to spend thousands of dollars to ensure computers are in schools.
- Contractors that have done poor quality work for the district are used again.
- The sound system at Kempner High School has never worked. The warranty was never enforced.
- District does not ask employee input on equipment purchases. District seems to secure vendors at the lowest price and get "rebates" and kickbacks.
- There are not enough books, especially for special education kids. One school did not have GT algebra books for 12 weeks.
- Textbooks are obsolete! They do not comply with TAAS and curriculum objectives.
- No money for supplies because the budget cycle requires budget approval too late in the summer.

Appendix A

COMMUNITY MEETINGS AND FOCUS GROUP COMMENTS

H. COMPUTERS AND TECHNOLOGY

- I am pleased with the level of technology instruction for my children.
- Allow kids to test and place out of computer requirements.
- The computers at our school are very slow. However, we are not short on the amount necessary for our computer labs.
- Most of the computers are run-down, broken, or used.
- It is nice to have televisions in every classroom, that aid in hearing with PowerPoint and videos that allows for televised morning announcements.
- Elementary schools need instructional technology specialist full-time.
- Technology is a tool, it should not be purchased or used at the expense of teacher salaries or student lives.
- Staff development should be continued to ensure that teachers are technology literate.
- We need to learn technology that we will need later on in life like the Internet.
- Technology is to be used to enhance curriculum and not drive it! We spend too much time worrying about trying to force the use of technology and not enough time teaching students how to decide when it is useful!
- Technology is not evenly or equitably distributed. Some schools that are new Hightower High School, Austin High School or favored Clements High School have state of the art technology, while Kempner High School has had to fight for a paltry share.
- District claims that schools have equipment and capabilities that we do not have. Computers left in boxes are not delivered. Computers that are not connected are being counted as functional.
- The computer system is down a lot of the time.
- Too much emphasis on technology and taking emphasis away from teaching.
- Distance learning is being pursued. This will lower teacher/student interaction but save salaries because there is no need for qualified teachers in each classroom. For example, no "Master Teacher" on television and aide or uncertified teacher in classrooms.
- Start computer classes in middle school as an elective.
- Catch up and equip the campuses across FBISD with computers and technology.

- Provide more technical staff to service computers so Information Technology Services (ITS) can provide more instructional guidance in classrooms/labs.
- I think that schools should provide more computer courses and the use of computers should be higher.
- Provide more computer programs that students could enjoy more and technology that benefits us.
- I think they need to provide more up-to-date computers, we need to learn more about them, the ones we have are good but the new millennium has come so new things are starting to come.
- More technology staff for high schools and/or someone to trouble shoot hardware problems. Our ITS staff don't get the time to be as involved in instruction as we would like them to be.
- Need new curriculum. Teachers should be able to choose their own process and lessons instead of the entire department doing the same thing. When something is wrong with computers, "experts" can't find problem and even blame students for not doing things right. Hello! Problems don't correct themselves and students "who don't know anything" can't do it either. Curriculum is too much typing and too little learning.
- Good technology and preparation for the business and computer world.
- We have good equipment, every class has a television and all computer classes are well organized. But, not every campus has one computer and one television per class.
- Excellent plan to update computers and laboratories each year. Computers go out of date too quickly.
- Built-up our literacy program especially in our Hispanic community. We need to teach our Hispanic community computers.
- Only 1/2 of an instructional technology specialist per school. We need to have at least one person per campus FULL-TIME!
- Keyboarding should be required early in middle school and even in elementary schools!
- Don't see much integration of technology into the curriculum. High school courses need to be evaluated! Just going to the library to research on the Internet or write papers in Microsoft Word is not too high tech. Of course, teachers need to learn to require it. Students should be making PowerPoint presentations, writing documents with interactive links more real world things like this. Any thoughts on laptops, distance learning or wireless?
- Windows NT is a horrible operating system for a campus.
- One-computer classroom is a total farce. There are not enough computer labs.
- Would like to see more computer equipment and labs.

- It would be nice to be able to use the computers in the library during the day when they are not being used. All the computers should not be set aside for a class containing two people.
- Technology is fairly good.
- Would love to see more computer training for students in middle school. No computer classes at some schools.
- Yes, I agree that Willowridge needs computers and someone to help instruct how to operate them properly. Some students cannot learn when the class is overcrowded.
- More equipped labs and qualified staff to teach youth and students are needed.
- Networking has bugs and needs to be updated. I can't even log on to use the computers, so how can I use our excellent facilities.
- We need additional computers and other electronic equipment.
- Computers are out-of-date. We need new ones.
- Everyone needs to have a computer especially English teachers.
- Students need to take computer classes like teachers do on the weekends or during the summer.
- FBISD should encourage more participation by schools in accepting excess equipment from industry.
- Need to use computers much more at eighth grade level (Lake Olympia Middle School).
- While some teachers seem to be at ease with computers, many others are afraid to show their ignorance so they don't use them. Computers are being used more for administrative purposes than by students for educational purposes.
- While strides have been made to include computers in the labs, there is a long way to go. Also, we need more trained professionals to teach our teachers to become less intimidated by computers. Also, I had a child waiting to take the high school required computer class for two years.
- Computers need to be used to full potential instead of tasks that are forced into technology.
- More multimedia classes need to be offered at all schools.
- We need our own laptops like private schools.
- Technology is making things more complicated. Announcements should be done over the public address system like they used to be done because television announcements are not working.
- A school did not accept donated computers because they did not meet the requirements, which is a shame!
- More Mac computers!
- Kids deserve more freedom on computers.
- Teachers should know how to teach computer applications, if they want to be computer teachers
- We need a full time ITS person on all elementary campuses and games that help kids learn!

- Stronger punishment for students who violate the technology policies.
- Take all student data (grades etc.) off of the computers that students have access to. This would allow more freedom. Currently, very risky to lessen the structure and policies.
- In individual schools that do fundraisers, monies should go into a "pot" to help other schools that have not raised enough money. Seems to be a difference in east-side and west-side schools. For example, Thurman Thomas and other professional athletes could not give money to Willowridge High School, but business owners on the west-side can donate money to their individual schools.
- Inadequate servers are always crashing, especially during "report card" times.
- Computers are not saving time - they're making teachers spend more time using them and training.
- Distance learning: Students show that it does not lead to better education (maybe worse). Assisted Technology: Have equipment but not cable to plug into computer and parents could buy it.
- Grant Writing: District says they do not have money for assisted technology, but no one is looking for the money to get it, even though the law requires them to get it.
- Dissuade assisted technology assessment for kids, so the district does not have to deal with it.
- IT and Special Education are not communicating and working together. Special education students can't get keyboards.
- Instructional technologists do not have enough to go around. They can't keep up with computer issues at assigned schools.
- Students are not getting keyboarding (typing on computers) in middle school. They need it before high school.
- Teachers do not know how to use computers well.
- We need technicians and computer instructors as separate positions.
- The Business/Administrative computers work well and get fixed promptly.

Appendix A

COMMUNITY MEETINGS AND FOCUS GROUP COMMENTS

I. FACILITIES USE AND MANAGEMENT

- The west-side is exploding, but the east-side is growing much slower.
- The district does not upgrade east-side schools as much as or to extent that they do the west-side.
- This is a fast-growth district, but they have not planned well at the middle school level. They are opening lots of elementary schools that are under capacity, but the last middle school that opened is already overcrowded.
- The district reduced custodial staff, so schools are not being kept clean.
- FBISD needs to accept the fact that this district is and will be very large and should therefore build larger schools for larger student bodies instead of staying with the outmoded philosophy that schools should be built for small number of students, resulting in overcrowding.
- Why is our school located in Fort Bend when it has a Houston address?
- Our building is too small for the number of students enrolled.
- Custodians do a very good job of keeping the building clean.
- Our school is forced to have too many temporary buildings, which are falling apart.
- Our school is extremely overcrowded. It is almost intolerable.
- Rules are switched around a little too often. Parking permits need to be more organized and follow a distribution plan. For example, students with extra curricular activities at school should be given permits first (e.g., seniors, juniors, etc.)
- There's too much land being wasted that is Austin High School property. Behind the football field is an excellent parking area rotting away. No, this is practice space.
- Austin High School is way too crowded and we don't have enough time to get from one class to another because of lack of hall space.
- Custodians do a great job. It would be nice of them to ask BEFORE discarding things belonging to organizations in the school that are needed and costly.
- Parking permits for Austin High School need to be revamped. Add duplicates for families with more than one vehicle and add parking spaces by removing all of the islands.
- We need more than one exit from the student parking lot to relieve some of after schools traffic.

- Teachers should label and put away needed and costly items.
- Build new schools with windows that open and that are accessible to sunlight.
- Eliminate fluorescent lights. They are hard on human eyes and increases hyperactivity.
- Need advanced planning to keep up with community growth.
- Involve parents and community in school planning. We know when and where new schools are needed.
- High schools need to be built bigger.
- Schools are obsolete before they are built. But, I have to say that the district is forever growing. FBISD is doing the best they can at forecasting enrollment.
- We need to be able to maintain our buildings before they get in disrepair. Expensive structural repairs take too long to be taken care of.
- We don't need bigger schools, but more schools.
- The number of students increases every year. They should build more and bigger schools, and have bigger classrooms and more lockers.
- They should extend the schools a little more because students are bumping into each other and if someone takes it the wrong way they could start a fight.
- I also think they should extend the school because it is very crowded and as long as the school is crowded we won't be able to make it to class right in 5 minutes. If they don't try to extend the school they could at least extend the time since the school is kind of crowded and the lockers are far from our classes and is on the other side of the school.
- Need to increase capacity by adding to the school, not by adding temporary buildings.
- Need more custodial workers.
- Need more people to watch halls (stairwells and bathrooms) because students find it easy to hide out and make a mess.
- Good custodial service.
- Administration insists on building small schools because research says it is best. With our explosive growth, this gives us small, very crowded schools. Be realistic.
- Administration instituted a cleaning system whereby teams are rotated through schools. Since they did this, the schools-all of them-are dirtier. There is no accountability with this system, but administrators refuse to change it despite staff and parental complaints. My conclusion is that they value money over cleanliness and staff/student satisfaction.
- Not all schools are created or maintained equally. More affluent, new areas get new and fancy schools while administrators refuse to maintain older schools adequately.

- Schools where parents complain are given more attention/funding.
- School designs are often more "fluff" than function.
- With every new high school, Dr. Hooper insists on a new architectural design. Why? Don't we know what works by now?
- Need to improve employer-employee relations (e.g., custodian workers).
- Workers are not sharing the responsibility that they have been assigned. People are not helping each other when it comes to custodial responsibilities. Also overtime should be given equally to all workers, not only the special people.
- Team cleaning should be administered. When someone finishes their duty, they should help out others, finish theirs (custodian workers). This will then result in schools being better maintained.
- Custodial workers' starting pay needs to be increased, competitive with other school districts.
- I think that the facilities are being used pretty well. Maybe a little more room to reduce overcrowding is needed.
- The custodial service at Dulles High School is great. The school is always clean and the custodians are friendly, hardworking people doing their part to make this school a good one.
- Keep up at the middle school level needs to be looked at! Schools should not be filled to capacity upon opening. Garcia should not be this crowded.
- Tear down EA Jones and build a new school. We are spending too much money on this school on repair.
- Appreciate cost savings on using the same design when constructing new buildings, but doesn't technology dictate some changes? (i.e., distance learning labs, wireless hubs, etc.)
- Is there any way to get temporary-buildings on campus, walkways built, etc. before school starts instead of three months later?
- I, as a custodian believe that being a team worker is not working the way we all thought. Because some workers do not work as hard as they should, some work faster and some work slower than others and every two weeks they change to different areas and we find those areas very dusty, but we try to leave ours clean for the other workers. Our main concern is that we all believe that we have a lot of pressure from our supervisors.
- Custodians need pay increases! Our custodial work hard. They need to be recognized.
- My supervisor needs to treat us like we are grown people instead of children and treat everybody the same.
- There has got to be a hierarchy for using the auditorium. Everyone who wants to use it DOESN'T NEED it.
- Willowridge needs some of the walls painted. Some of the doors are orange and walls are blue, yellow, and orange. Our school colors are blue and silver. Also, there is no reason the ROTC

should have to work out of a group of small shacks. We should improve the schools we have before we spend millions on new schools.

- We should improve the current building, and we should work on keeping the school clean. We shouldn't have shacks because when it rains hard, no one can go outside. We should involve the community more with using the buildings. It is nice to have the buildings open at night. There should be a community relationship.
- Air conditioners run all summer (night and day) in the athletic building in back of Willowridge.
- It would be helpful if the people in charge of facilities would leave their ivory towers and actually visit the schools so that they could see the impact of their decisions on the school population involved.
- Hard to predict, but overcrowding causes many problems. The district should not bend to neighborhood pressure when re-zoning.
- What's the difference in a child's education in a portable building vs. a new building? We need to rezone, build less, utilize the portables, shift them around with the demographics and not worry where and how it looks.
- District is non-compliant with federally mandated 1986 Asbestos Hazard Emergency Response Act (AHERA).
- Lack of consistent repairs to safety systems, (e.g., fire alarms, sprinkler systems). Students and staff have been known to react or ignore alarms because of false or faulty systems.
- Lack of understanding by district personnel with regard to local and state codes regarding fire/safety rules and regulations, and the need for these rules regardless of district's "status".
- Fort Bend Teacher Center: Many teachers use their own time to come and create materials. The printer on the computer is one used greatly by many who don't have computers. Could we get a faster computer/printer there?
- Fort Bend Frankie Baseball Field: Could not locate a payphone. Don't our teens need to check with their parents?
- The building capacity is inadequate. We need wider stairwells and newer desks.
- Schools are overcrowded.
- School capacity is not capable of handling the present student population, which causes stress on both students and teachers.
- Custodians do an outstanding job keeping schools and facilities clean.
- Why do we build our high schools to hold 2,200 students when you know they will have 2,500+ students?
- Why do other school districts get paychecks every two weeks, but this school district sometimes goes three weeks before a paycheck?
- The buildings are great, but I do worry about cafeteria space for next year (with seniors added) and students whose lockers are all

the way by the extracurricular activity rooms. The district used input from Austin High School to make modifications to this building. Great job by district officials.

- I think it's wonderful to provide an activity bus for students who stay after school for extra curricular activities.
- Please improve the bus routes for Hightower High School Academy students. In the first year, the Academy routes were almost always late. The second year, they have improved, keep working at it!
- Buy more buses to free up the tight schedules. We need additional smaller buses for athletics, field trips, small routes, etc.
- There is an extreme shortage of parking facilities for students.
- Marching band has nowhere to practice during fall marching season, so they must use the teachers' parking area. This often creates problems when teachers leave their cars in the middle of the marching area. The band had to purchase (at considerable expense) some jacks to put under the cars' wheels and move them. This has been known to upset teachers, one of whom drove her car through the kids, as they were practicing.
- FBISD schools are more attractive and kept cleaner than those in other districts.
- Not enough student parking (Clements High School).
- Permanent buildings are great, but temporary buildings are an eye sore. (Austin High School parking lot).
- The district uses the growth issue as an excuse not to improve curriculum.
- Funding for facilities is related to vocal parents.
- No comprehensive plan for building maintenance. Understaffed.
- Schools are not built to add on to accommodate increased number of students.
- When new schools are opened, they are at or over capacity!
- One neighborhood in existence for two years has been rezoned two times at the high school, middle school, and elementary school level. Rezoning may be really hurting the outlying areas such as Arcola.
- The rezoning policy is not clear!
- Principals seem to be highly influential in deciding that programs or neighborhoods do not get zoned into his/her school.
- Heating Ventilating Air-Conditioning (HVAC) System: Poor climate control in some schools. (e.g. Johnson Controls).
- Look at fire code violations.
- Disparity in maintenance services.
- Schools are not ready on opening day. Walkways to temporary buildings are not built or covered until November. Would like schools to be ready on the first day. Schedules could be sent out

early and changes done before the first day to get more instructional time.

Appendix A

COMMUNITY MEETINGS AND FOCUS GROUP COMMENTS

J. TRANSPORTATION

- Buses are safe with capable drivers provides everyone with a ride.
- We should add additional parking lots to the schools because we have too many people and not enough parking spaces. Suggestion: senior parking lot, junior parking lot, etc.
- The excuse of "we couldn't find a replacement bus" is unacceptable! There is a bus barn right down the street!!!
- Buses are overcrowded and the brakes squeak.
- Elementary school-aged children should not be held to the same standard distance of two miles as students in high school. Younger children have limited physical capabilities!
- We need late buses for after school programs other than sports.
- High school should start later! Middle schools are out at 4:00 p.m. This is ridiculous! High school kids need more sleep! I'm not joking.
- Could provide equity across the district with athletic buses. Some schools offer athletic buses and some do not.
- Transportation for us has been positive, overall. My kids have wonderful bus drivers at times.
- Buses are overcrowded. Kids have to sit on the floor.
- There are no seat belts on some school buses.
- All school buses need air conditioning.
- School buses are too overcrowded. It isn't safe with so many people on the buses.
- The buses are okay, we just have to be ready and outside at 6:25 a.m. while other students' buses come around 6:30 a.m. and 6:40 a.m.
- We need buses and funds to run them after school for activities. Buses would allow more students to be involved in the tutorial program and extracurricular activities.
- More drivers are needed.
- Security cameras on buses would help drivers maintain order.
- Buses are very well managed. Sometimes there are difficulties, but not all the time.
- Buses need to be more comfortable for people my height because sometimes I have to squeeze my legs in between the seats just to keep them out of the aisle. We should also be able to eat or drink on the bus. If someone else leaves trash, the bus driver should make them pick it up, if not, they should write them up.

- Not enough supervision. Hard to figure out the right bus if you don't ride from the beginning of the year. For example, if you have a car, but it's in the shop and you have to ride the bus.
- I think students in middle school should get home on buses quicker than 45 minutes to 1 hour if they are one of the first stops.
- Hightower High School buses for Academy students need to be better organized at the beginning of the year.
- Video cameras should be on all buses!
- We need new buses and seat belts. Notifying parents when an accident occurs and not long after it happened. Whether it's a small or big accident to make sure that our children are okay.
- The district built a pit at a repair facility and mechanics have to squat down inside the pit to work on buses. If that's not bad enough, they built a second facility and repeated the design there also.
- More drivers are needed.
- I don't feel it's right to charge parents \$27.00 a month to transport their children to and from school when it is within the required two-mile radius.
- School buses need to travel closer to the homes, instead of dropping kids off a block away.
- We need drivers that have been correctly trained. Many times I have gotten bruises from the drivers' abrupt stops for no reason. Also, the way some drivers take the curves flings the passengers.
- The district charges too much to transport kids to and from school.
- Transportation is poor! I don't live very far from school, but I still should be able to ride the bus without paying.
- We should be concerned for youth on some routes due to the personality of the drivers. There should be closer scrutiny of drivers, prior to hiring and background checks should be implemented.
- We need more buses. Transmissions are cheap and too much shifting.
- We need better-trained drivers.
- The engines inside the buses are too noisy.
- Students as well as parents should be educated on bus safety.
- Buses should be properly maintained and safe for our students.
- Too many students are on one bus at a time.
- Drivers are not allowing the students enough time in the afternoon to get on the bus. Not all the students are in the main building for 6th period. Some have to get dressed and leave from the field house only to find the bus is already GONE!
- There's a lot of yelling and a lot of cursing on my bus and the bus driver doesn't do much about it.
- I would rather walk than ride the bus. It's overcrowded and threatening.

- My son could not ride the high school bus because of the smoking.
- The bus takes too long to get students home and is very poor for secondary students.
- My sons love to ride the bus, however, they are in elementary.
- A bus ride should only take a small amount of time. It takes forever to get home and I live 8 minutes away.
- In Fort Bend, athletic high school games played in 9th and 10th grade against other FBISD schools, parents are expected to provide transportation to the games at 4:00 p.m. (warm-up time is 3:00 p.m.). How can we work and play taxi? Shouldn't our taxes arrange a different time for the games or the buses? Careful thinking of scheduling should be considered.
- Overcrowding has always been a problem with my family's bus routes and there is a different driver everyday.
- Why are some neighborhoods always on the second run schedule?
- Why is the districts' new fleet of buses being used only for out of district field trips?
- Why are bus schedules (1st run, 2nd run) changed daily?
- The school buses are overcrowded; we shouldn't have to sit three students per seat.
- We need more buses and student parking.
- Regular drivers are good; substitute drivers are poor.
- Discipline on buses should be enforced.
- We live 10 minutes from school and it takes one hour to get home. Students sit in a common area waiting for a bus to turn around and come back for them while buses are parked across the street. Why couldn't these other buses be used?
- Transportation costs are not considered in redistricting and rezoning decisions.
- My son gets out of middle school at 3:50 p.m. and arrives at home at 4:30 p.m., then it was 4:45 p.m. That is a long time when you are the second stop. They hold kids in rooms.
- One or two administrators may watch kids who are waiting for buses - the ratio may be 1:500. Kids are kept in holding areas.
- All bell times are the same. If they had staggered bell time the kids would be in class until buses could pick them up.
- The middle school my kids attend is 10 minutes away, but it takes 1 hours and 20 minutes for them to get home. Buses don't load until 4:30 (3:30 out time) but a whole bunch of buses are just sitting there unused. Scheduling is really bad.
- All bell times are the same. Bus drivers are complaining. When I complained, the principal said, "you're lucky you're not a bus driver".
- Buses are accessible to middle school and high school.
- Buses are not accessible to all students and all neighborhoods.

- Students have to ride buses for a long time and get to school very early because there are not enough buses.
- Buses need seat belts.
- Bus drivers need to take defensive driving courses because they dominate roads.
- Coaches are mad if they have to fill up buses with gas.
- After school buses for extracurricular activities are needed.

Appendix A

COMMUNITY MEETINGS AND FOCUS GROUP COMMENTS

K. FOOD SERVICE

- The quality of the food is great at our school; provides a variety of meals.
- The food court is too small and does not allow for enough tables for the number of students who are eating. Maybe need another cafeteria; it could be smaller but more room would be helpful.
- There are too many kinds in the lunch periods and the last lunch period gets all the leftovers. Sometimes they don't have what you want.
- There should be more than one fruit beverage or non-carbonated beverage machine available and it shouldn't be so expensive.
- Why does the cost of vending snacks keep rising? The soda machines should also carry water or a separate water machine.
- There should be a bigger variety of food choices or change the food ever so often. We could also have open campus at the lunch periods, but only for juniors and seniors.
- Lunch at 10:00 a.m. is crazy and 12:00 p.m. is late because many people don't make time for breakfast and also because we have to wake-up at 5:00 a.m. as it is.
- Lunches seem to run smoothly and there is ample room for all, but just barely.
- Food is okay and there is a variety.
- No complaints from my kids.
- Cafeteria food and cokes are too expensive.
- One of the cafeteria ladies is very rude. They serve the same food all of the time. Also, some of the food that they serve is too expensive.
- Some of the food is okay, but sometimes they trip on how much to give you. Sometimes you don't even get your money's worth.
- Cafeteria services are pretty good at times, the prices are a little unrealistic, but it's something that's affordable for most people.
- Personally, I don't eat cafeteria food because it's nasty and the lunch ladies are rude at times. There are varieties but sometimes not enough for someone to choose.
- Food is not fresh and it's all canned food.
- Food is too expensive.
- Cafeteria is too crowded.
- Kids cannot purchase food and have adequate time to eat.
- The cafeteria food is great, but some of the prices are just a little high.

- I think a little more variety would be nice as in Chinese or an increase in the salad/fruit bar.
- I don't like school food because it is too expensive.
- They go sort of slow. I wish they could go a little faster. The food is okay but you could have other things.
- They are selling leftover food too many times. Kids can get sick. It's expensive. We need a variety of selections, especially in middle school. Kids carry big bills so they can pay for food they like.
- Why, in God's name, can we not have a teacher line?
- Why is there so much sugar at lunch? It only makes the kids unmanageable.
- Food is very nasty. We need better food.
- More food selection is needed.
- The rolls are great. Everything else is not.
- Let's be health conscious. Take the junk food out of our cafeterias.
- We need more lines and more food cause sometimes the lines are to long and then when you get to the serving point, they don't have what you want. And they wonder why we are always running.
- We need additional lines to accommodate the students as well as the staff. We need better food quality.
- The food is horrible and the line ladies are rude.
- The food is great! Teachers and staff should have a reduced/free line. The teachers should have their own line. The staff is usually great.
- Cafeteria food needs to be checked at all times before they are put into the oven. Cafeteria women need to wear hairnets in the kitchen when they are just standing around.
- I would like the good selection to exist in more than the crowded line. Everyone goes to one place.
- I think there should be a larger variety of food choices because burgers and fries everyday gets tiring.
- I'd definitely say the lines could be shorter and the staff better trained to work the equipment.
- We need much more selection in the standard line. There's lots of junk food options, but the "hot lunch line" has the same thing everyday.
- More variety in "hot lunch lines".
- Our cafeteria rules are stupid. You shouldn't need a lunch card to eat if you are paying with money. Also our food is not good. All they serve is fried food and chili and cheese stuff everyday.
- At the elementary level, on days of items needing ketchup, mayonnaise; could these be put in cups for grades 1 and 2? These are very hard to open as many of the kids don't have the fine motor skills or the packaging isn't "kid friendly" to open. Help your classroom teachers on lunch duty.

- While serving sizes are governed by regulations, many of the students can eat more than 3 to 4 nuggets. Ketchup should not be considered one of the food groups to balance the nutritional value of the meal.
- Facilities are fairly good. Prices are not too high, but could be a little less. Please keep in mind some students are solely responsible for paying their lunch and may not be able to afford it.
- We need higher quality food.
- Cafeteria materials and equipment are terrible.
- Food is fairly good, but lacks nutrition.
- There is a wide variety of foods, but the prices are unreasonable, for example, 3 chicken strips for \$1.50. That is outrageous.
- We need more lines, I had detention and I was late because of the lines.
- Weight is such an issue for many school-aged students. Too many high-calorie and high-fat foods are available.
- Don't tell us what to do at lunch.
- Slow workers who don't know how to make change.
- You need to serve different types of food.
- Food is bad! Use inferior food products. Poor quality.
- Prices are good. Food needs to be better
- Make sure there's enough money to buy quality food.
- Impressive food service.
- Nutrients and quality are not good.
- Staff not paid enough for what they do.
- No security for kids stealing food!
- The food is horrible. Offers a lot of junk food. How many of the problems in schools are attributed to nutrition?
- Students receive a message in health class about the high quality food, but are served with junk food in school cafeterias.

Appendix A

COMMUNITY MEETINGS AND FOCUS GROUP COMMENTS

L. SAFETY AND SECURITY

- We should be able to wear backless shoes as long as they aren't flip-flops or thongs (beach wear).
- The dress code is very appropriate. However, more strict standards of enforcing it needs to be addressed.
- Spaghetti straps should be tolerated as long as you can't see an undergarment.
- If students have to abide by certain STRICT dress code rules, the teachers should too (skirts, shoes, etc.).
- Assistant principals must be consistent and work together on discipline matters.
- In high school, students should be allowed more leeway in dress. The number one standard should be decency and nothing exposed. The students are usually more tolerant than the adults.
- Good relations with FBISD police on campus. Discipline should be continued as per student handbook. Zero tolerance and clear consequences works.
- School is supposed to be and feel safe, but lately I don't feel that way.
- I think each secondary campus should have one police officer there and patrol units in the area at all times. Also, they should have 24-hour police patrol and dispatch.
- Need more security.
- I do not feel safe in this school. Last year a boy came to school with a gun.
- No security on Sunday when the building is not used for school purposes. Security must be on campus all the time.
- Teachers need telephones in their rooms. This would be the most effective measure for safety. Other schools have - not Kempner High School.
- Make plan for security and implement district-wide and equitably.
- Districts should get some revenues from fines and citations issued by the district.
- Very happy with policies regarding discipline. Want to see more in-house drug prevention and education for parents and students.
- The policies here have been fair as compared to last year. I think safety and security is just like being in my own safe haven.
- The policies at FBISD as far as safety goes are okay. It has satisfied me in certain situations.
- The safety and security is good.

- Security cameras on all campuses are needed.
- FBISD police on our campuses is an asset.
- Out of district - more juvenile probation officers work with campuses and would help students in trouble better than the current shortage.
- I think the district is a little strict and that law enforcement isn't necessary. Being sent to jail for fighting is ridiculous. Sometimes students are given a hard time before given a chance just because of how they look or the record they may have, even though they are trying to change for the better.
- I think the middle school dismissal for the buses should require several adults to supervise to ensure safety and efficiency.
- Where is the Behavior Learning Center (BLC) for elementary school students?
- Staff members at elementary schools have been physically and verbally abused by the students.
- We need to enforce discipline in elementary schools as times have changed. The younger ones are growing too fast. We need to guide our children by creating new policies especially in elementary school.
- Overcrowding is a safety hazard! If there was ever an emergency situation, we would have students trampled or simply unable to exit the buildings. Also, it makes student pickup very hazardous.
- Send people to the security office if they abuse other people.
- More cooperation is needed between FBISD and the cities of Sugarland, Missouri City, Stafford, Police departments, etc.
- Principals need to be more consistent in enforcing the discipline/dress code.
- Administrators should take sides with the teachers and get the troublemakers out of the general population, instead of caving in to the parents who have chosen to leave the raising of their children to schools, except when their child does something really wrong.
- Hall sweeps are ineffective. It keeps you from learning.
- There should be more rules enforced in the district.
- I agree that something should be done about children who continue to disrupt the class and hinder the kids who want to learn.
- Quality education is important in order to proceed to higher education.
- Lighting in back parking/student lots is needed.
- Too many students are leaving the campus. We need additional security outside the school. Security employees are indoors and socializing with students and staff. If a student is going to be in In-School Suspension (ISS) due to a hall sweep they should be doing academic work rather than reading magazines and writing letters. Where are hall sweeps coming in HANDY, if all it's providing is FUN time with their buddies.

- Student discipline must start from the top, the teachers, parents, staff, etc.
- All doors must be locked at 7:30 p.m., except those by the offices. Police should be outside and give warning tickets to students and parents who arrive late to school. Administration should get warned for the staff members who are constantly late. Hall sweeps and In-School Suspension (ISS) should have academic work for students to do. Students should be used as patrol leaders to enforce school rules. Parents, community, and the school should all work together.
- I think that at our school, we work on a scale of who is more known as far as discipline goes. I don't think a lot of people are disciplined.
- Many of the detention (after school and lunch) rules change so often, teachers stop keeping track of discipline problems.
- Security needs to be a paid position and not a volunteer one.
- I don't feel a written discipline form is needed for first offenses of non-wearing new name badges without a warning. This is especially true of someone at Clements High School with no offenses.
- Severe behavior problems at elementary level fall through the cracks: Behavior Learning Center (BLC) is not appropriate, In-School Suspension (ISS) is not effective. Need some alternatives based on elementary-aged children.
- I don't think the identification tags are necessary. They are getting many students in unnecessary trouble because they don't wear them.
- I have five children in FBISD. They all get abused by the children of African American descent. They are constantly teased and when complaints are registered it gets glossed over. They are over sensitized by "things African". Name-calling is common, for example, "white trash", etc. I fear for their safety.
- We are considering private schools with vouchers.
- The Alternative Education Center lacks proper funding and its facility is unsatisfactory.
- Safety precautions are futile and have no meaning or effectiveness.
- The only way to keep out weapons and contraband is to have full searches of students, staff, and visitors, which by the way we know will never pass in public schools.
- The alternative education program is in most circumstances, non-effective. Conditions of facility are poor and funding is apparently very low. Proper reform of students is not achieved in almost all students I have seen.
- School officials need to research the school codes and policies. I have experienced that they do not know or understand them. Nor do they know how to enforce them properly in situations.

- Video cameras on all bus routes, not just high school.
- In-School Suspension (ISS) or some kind of Behavior Learning Center (BLC) for elementary students. This is a state law, which is not being implemented in FBISD.
- Fire teachers who abuse kids.
- A FBISD employee is supposed to be at the school when private lessons are provided. This is a district policy, which is rarely observed.
- On a recent school trip to San Antonio, a student was left to walk to the hotel alone after a late night competition. The student walked unescorted to the hotel at 1 a.m. after his chaperone retired for the evening.
- Visible officers at schools.
- We need to use the village approach. The district needs to reinforce good citizenship in students
- Need to establish a "student security committee" that helps to make school authorities aware of bad things happening in school.
- The relationship between police (campus and local) and students is getting better. They had diversity training on how to deal with students.
- High Schools are too open, particularly Clements High School.
- Right after the Columbine incident, Dulles High School had more guns than other schools in district.
- Austin High School students were killed at an intersection without traffic lights. The following week, they put up lights (even though it was scheduled for two years later.)
- Need to prevent other high school kids from coming to FBISD high schools.
- Inconsistent discipline by assistant principal, (Clements High School and Dulles Middle School).
- Students have been forced to make statements about misbehaving that will be incriminating.
- We need zero tolerance on some discipline issues.
- Administrators don't have to live up to the same standards.
- Teachers do not teach and enforce tolerance between students.
- There is disparity in the way disciplinary policy is applied throughout the district.
- District personnel are not being trained in discipline and behavior. Need to start discipline in elementary school.
- District's discipline policy is subject to too much campus interpretation.

Appendix B

SURVEY QUESTIONNAIRES

A statistically valid sample of each population was selected at random to determine the opinions of each group. This appendix contains a copy of questionnaires used to conduct each survey.

Community Survey Questionnaire

Good (morning/afternoon/evening). This is (**FIRST & LAST**) with Telesurveys Research Associates, an opinion research firm in Houston, Texas. We are calling people in your area to get your opinions on important issues facing Fort Bend Independent School District and would like to include you in our study. This study is being conducted for Carole Keeton Rylander's office, the State Comptroller of Public Accounts. Your responses to the survey will be treated with strict confidence and no names will ever be used in the report. There are no right or wrong answers. We just want your honest opinion.

S1. First, do you or any other member of your household work for...

- A marketing or market research firm.....(**TERMINATE**)
- An Advertising firm.....(**TERMINATE**)
- Fort Bend ISD.....(**TERMINATE**)

IF YES TO ANY OF THE ABOVE, TERMINATE

WITH: I'm sorry, but as an employee of (S1 CATEGORY), we are not allowed to interview you for this project because of your (familiarity with market research/knowledge of the district that the general public would not have). However, I would like to thank you for your time.

1. Do you live in the Fort Bend Independent School District, or in some other school district?

- Yes.....1(**CONTINUE**)
- Other district.....2(**TERMINATE***)
- Refused.....7(**TERMINATE***)
- Don't know.....8(**ASK A**)

IF DON'T KNOW, ASK:

A. In what county do you live?

IF NOT FORT BEND COUNTY: THANK AND TERMINATE

* I'm sorry but, for this survey, we are only interviewing people who live in the Fort Bend Independent School District. Thank you for your time.

IF FORT BEND COUNTY: CONTINUE

2. In your opinion, would you rate the quality of public education at Fort Bend ISD schools as...

Excellent
Good
Fair
Poor
RF
DK
Total

3. Over the past three years, would you say the quality of public education in Fort Bend ISD has...

Improved
Stayed the Same
Gotten Worse
RF
DK
Total

Now, I am going to read a list of different groups of employees in Fort Bend ISD. Please use the grades of A, B, C, D, or F to indicate how well you think each group performs their job.

4. First of all, in general, what grade would you give the Fort Bend ISD school board members' knowledge of the educational needs of students within Fort Bend ISD? Would you give the school board a...

Grade A
Grade B
Grade C
Grade D
Grade F
RF
DK
Total

5. Overall, would you rate the performance of the current board as...

Grade A
Grade B
Grade C
Grade D
Grade F
DK
Total

6. How would you rate the overall performance of the Superintendent?
Would you give him a...

Grade A
Grade B
Grade C
Grade D
Grade F
RF
DK
Total

7. What about the overall performance of top administrators below the superintendent? Would you give them a...

Grade A
Grade B
Grade C
Grade D
Grade F
RF
DK
Total

8. Do you have any school age children living in your home?

Yes
No
DK
Total

IF YES, ASK:

A. Are they enrolled in Fort Bend ISD schools or private schools?

Fort Bend ISD
Private School
Both
Other
Total

IF Fort Bend ISD OR BOTH, ASK: B. Do you have children enrolled in a Fort Bend ISD Elementary school?

Yes
No
Total

C. Do you have children enrolled in a Fort Bend ISD Middle school?

Yes
No
Total

D. Do you have children enrolled in a Fort Bend ISD High school?

Yes
No
Total

FOR EACH YES ABOVE, ASK: E. How would you rate the quality of education your child receives through a Fort Bend ISD elementary school? Would you say it is...

Excellent
Good
Fair
Poor
Total

F. How would you rate the quality of education your child receives through a Fort Bend ISD Middle School? Would you say it is ...

Excellent
Good
Fair
Poor
Total

G. How would you rate the quality of education your child receives through a Fort Bend ISD High School? Would you say it is ...

Excellent
Good

Fair
Poor
Total

9. How much do you know about the programs and services provided by Fort Bend ISD?

A Lot
A Little
Nothing
DK
Total

Based on what you know or have heard, do you strongly agree, agree, have no opinion, disagree, or strongly disagree for each of the following statements about Fort Bend ISD:

10. Schools in Fort Bend ISD are safe and secure.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree
DK
Total

11. Fort Bend ISD elementary schools effectively handle problems of misbehavior.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

DK
Total

12. Fort Bend ISD secondary schools effectively handle problems of misbehavior.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree
DK
Total

13. Schools in Fort Bend ISD have sufficient space and facilities to support the instructional programs.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree
DK
Total

14. Fort Bend ISD buildings are in good condition.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree
DK

Total

15. Fort Bend ISD buildings are clean and well maintained.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree
DK
Total

16. Schools in Fort Bend ISD are good places to learn.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree
DK
Total

17. Schools in this district have the materials and supplies necessary for instruction in basic skills programs.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree
DK
Total

18. Fort Bend ISD teachers care about students' needs.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree
DK
Total

19. Fort Bend ISD parents are given opportunities to play an active role in public schools.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree
DK
Total

20. Fort Bend ISD parents feel welcome when they visit a school.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree
DK
Total

21. Fort Bend ISD parents participate in school activities and organizations.

Strongly Agree

Agree
No Opinion
Disagree
Strongly Disagree
DK
Total

22. Community members take an active part in the education of children at Fort Bend ISD.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree
DK
Total

23. Community members feel welcome when they attend Fort Bend ISD school board meetings to express their views.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree
DK
Total

24. The superintendent and staff work to involve the community in school activities.

Strongly Agree
Agree

No Opinion
Disagree
Strongly Disagree
DK
Total

25. The school principals work to involve the community in campus activities.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree
DK
Total

26. Fort Bend ISD administration does a lot to promote good public relations between the district and the community.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree
DK
Total

27. Communications are good between Fort Bend ISD district administration and the community.

Strongly Agree
Agree
No Opinion

Disagree
Strongly Disagree
DK
Total

28. The community is proud of the public school education in Fort Bend ISD.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree
DK
Total

29. Fort Bend ISD places too much emphasis on passing the TAAS, and not enough emphasis on providing students with a well-rounded education.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree
DK
Total

30. Fort Bend ISD graduates are prepared to go on to college or directly into the work force when they graduate.

Strongly Agree
Agree
No Opinion

Disagree
Strongly Disagree
RF
DK
Total

31. The local business community in Fort Bend county does a lot to support Fort Bend ISD programs.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree
DK
Total

32. Fort Bend ISD does a good job of meeting the educational needs of the disadvantaged student population.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree
RF
DK
Total

Now, let's rate Fort Bend ISD's bilingual education and limited English proficiency programs.

33. How well would you say Fort Bend ISD's bilingual education and limited English proficiency programs prepare students to perform in school?

Excellent
Good
Fair
Poor
RF
DK
Total

34. What about Fort Bend ISD's magnet school programs such as fine arts, health professions, and languages? Based on what you know or have heard, would you say that the magnet schools are...

Excellent
Good
Fair
Poor
DK
Total

Based on what you know or have heard about the magnet schools, do you strongly agree, agree, have no opinion, disagree, or strongly disagree with the following statements:

35. Fort Bend ISD should expand its magnet school programs to include additional programs such as science, engineering, music, etc.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree
DK
Total

36. Fort Bend ISD does a good job of managing the tax dollars used to operate the district.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree
DK
Total

37. Overall, based on everything you have seen, heard or read about the district, would you say Fort Bend ISD is operating...

Very Efficiently
Efficiently
Not Very Efficiently
Inefficiently
DK
Total

38. What would you say is the most critical issue currently facing Fort Bend ISD?

RECORD VERBATIM AND PROBE FOR CLARITY

Now, I have a few background questions and we will be finished.

D1. First, how long have you lived in the Fort Bend ISD?

1 to 2 Years
3 to 5 Years
6 to 10 Years
11 Years or More
RF
DK

Total

D2. Counting yourself, how many people live in your household?

One
Two
Three
Four
Five
Six
Seven
Eight
Eleven
Twelve
RF
DK
Total

D3. What is the highest level of formal education you have completed?

Less Than High School
High School Graduate
1 to 3 Years College
College Degree or Higher
RF
DK
Total

D4. Are you...

Married
Widowed
Separated

Divorced
Never Married
Living Together
RF
DK
Total

D5. Are you currently....

Employed Full- Time
Employed Part- Time
Unemployed
Retired or Disabled
Going to School
A Homemaker
Something Else
RF/DK
Total

IF MARRIED, ASK:

D6. Is your spouse currently...

Employed Full- Time
Employed Part- Time
Unemployed
Retired or Disabled
Going to School
A Homemaker
Something Else
Total

D7. Do you...

Own
Rent
Live Rent Free
RF
DK
Total

D8. What is your home zip code?

D9. In what group does your age fall?

18 to 24 Years Old
25 to 34 Years Old
35 to 49 Years Old
50 to 64 Years Old
65 or Older
RF
DK
Total

D10. Do you consider yourself...

Anglo
Black
Hispanic
Asian
Something Else
RF
DK
Total

D11. What was your total annual household income for 1999 from all sources before taxes?

Less than \$5,000
\$5,000 to \$14,999
\$15,000 to \$ 24,999
\$25,000 to \$34,999
\$35,000 to \$49,999
\$50,000 or More
RF
DK
Total

D12. INTERVIEWER: RECORD GENDER OF RESPONDENT

Male
Female
Total

Thank you very much for your cooperation.

Appendix B

SURVEY QUESTIONNAIRES

*Parents Survey Results
(Written/Self-Administered)*

PART A: DEMOGRAPHIC DATA

Circle Answer

1.	Gender (Optional)	Male	Female			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other
3.	How long have you lived in Fort Bend ISD?	0-5 years	6-10 years	11 years of more		
4.	What grades level(s) does your child(ren) attend (circle all that apply)?					
	Pre-Kindergarten	Kindergarten				
	First Grade	Second Grade				
	Third Grade	Fourth Grade				
	Fifth Grade	Sixth Grade				
	Seventh Grade	Eighth Grade				
	Ninth Grade	Tenth Grade				
	Eleventh Grade	Twelfth Grade				

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.					
2.	School board members listen to the opinions and desires of others.					
3.	The superintendent is a					

	respected and effective instructional leader.					
4.	The superintendent is a respected and effective business manager.					
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.					
6.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.					
7.	The needs of the college-bound student are being met.					
8.	The needs of the work-bound student are being met.					
9.	The district has effective educational programs for the following:					
	a. Reading					
	b. Writing					
	c. Mathematics					
	d. Science					
	e. English or Language Arts					
	f. Computer Instruction					
	g. Social Studies (history or geography)					
	h. Fine Arts					
	i. Physical Education					

	j. Business Education					
	k. Vocational (Career and Technology) Education					
	l. Foreign Language					
10.	The district has effective special programs for the following:					
	a. Library Service					
	b. Honors/Gifted and Talented Education					
	c. Special Education					
	d. Head Start and Even Start programs					
	e. Dyslexia program					
	f. Student mentoring program					
	g. Advanced placement program					
	h. Literacy program					
	i. Programs for students at risk of dropping out of school					
	j. Summer school programs					
	k. Alternative education programs					
	l. "English as a second language" program					
	m. Career counseling program					
	n. College counseling program					
	o. Counseling the parents of students					

	p. Drop out prevention program					
11.	Parents are immediately notified if a child is absent from school.					
12.	Teacher turnover is low.					
13.	Highly qualified teachers fill job openings.					
14.	A substitute teacher rarely teaches my child.					
15.	Teachers are knowledgeable in the subject areas they teach.					
16.	All schools have equal access to educational materials such as computers, television monitors, science labs, and art classes.					
17.	Students have access, when needed, to a school nurse.					
18.	Classrooms are seldom left unattended.					
19.	The district provides a high quality education.					
20.	The district has a high quality of teachers.					
C. Community involvement						
	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
21.	The district regularly communicates with parents.					
22.	District facilities are open for community use.					

23.	Schools have plenty of volunteers to help student and school programs.					
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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.				
25.	Schools are clean.				
26.	Buildings are properly maintained in a timely manner.				
27.	Repairs are made in a timely manner.				
28.	The district uses very few portable buildings.				
29.	Emergency maintenance is handled promptly.				

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.				
31.	Board members and administrators do a good job explaining the use of tax dollars.				

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.					
33.	Campus administrators are well-trained in fiscal management techniques.					
34.	The district's financial reports are easy to understand and read.					
35.	Financial reports are made available to community members when asked.					

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
36.	Students are issued textbooks in a timely manner.					
37.	Textbooks are in good shape.					
38.	The school library meets students needs for books and other resources.					

H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
39.	My child regularly purchases his/her meal from the cafeteria.					
40.	The school breakfast program is available to					

	all children.					
41.	The cafeteria's food looks and tastes good.					
42.	Food is served warm.					
43.	Students have enough time to eat.					
44.	Students eat lunch at the appropriate time of day.					
45.	Students wait in food lines no longer than 10 minutes					
46.	Discipline and order are maintained in the school cafeteria.					
47.	Cafeteria staff is helpful and friendly.					
48.	Cafeteria facilities are sanitary and neat.					

I. Transportation

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
49.	My child regularly rides the bus.					
50.	The bus driver maintains discipline on the bus.					
51.	The length of the student's bus ride is reasonable.					
52.	The drop-off zone at the school is safe.					
53.	The bus stop near my house is safe.					
54.	The bus stop is within walking distance from our home.					

55.	Buses arrive and depart on time.					
56.	Buses arrive early enough for students to eat breakfast at school.					
57.	Buses seldom break down.					
58.	Buses are clean.					
59.	Bus drivers allow students to sit down before taking off.					
60.	The district has a simple method to request buses for special events.					

J. Safety and Security

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
61.	Students feel safe and secure at school.					
62.	School disturbances are infrequent.					
63.	Gangs are not a problem in this district.					
64.	Drugs are not a problem in this district.					
65.	Vandalism is not a problem in this district.					
66.	Security personnel have a good working relationship with principals and teachers.					
67.	Security personnel are respected and liked by the students they serve.					
68.	A good working arrangement exists					

	between the local law enforcement and the district.					
69.	Students receive fair and equitable discipline for misconduct.					
70.	Safety hazards do not exist on school grounds.					

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.					
72.	Computers are new enough to be useful to teach students.					
73.	The district meets students needs in computer fundamentals.					
74.	The district meets students needs in advanced computer skills.					
75.	Students have easy access to the Internet.					

Appendix B

SURVEY QUESTIONNAIRES

*District Administrators and Support Staff
(Written/Self-Administered)*

PART A: DEMOGRAPHIC DATA

Circle Answer

1.	Gender (Optional)	Male	Female				
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	
3.	How long have you been employed by Fort Bend ISD?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years	
4.	Are you a(n):	a. administrator	b. clerical staffer	c. support staffer			
5.	How long have you been employed in this capacity by Fort Bend ISD?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years	

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.					
2.	School board members listen to the opinions and desires of others.					
3.	The superintendent is a respected and effective instructional leader.					
4.	The superintendent is a respected and effective business manager.					
5.	Central administration is efficient.					

6.	Central administration supports the educational process.					
7.	The morale of central administration staff is good.					

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.					
9.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.					
10.	The needs of the college-bound student are being met.					
11.	The needs of the work-bound student are being met.					
12.	The district has effective educational programs for the following:					
	a. Reading					
	b. Writing					
	c. Mathematics					
	d. Science					
	e. English or Language Arts					
	f. Computer Instruction					
	g. Social Studies (history or geography)					
	h. Fine Arts					

	i. Physical Education					
	j. Business Education					
	k. Vocational (Career and Technology) Education					
	l. Foreign Language					
13.	The district has effective special programs for the following:					
	a. Library Service					
	b. Honors/Gifted and Talented Education					
	c. Special Education					
	d. Head Start and Even Start programs					
	e. Dyslexia program					
	f. Student mentoring program					
	g. Advanced placement program					
	h. Literacy program					
	i. Programs for students at risk of dropping out of school					
	j. Summer school programs					
	k. Alternative education programs					
	l. "English as a second language" program					
	m. Career counseling program					
	n. College counseling program					
	o. Counseling the					

	parents of students					
	p. Drop out prevention program					
14.	Parents are immediately notified if a child is absent from school.					
15.	Teacher turnover is low.					
16.	Highly qualified teachers fill job openings.					
17.	Teacher openings are filled quickly.					
18.	Teachers are rewarded for superior performance.					
19.	Teachers are counseled about less than satisfactory performance.					
20.	All schools have equal access to educational materials such as computers, television monitors, science labs, and art classes.					
21.	The student-teacher ratio is reasonable.					
22.	Students have access, when needed, to a school nurse.					
23.	Classrooms are seldom left unattended.					
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.					
25.	The district has a good and timely program for orienting new employees.					
26.	Temporary workers are rarely used.					
27.	The district successfully projects future staffing needs.					
28.	The district has an effective employee recruitment program.					
29.	The district operates an effective staff development program.					
30.	District employees receive annual personnel evaluations.					
31.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.					
32.	Employees who perform below the standard of expectation are counseled appropriately and timely.					
33.	The district has a fair and timely grievance process.					
34.	The district's health insurance package meets my needs.					

D. Community involvement						
Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
35.	The district regularly communicates with parents.					
36.	The local television and radio stations regularly report school news and menus.					
37.	Schools have plenty of volunteers to help student and school programs.					
38.	District facilities are open for community use.					
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.					
40.	The architect and construction managers are selected objectively and impersonally.					
41.	Schools are clean.					
42.	Buildings are properly maintained in a timely manner.					
43.	Repairs are made in a timely manner.					
44.	Emergency maintenance is handled promptly.					

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.					
46.	Campus administrators are well-trained in fiscal management techniques.					
47.	The district's financial reports are easy to understand and read.					
48.	Financial reports are made available to community members when asked.					
G. Purchasing and Warehousing						
Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
4 9.	Purchasing gets me what I need when I need it.					
50.	Purchasing acquires the highest quality materials and equipment at the lowest cost.					
51.	Purchasing processes are not cumbersome for the requestor.					
52.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.					
53.	Students are issued textbooks in a timely manner.					

54.	Textbooks are in good shape.					
55.	The school library meets students needs for books and other resources for students.					

H. Safety and Security

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
56.	Gangs are not a problem in this district.					
57.	Drugs are not a problem in this district.					
58.	Vandalism is not a problem in this district.					
59.	Security personnel have a good working relationship with principals and teachers.					
60.	Security personnel are respected and liked by the students they serve.					
61.	A good working arrangement exists between the local law enforcement and the district.					
62.	Students receive fair and equitable discipline for misconduct.					

I. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	Students regularly use computers.					

64.	Students have regular access to computer equipment and software in the classroom.					
65.	Teachers know how to use computers in the classroom.					
66.	Computers are new enough to be useful for student instruction.					
67.	The district meets students needs in computer fundamentals.					
68.	The district meets students needs in advanced computer skills.					
69.	Teachers and students have easy access to the Internet.					

Appendix B

SURVEY QUESTIONNAIRES

Principals and Assistant Principals Survey Results (Written/Self-Administered)

PART A: DEMOGRAPHIC DATA

Circle Answer

1.	Gender (Optional)	Male	Female				
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	
3.	How long have you been employed by Fort Bend ISD?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years	
4.	What grades are taught in your school?						
	Pre-Kindergarten	Kindergarten					
	First Grade	Second Grade					
	Third Grade	Fourth Grade					
	Fifth Grade	Sixth Grade					
	Seventh Grade	Eighth Grade					
	Ninth Grade	Tenth Grade					
	Eleventh Grade	Twelfth Grade					

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.					
2.	School board members listen to the opinions and desires of others.					
3.	School board members					

	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.					
5.	The superintendent is a respected and effective business manager.					
6.	Central administration is efficient.					
7.	Central administration supports the educational process.					

B. Educational Service Delivery and Performance Measurement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
8.	The morale of central administration staff is good.					
9.	Education is the main priority in our school district.					
10.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.					
11.	The needs of the college-bound student are being met.					
12.	The needs of the work-bound student are being met.					
13.	The district provides curriculum guides for all					

	grades and subjects.					
14.	The curriculum guides are appropriately aligned and coordinated.					
15.	The district's curriculum guides clearly outline what to teach and how to teach it.					
16.	The district has effective educational programs for the following:					
	a. Reading					
	b. Writing					
	c. Mathematics					
	d. Science					
	e. English or Language Arts					
	f. Computer Instruction					
	g. Social Studies (history or geography)					
	h. Fine Arts					
	i. Physical Education					
	j. Business Education					
	k. Vocational (Career and Technology) Education					
	l. Foreign Language					
17.	The district has effective special programs for the following:					
	a. Library Service					
	b. Honors/Gifted and Talented Education					
	c. Special Education					
	d. Head Start and Even					

	Start programs					
	e. Dyslexia program					
	f. Student mentoring program					
	g. Advanced placement program					
	h. Literacy program					
	i. Programs for students at risk of dropping out of school					
	j. Summer school programs					
	k. Alternative education programs					
	l. "English as a second language" program					
	m. Career counseling program					
	n. College counseling program					
	o. Counseling the parents of students					
	p. Drop out prevention program					
18.	Parents are immediately notified if a child is absent from school.					
19.	Teacher turnover is low.					
20.	Highly qualified teachers fill job openings.					
21.	Teachers are rewarded for superior performance.					
22.	Teachers are counseled about less than satisfactory					

	performance.					
23.	All schools have equal access to educational materials such as computers, television monitors, science labs, and art classes.					
24.	Students have access, when needed, to a school nurse.					
25.	Classrooms are seldom left unattended.					
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.					
27.	The district has a good and timely program for orienting new employees.					
28.	Temporary workers are rarely used.					
29.	The district successfully projects future staffing needs.					
30.	The district has an effective employee recruitment program.					
31.	The district operates an effective staff development program.					
32.	District employees receive annual personnel evaluations.					

33.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.					
34.	Employees who perform below the standard of expectation are counseled appropriately and timely.					
35.	The district has a fair and timely grievance process.					
36.	The district's health insurance package meets my needs.					

D. Community involvement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
37.	The district regularly communicates with parents.					
38.	Schools have plenty of volunteers to help student and school programs.					
39.	District facilities are open for community use.					

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.					
41.	Schools are clean.					
42.	Buildings are properly maintained in a timely manner.					
43.	Repairs are made in a timely manner.					
44.	Emergency maintenance is handled promptly.					

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.					
46.	Campus administrators are well-trained in fiscal management techniques.					
47.	Financial reports are allocated fairly and equitably at my school.					

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.					
49.	Purchasing acquires high quality materials and equipment at the lowest cost.					
50.	Purchasing processes are not cumbersome for the requestor.					

51.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.					
52.	Students are issued textbooks in a timely manner.					
53.	Textbooks are in good shape.					
54.	The school library meets students needs for books and other resources.					

H. Food Services

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5	The cafeteria's food looks and tastes good.					
56.	Food is served warm.					
57.	Students have enough time to eat.					
58.	Students eat lunch at the appropriate time of day.					
59.	Students wait in food lines no longer than 10 minutes					
60.	Discipline and order are maintained in the school cafeteria.					
61.	Cafeteria staff is helpful and friendly.					
62.	Cafeteria facilities are sanitary and neat.					

I. Transportation

	Survey Questions	Strongly	Agree	No	Disagree	Strongly
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		Agree		Opinion		Disagree
63.	The drop-off zone at the school is safe.					
64.	The district has a simple method to request buses for special events.					
65.	Buses arrive and leave on time.					
66.	Adding or modifying a route for a student is easy to accomplish.					

J. Safety and Security

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
67.	Students feel safe and secure at school.					
68.	School disturbances are infrequent.					
69.	Gangs are not a problem in this district.					
70.	Drugs are not a problem in this district.					
71.	Vandalism is not a problem in this district.					
72.	Security personnel have a good working relationship with principals and teachers.					
73.	Security personnel are respected and liked by the students they serve.					
74.	A good working arrangement exists between the local law enforcement and the district.					

75.	Students receive fair and equitable discipline for misconduct.					
76.	Safety hazards do not exist on school grounds.					
K. Computers and Technology						
	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
77.	Students regularly use computers.					
78.	Students have regular access to computer equipment and software in the classroom.					
79.	Computers are new enough to be useful for student instruction.					
80.	The district meets students needs in computer fundamentals.					
81.	The district meets student needs in advanced computer skills.					
82.	Teachers know how to use computers in the classroom.					
83.	Teachers and students have easy access to the Internet.					

Appendix B

SURVEY QUESTIONNAIRES

*Teachers Survey Results
(Written/Self-Administered)*

PART A: DEMOGRAPHIC DATA

Circle Answer

1.	Gender (Optional)	Male	Female			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other
3.	How long have you been employed by Fort Bend ISD?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years
4.	What grades(s) do you teach this year (circle all that apply)?					
	Pre-Kindergarten	Kindergarten				
	First Grade	Second Grade				
	Third Grade	Fourth Grade				
	Fifth Grade	Sixth Grade				
	Seventh Grade	Eighth Grade				
	Ninth Grade	Tenth Grade				
	Eleventh Grade	Twelfth Grade				

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.					
2.	School board members listen to the opinions and desires of others.					
3.	School board members					

	work well with the superintendent.					
4.	The school board has a good image in the community.					
5.	The superintendent is a respected and effective instructional leader.					
6.	The superintendent is a respected and effective business manager.					
7.	Central administration is efficient.					
8.	Central administration supports the educational process.					

B. Educational Service Delivery and Performance Measurement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
9 .	The morale of central administration staff is good.					
10.	Education is the main priority in our school district.					
11.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.					
12.	The needs of the college-bound student are being met.					
13.	The needs of the work-bound student are being met.					
14.	The district provides					

	curriculum guides for all grades and subjects.					
15.	The curriculum guides are appropriately aligned and coordinated.					
16.	The district's curriculum guides clearly outline what to teach and how to teach it.					
17.	The district has effective educational programs for the following:					
	a. Reading					
	b. Writing					
	c. Mathematics					
	d. Science					
	e. English or Language Arts					
	f. Computer Instruction					
	g. Social Studies (history or geography)					
	h. Fine Arts					
	i. Physical Education					
	j. Business Education					
	k. Vocational (Career and Technology) Education					
	l. Foreign Language					
18.	The district has effective special programs for the following:					
	a. Library Service					
	b. Honors/Gifted and Talented Education					
	c. Special Education					

	d. Head Start and Even Start programs					
	e. Dyslexia program					
	f. Student mentoring program					
	g. Advanced placement program					
	h. Literacy program					
	i. Programs for students at risk of dropping out of school					
	j. Summer school programs					
	k. Alternative education programs					
	l. "English as a second language" program					
	m. Career counseling program					
	n. College counseling program					
	o. Counseling the parents of students					
	p. Drop out prevention program					
19.	Parents are immediately notified if a child is absent from school.					
20.	Teacher turnover is low.					
21.	Highly qualified teachers fill job openings.					
22.	Teacher openings are filled quickly.					
23.	Teachers are rewarded for superior performance.					

24.	Teachers are counseled about less than satisfactory performance.					
25.	Teachers are knowledgeable in the subject areas they teach.					
26.	All schools have equal access to educational materials such as computers, television monitors, science labs, and art classes.					
27.	The students-to-teacher ratio is reasonable.					
28.	Classrooms are seldom left unattended.					

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.					
30.	The district has a good and timely program for orienting new employees.					
31.	Temporary workers are rarely used.					
32.	The district successfully projects future staffing needs.					
33.	The district has an effective employee recruitment program.					
34.	The district operates an effective staff					

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

D. Community involvement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
40.	The district regularly communicates with parents.					
41.	The local television and radio stations regularly report school news and menus.					
42.	Schools have plenty of volunteers to help student and school programs.					
43.	District facilities are open for community use.					

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.					
45.	Parents, citizens, students, faculty, staff, and the board provide input into facility planning.					
46.	The architect and construction managers are selected objectively and impersonally.					
47.	The quality of new construction is excellent.					
48.	Schools are clean.					
49.	Buildings are properly maintained in a timely manner.					
50.	Repairs are made in a timely manner.					
51.	Emergency maintenance is handled promptly.					
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.					
53.	Campus administrators are well-trained in fiscal management techniques.					

54.	Financial reports are allocated fairly and equitably at my school.					
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.					
56.	Purchasing acquires the highest quality materials and equipment at the lowest cost.					
57.	Purchasing processes are not cumbersome for the requestor.					
58.	Vendors are selected competitively.					
59.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.					
60.	Students are issued textbooks in a timely manner.					
61.	Textbooks are in good shape.					
62.	The school library meets students needs for books and other resources.					
H. Food Services						
	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	The cafeteria's food looks and tastes good.					

64.	Food is served warm.					
65.	Students eat lunch at the appropriate time of day.					
66.	Students wait in food lines no longer than 10 minutes					
67.	Discipline and order are maintained in the school cafeteria.					
68.	Cafeteria staff is helpful and friendly.					
69.	Cafeteria facilities are sanitary and neat.					

I. Safety and Security

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

77.	Students receive fair and equitable discipline for misconduct.					
78.	Safety hazards do not exist on school grounds.					
J. Computers and Technology						
	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
79.	Students regularly use computers.					
80.	Students have regular access to computer equipment and software in the classroom.					
81.	Teachers know how to use computers in the classroom.					
82.	Computers are new enough to be useful for student instruction.					
83.	The district meets students needs in classes in computer fundamentals.					
84.	The district meets student needs in classes in advanced computer skills.					
85.	Teachers and students have easy access to the Internet.					

Appendix B

SURVEY QUESTIONNAIRES

*Students Survey Results
(Written/Self-Administered)*

PART A: DEMOGRAPHIC DATA

Circle Answer

1.	Gender (Optional)	Male	Female			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other
3.	What is your classification?	Junior	Senior			

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.					
2.	The needs of the work-bound student are being met.					
3.	The district has effective educational programs for the following:					
	a. Reading					
	b. Writing					
	c. Mathematics					
	d. Science					
	e. English or Language Arts					
	f. Computer Instruction					

	g. Social Studies (history or geography)					
	h. Fine Arts					
	i. Physical Education					
	j. Business Education					
	k. Vocational (Career and Technology) Education					
	l. Foreign Language					
4.	The district has effective special programs for the following:					
	a. Library Service					
	b. Honors/Gifted and Talented Education					
	c. Special Education					
	d. Student mentoring program					
	e. Advanced placement program					
	f. Career counseling program					
	g. College counseling program					
5.	Students have access, when needed, to a school nurse.					
6.	Classrooms are seldom left unattended.					
7.	The district provides a high quality education.					
8.	The district has a high quality of teachers.					

B. Facilities Use and Management						
Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
9.	Schools are clean.					
10.	Buildings are properly maintained in a timely manner.					
11.	Repairs are made in a timely manner.					
12.	Emergency maintenance is handled timely.					
C. Purchasing and Warehousing						
Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
13.	There are enough textbooks in all my classes.					
14.	Students are issued textbooks in a timely manner.					
15.	Textbooks are in good shape.					
16.	The school library meets students needs for books and other resources.					
D. Food Services						
Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
17.	The school breakfast program is available to all children.					
18.	The cafeteria's food looks and tastes good.					

19.	Food is served warm.					
20.	Students have enough time to eat.					
21.	Students eat lunch at the appropriate time of day.					
22.	Students wait in food lines no longer than 10 minutes.					
23.	Discipline and order are maintained in the schools cafeteria.					
24.	Cafeteria staff is helpful and friendly.					
25.	Cafeteria facilities are sanitary and neat.					

E. Transportation

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
26.	I regularly ride the bus.					
27.	The bus driver maintains discipline on the bus.					
28.	The length of the student's bus ride is reasonable.					
29.	The drop-off zone at the school is safe.					
30.	The bus stop near my house is safe.					
31.	The bus stop is within walking distance from our home.					
32.	Buses arrive and depart on time.					
33.	Buses arrive early					

	enough for students to eat breakfast at school.					
34.	Buses seldom break down.					
35.	Buses are clean.					
36.	Bus drivers allow students to sit down before taking off.					
F. Safety and Security						
	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
37.	I feel safe and secure at school.					
38.	School disturbances are infrequent.					
39.	Gangs are not a problem in this district.					
40.	Drugs are not a problem in this district.					
41.	Vandalism is not a problem in this district.					
42.	Security personnel have a good working relationship with principals and teachers.					
43.	Security personnel are respected and liked by the students they serve.					
44.	A good working arrangement exists between the local law enforcement and the district.					
45.	Students receive fair and equitable discipline for misconduct.					

46.	Safety hazards do not exist on school grounds.					
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.					
48.	Teachers know how to use computers in the classroom.					
49.	Computers are new enough to be useful for student instruction.					
50.	The district offers enough classes in computer fundamentals.					
51.	The district meets student needs in classes in advanced computer skills.					
52.	Teachers and students have easy access to the Internet.					

Appendix C

COMMUNITY SURVEY RESULTS

The Fort Bend Independent School District (FBISD) community survey is based on the results of 400 telephone interviews conducted with residents of Fort Bend County, the area served by the district. A random sample of households in the area was provided by Survey Sampling, Inc. Interviewing was conducted from April 24-27, 2000.

Primary objectives of the FBISD community survey include:

- Assess general perceptions of the district among residents living within its boundaries;
- Measure the level of awareness of district programs and services;
- Measure the enrollment rate in district schools;
- Assess public perceptions of the quality of education in the district;
- Assess public opinion of FBISD schools and school-related issues, and identify underlying reasons for those perceptions;
- Assess public opinion on the efficiency of FBISD operations;
- Measure any differences in opinions between the respondents with a child or children enrolled in an FBISD school and those without children in FBISD schools;
- Measure differences in opinions across racial and ethnic groups; and
- Develop a demographic profile of FBISD residents.

Summary Results

Significant findings of the community survey include:

- Public awareness of district programs and services is moderate.
- A majority of households that include school-age children indicate that these children are enrolled in FBISD schools.
- A majority of respondents provided positive ratings of the quality of education in FBISD.
- While approval ratings are positive for all levels, elementary schools in FBISD received the highest ratings for educational quality.
- A majority of respondents gave FBISD school board members a grade of B for their overall knowledge of educational needs, and for their overall performance.
- Most respondents felt that FBISD schools are safe and secure.
- Most respondents felt that schools in FBISD are good places to learn.

- A majority of the respondents indicated that parents and the community are supportive of FBISD schools.
- Most respondents felt that too much emphasis is placed on passing the Texas Assessment of Academic Skills (TAAS), and not enough is placed on basic education.
- Overall, respondents tend to be positive about current magnet school programs and their proposed expansion to include science, engineering and music.
- A majority of respondents believed that FBISD is run efficiently.
- Fewer than half of all respondents believed FBISD does a good job managing tax dollars to operate the district.

Public Awareness

Levels of public awareness for FBISD programs and services appear moderate.

- Fifty-three percent of the respondents indicated that they know a little about programs and services provided by FBISD.
- Twenty percent of the respondents indicated that they know nothing at all, while one quarter of the respondents stated that they know a lot about FBISD programs and services.

Knowledge of FBISD

Nearly half of the respondents (49 percent), do not have school-age children living at home. Among the 48 percent who have school-age children, 87 percent have a child or children enrolled in the district.

- Of those who have a child or children enrolled in an FBISD school, more than half (55 percent) have a child or children attending an elementary school.
- Forty-one percent have a child or children attending an FBISD middle school, and 48 percent have a child or children attending high school.

The households with a child or children currently enrolled in an FBISD school were examined by respondent race/ethnicity to assess differences in enrollment rates across different racial and ethnic groups.

- Anglo parents are more likely to enroll their children in private schools (17 percent) than Hispanic parents (5 percent).
- None of the African American respondents who have school-age children have children enrolled in private school.

Perceptions on Quality of Education

Overall ratings of FBISD are positive, with 26 percent of the respondents rating the quality of education at FBISD as excellent; 47 percent rating it good; and 11 percent rating it fair. Three percent of the respondents rated the quality of education as poor.

- In ratings of the quality of education provided by FBISD schools over the past three years, 30 percent of the respondents believed the quality of education in FBISD has improved.
- Thirty-nine percent of the respondents indicated that the quality of education over the past three years has stayed the same. Eight percent believed that it has become worse.
- In general, opinions of respondents with children in FBISD schools are slightly more positive than those expressed by the total sample. Forty-one percent of the parents of FBISD students responding to the survey indicated that the quality of public education in FBISD has improved over the past three years.
- Fifty-two percent of the parents responding believed the quality of education has stayed the same, and 6 percent believed that it has become worse over the past three years.

Respondents who have a child or children attending district schools were asked if they had children enrolled in elementary, middle and/or high school. Among parents of children enrolled in FBISD schools, positive ratings of the quality of education in elementary and high schools are statistically identical.

- Eighty-five percent of the parents responding indicated that the quality of education their children receive is excellent (42 percent) or good (43 percent).
- Among respondents who have a child or children in an district middle school, 74 percent indicated the quality of education their children receive is excellent (23 percent) or good (51 percent).
- Eighty-three percent of the respondents with a child or children in FBISD high schools rated the quality of education received as excellent (38 percent) or good (45 percent).

Percent of respondents indicating the quality of education their children receive is poor:

- Six percent of parents with a child or children in an FBISD elementary school indicated the quality of education their children receive is poor.
- Four percent rated the quality of education as poor, and 2 percent with a child or children in high school provided a rating of poor.

Hispanics were more positive about the quality of education in FBISD schools than Anglos or African Americans.

- Eighty-nine percent of the Hispanic respondents rated the quality of education as excellent (26 percent) or good (63 percent). Anglos were slightly less likely to provide a positive rating, with 84 percent of Anglo respondents rating the quality of education as excellent (31 percent) or good (53 percent). Among African Americans, 78 percent rated the quality of education as excellent (28 percent) or good (50 percent).
- African American respondents were slightly more likely (17 percent) to rate the quality of education as fair than Anglos (13 percent) or Hispanics (7 percent).
- Five percent of Hispanic and African-American respondents rated the quality of education as poor, while 3 percent of Anglo respondents provided a poor rating.

Hispanics are also more likely to believe that the quality of education in FBISD has improved over the past three years than Anglos or African-Americans.

- Nearly six of every 10 Hispanic respondents (57 percent) indicated that the quality of education has improved, compared to half of African Americans (49 percent) and Anglos (30 percent).
- One of every eight Anglo respondents (13 percent) indicated the quality of education in district schools declined in the past three years. In comparison, 9 percent of Hispanics and 6 percent of African-American respondents felt educational quality declined.

Respondents who have a child or children currently enrolled in an FBISD school hold about the same opinions as those with no children in school.

- Eighty-seven percent of the survey respondents with children in FBISD schools rated the quality of public education as excellent (37 percent) or good (50 percent).
- Among respondents with no children in school, 86 percent rated the quality of education in FBISD as excellent (24 percent) or good (62 percent)

Perceptions of FBISD Employees

To assess the image of district employees, respondents were asked to rate various aspects of the knowledge and performance of school board members, the superintendent and administrators using a grading scale of A through F.

**FBISD School Board Members' Knowledge of Educational Needs
Total Response Frequencies**

Grading Scale	Percent
A	11
B	40
C	17
D	5
F	2
Don't Know	25

- About half of all respondents (51 percent) gave FBISD school board members a grade of A or B for their knowledge of educational needs.
- Eleven percent gave school board members an A for their knowledge of educational needs, and an additional 40 percent gave them a B.
- Seventeen percent of respondents gave a board members a C. The remaining seven percent gave grades of D and F, (5 percent and 2 percent, respectively).

**Performance of Current School Board
Total Response Frequencies**

Grading Scale	Percent
A	12
B	37
C	18
D	4
F	2
Don't Know	27

- Nearly half of all respondents (49 percent) gave a grade of A (12 percent) or B (37 percent) when rating the overall performance of the school board.
- Eighteen percent gave a grade of C, and 6 percent graded the school board's overall performance D (4 percent) or F (2 percent).

**Overall Performance of Superintendent
Total Response Frequencies**

Grading Scale	Percent
A	13
B	39
C	15
D	4
F	2
Don't Know	27

- Two thirds of the respondents (67 percent) gave the FBISD superintendent a grade of C or higher for overall performance.
- Thirteen percent of the respondents gave the superintendent's overall performance a grade of A and 39 percent gave a grade of B.
- Fifteen percent of the respondents gave a grade of C. Fewer than 10 percent provided poor ratings, with 4 percent giving a D and 2 percent giving an F.

**Performance of Top Administrators
Total Response Frequencies**

Grading Scale	Percent
A	10
B	36
C	19
D	3
F	3
Don't Know	29

- When rating the overall performance of the top administrators below the superintendent, forty-six percent of respondents provided A and B grades.
- One of every 10 respondents gave a grade of A, and 36 percent gave a B.
- Nineteen percent gave a grade of C. Three percent gave a D, and three percent gave an F.

When opinions of FBISD schools and school-related issues are analyzed by enrollment in the district, parents of students enrolled in FBISD schools and those with no children in district schools provided statistically identical opinions.

**FBISD School Board Members' Knowledge of Educational Needs
Respondents with Child or Children in FBISD**

Grading Scale	Percent
A	15
B	52
C	23
D	7
F	3

- Sixty-seven percent of the respondents with children enrolled in FBISD gave high grades when rating FBISD school board members' knowledge of educational needs.
- Fifteen percent of respondents gave a grade of A, and more than half (52 percent) gave a grade of B. Slightly fewer than one quarter (23 percent) gave a grade of C, while 10 percent gave grades of D or F (7 percent and 3 percent, respectively).

**FBISD School Board Members' Knowledge of Educational Needs
Respondents with No Children in School**

Grading Scale	Percent
A	16
B	53
C	22
D	6
F	3

- Nearly seven of every 10 respondents with no children in FBISD schools (69 percent) gave high grades when rating FBISD school board members' knowledge of educational needs.
- Sixteen percent gave a grade of A, and more than half (53 percent) provided a grade of B. Twenty-two percent gave a grade of C, and fewer than 10 percent gave Ds and Fs (6 percent and 3 percent, respectively).

**Performance of Current FBISD School Board
Respondents with Child or Children in FBISD**

Grading Scale	Percent
A	17
B	54
C	23
D	4
F	2

- Seventy-one percent of the respondents who were parents of FBISD students provided positive ratings of the school board's overall performance, with 17 percent giving a grade of A and more than half (54 percent) giving a grade of B.
- Nearly one quarter gave a grade of C, and 6 percent provided a grade of D (4 percent) or F (2 percent) when rating the school board's overall performance.

**Performance of Current FBISD School Board
Respondents with No Children in School**

Grading Scale	Percent
A	16
B	50
C	27
D	4
F	3

- Two thirds of all respondents with no children in FBISD schools (66 percent) provided positive ratings of the school board's overall performance, with 16 percent giving As; half giving Bs; and 27 percent giving Cs.
- Seven percent of the respondents with no children in FBISD schools gave Ds (4 percent) or Fs (3 percent) when rating the school board's overall performance.

**Overall Performance of FBISD Superintendent
Respondents with Child or Children in FBISD**

Grading Scale	Percent
A	19
B	55
C	18
D	5
F	3

- Respondents with children enrolled in FBISD schools provided positive ratings of the superintendent's overall performance, with three-fourths providing grades of A (19 percent) or B (55 percent).
- Fewer than 10 percent graded the overall performance of the superintendent as poor, with 5 percent giving a D and 3 percent an F.

**Overall Performance of FBISD Superintendent
Respondents with No Children in School**

Grading Scale	Percent
A	20
B	52
C	19
D	7
F	2

- Respondents with no children in FBISD schools also provided positive ratings of the superintendent's overall performance, with 72 percent giving grades of A (20 percent) or B (52 percent).
- Consistent with parents of FBISD students, 19 percent of the respondents with no children in FBISD schools gave a grade of C for the superintendent's overall performance. Nine percent of this group provided grades of D (seven percent) or F (two percent).

**Performance of Top Administrators
Respondents with Child or Children in FBISD**

Grading Scale	Percent
A	15
B	50

C	26
D	3
F	6

- Respondents with children enrolled in FBISD schools rated the performance of top administrators below the superintendent positively, with 65 percent giving grades of A (15 percent) or B (50 percent).
- About one quarter of all respondents with children enrolled in FBISD (26 percent) gave top administrators below the superintendent a grade of C.
- Nine percent rated the top administrators' performance negatively, with 3 percent giving a D and 6 percent an F.

**Performance of Top Administrators
Respondents with No Children in School**

Grading Scale	Percent
A	15
B	51
C	27
D	5
F	2

- Respondents with no children in school gave identical ratings to the performance of top administrators below the superintendent, with 66 percent giving grades of A (15 percent) or B (51 percent).
- Twenty-seven percent of the respondents with children enrolled in FBISD gave top administrators a grade of C.
- Fewer than one in 10 (7 percent) rated the top administrators' performance as poor, with 5 percent giving a D and 2 percent an F.

While overall approval ratings of FBISD employees are high, Hispanics consistently provide more positive ratings of FBISD employees than Anglos or African Americans.

**FBISD School Board Members' Knowledge of Educational Needs
Hispanic Respondents**

Grading Scale	Percent
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A	20
B	56
C	14
D	7
F	3

- Three-fourths of Hispanic respondents (76 percent) graded FBISD school board members' knowledge of educational needs with an A (20 percent) or B (56 percent).
- Fourteen percent of the Hispanic respondents graded school board members' knowledge with a D (7 percent) or F (3 percent).

**FBISD School Board Members' Knowledge of Educational Needs
African American Respondents**

Grading Scale	Percent
A	11
B	56
C	22
D	7
F	4

- Sixty-seven percent of the African Americans responding to the survey gave FBISD school board members' grades of A (11 percent) or B (56 percent) for their knowledge of educational needs.
- Twenty-two percent gave a grade of C, while 7 percent gave Ds and 4 percent gave Fs.

**FBISD School Board Members' Knowledge of Educational Needs
Anglo Respondents**

Grading Scale	Percent
A	12
B	53
C	25
D	7

F	3
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- Nearly two-thirds of Anglo respondents (65 percent) gave high grades when rating FBISD school board members' knowledge of educational needs. More than one respondent in 10 (12 percent) gave a grade of A and more than half (53 percent) gave a grade of B.
- One-fourth of Anglo respondents gave a grade of C, while 10 percent gave Ds (7 percent) or Fs (3 percent).

**Performance of Current FBISD School Board
Hispanic Respondents**

Grading Scale	Percent
A	18
B	63
C	13
D	2
F	4

- Eighty-one percent of the Hispanic respondents provided positive ratings of the school board's overall performance, with 18 percent giving a grade of A and 63 percent giving a grade of B.
- Thirteen percent gave a grade of C, and 6 percent gave grades of D (2 percent) and F (4 percent) when rating the school board's overall performance.

**Performance of Current FBISD School Board
African American Respondents**

Grading Scale	Percent
A	12
B	60
C	24
D	2
F	2

- Seventy-two percent of the African American respondents provided positive ratings of the school board's overall

performance, with 12 percent giving a grade of A, and 60 percent giving a grade of B.

- Twenty-four percent of the African American respondents gave the current school board a C. Few gave grades of D (2 percent) or F (2 percent) when rating the school board's overall performance.

**Performance of Current FBISD School Board
Anglo Respondents**

Grading Scale	Percent
A	16
B	45
C	29
D	7
F	3

- Sixty-one percent of the Anglo respondents provided positive ratings of the school board's overall performance, with 16 percent giving a grade of A, and 45 percent giving a grade of B.
- Twenty-nine percent gave a grade of C and 10 percent gave grades of D (7 percent) or F (3 percent) when rating the school board's overall performance.

**Overall Performance of FBISD Superintendent
Hispanic Respondents**

Grading Scale	Percent
A	14
B	63
C	14
D	7
F	2

- Hispanic respondents provided positive ratings of the superintendent's overall performance, with 77 percent giving grades of A (14 percent) or B (63 percent).
- Fourteen percent of the Hispanics responding to the survey gave the superintendent's overall performance a grade of C. Nine percent gave grades of D (7 percent) or F (2 percent).

**Overall Performance of FBISD Superintendent
African American Respondents**

Grading Scale	Percent
A	22
B	47
C	25
D	6
F	0

- African American respondents provided positive ratings of the superintendent's overall performance, with 69 percent giving a grade of A (22 percent) and 47 percent giving a grade of B.
- One fourth of the African American respondents rated the overall performance of the FBISD superintendent with a C. Few African American respondents provided negative ratings, with only 6 percent giving a D and none giving an F.

**Overall Performance of FBISD Superintendent
Anglo Respondents**

Grading Scale	Percent
A	17
B	53
C	21
D	6
F	3

- Anglo respondents provided positive ratings of the superintendent's overall performance, with 70 percent giving grades of A (17 percent) or B (53 percent).
- Twenty-one percent of the Anglo respondents rated the overall performance of the FBISD superintendent with a C. Nine percent rated the overall performance of the superintendent as poor, giving grades of D (6 percent) or F (3 percent).

**Performance of Top Administrators
Hispanic Respondents**

Grading Scale	Percent
A	12
B	65
C	16
D	0
F	7

- Hispanic respondents gave the performance of top administrators below the superintendent positive ratings, with 77 percent giving grades of A (12 percent) or B (65 percent). Sixteen percent Hispanic respondents gave a C.
- Few Hispanic respondents provided negative ratings of top administrators' performance, with none giving a grade of D and 7 percent giving an F.
- When rating the performance FBISD top administrators below the superintendent, African American respondents were considerably less positive than their Hispanics or Anglos.

**Performance of Top Administrators
African American Respondents**

Grading Scale	Percent
A	15
B	38
C	37
D	8
F	2

- Slightly more than half of African American respondents (53 percent) gave FBISD top administrators grades of A (15 percent) or B (38 percent).
- Thirty-seven percent gave top administrators' performance a C, and 10 percent provided negative grades of D (8 percent) or F (2 percent).

**Performance of Top Administrators
Anglo Respondents**

Grading Scale	Percent
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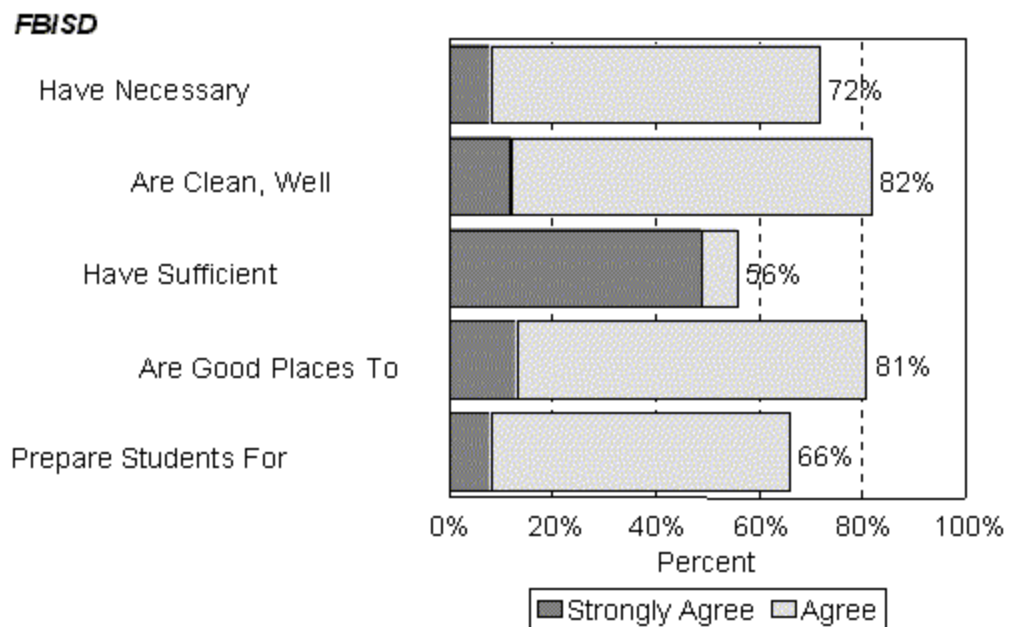
A	15
B	52
C	27
D	4
F	2

- With more than two thirds of respondents (67 percent) giving grades of A (15 percent) or B (52 percent), Anglo respondents were more positive about the performance of FBISD top administrators than African Americans.
- More than one-fourth of Anglo respondents (27 percent) gave a C. Few provided negative ratings, with 4 percent giving a D and 2 percent giving top administrators' performance an F.

Perceptions of FBISD Schools

In general, respondents feel district schools provide a good physical environment for students. Teachers are perceived as caring about students' needs, and FBISD schools are thought to be good places to gain sufficient knowledge to enter the workforce or college.

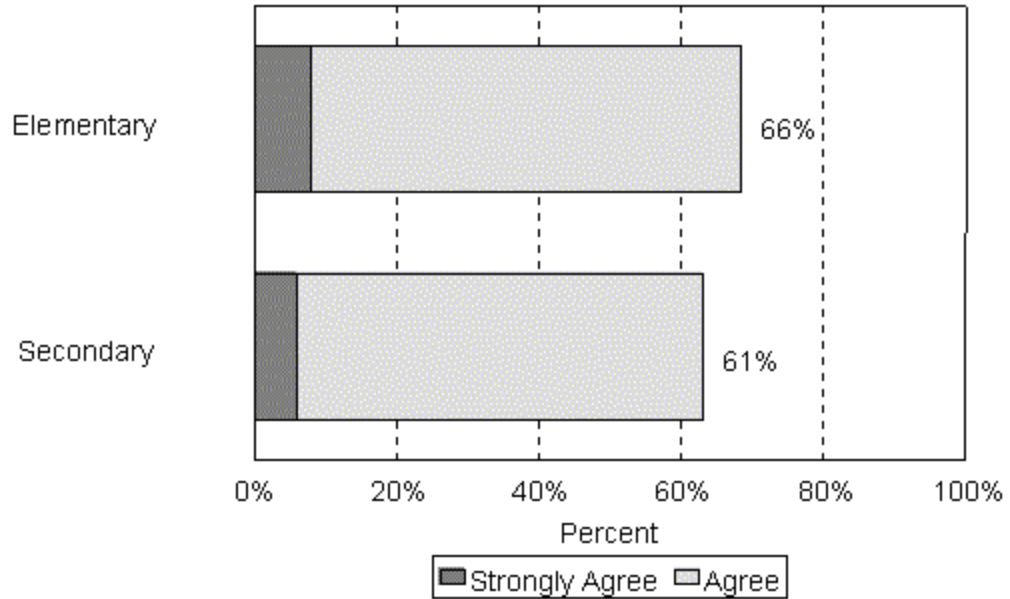
Perceptions Of FBISD Schools
Are Generally Positive



- Seventy-two percent of the respondents strongly agreed (8 percent) or agreed (64 percent) that schools in FBISD have the materials and supplies necessary for instruction in basic skills programs, while 6 percent of respondents disagreed and 1 percent strongly disagreed.
- Eighty-two percent of the respondents strongly agreed (12 percent) or agreed (70 percent) that schools in FBISD are clean and well maintained, while fewer than 5 percent of respondents disagreed.
- More than half of all respondents (56 percent) agreed (49 percent) or strongly agreed (7 percent) that schools in FBISD have sufficient space and facilities to support the instructional programs.
- Eighty one percent of the respondents strongly agreed (13 percent) or agreed (68 percent) that schools in FBISD are good place to learn. Six percent disagreed, and 1 percent strongly disagreed.
- Sixty-six percent of the respondents agreed (58 percent) or strongly agreed (8 percent) that FBISD graduates are prepared to go on to college or directly into the workforce. Thirteen percent of respondents disagreed (12 percent) or strongly disagreed (1 percent).
- Respondents were almost equally positive with regard to FBISD elementary and secondary schools. Fifty-eight percent agreed, and 8 percent strongly agreed that FBISD elementary schools effectively handle behavior problems. Fifty-five percent agreed, and 6 percent strongly agreed that FBISD secondary schools effectively handle behavior problems.

Majorities Agree That FBISD Schools Handle Misbehavior Problems Effectively

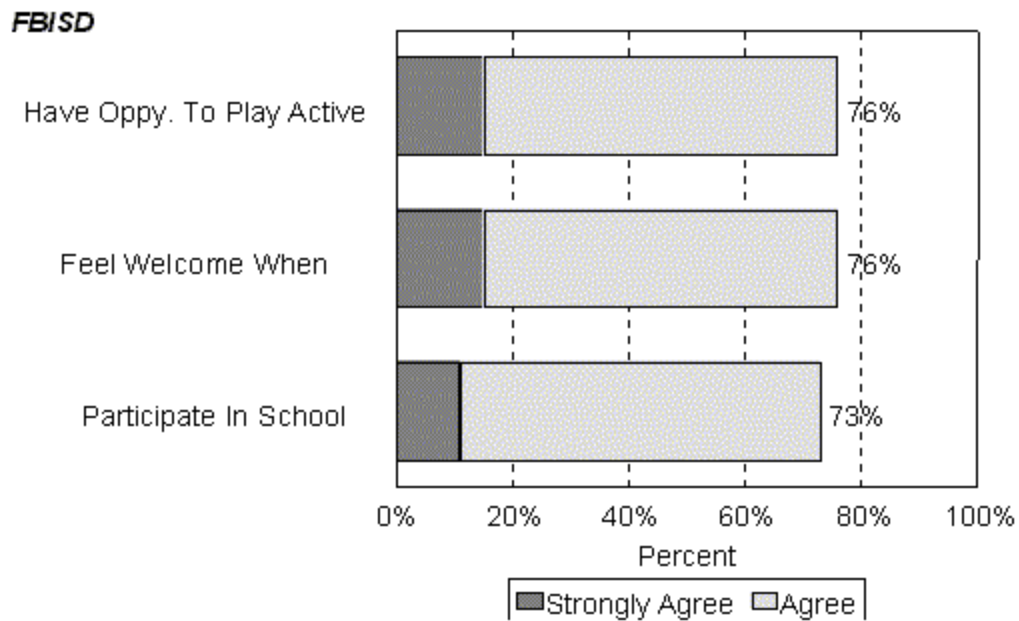
Problems of misbehavior are handled effectively in



Perceptions of Parental Involvement and School Officials

Opinions regarding parental involvement in FBISD schools are also positive.

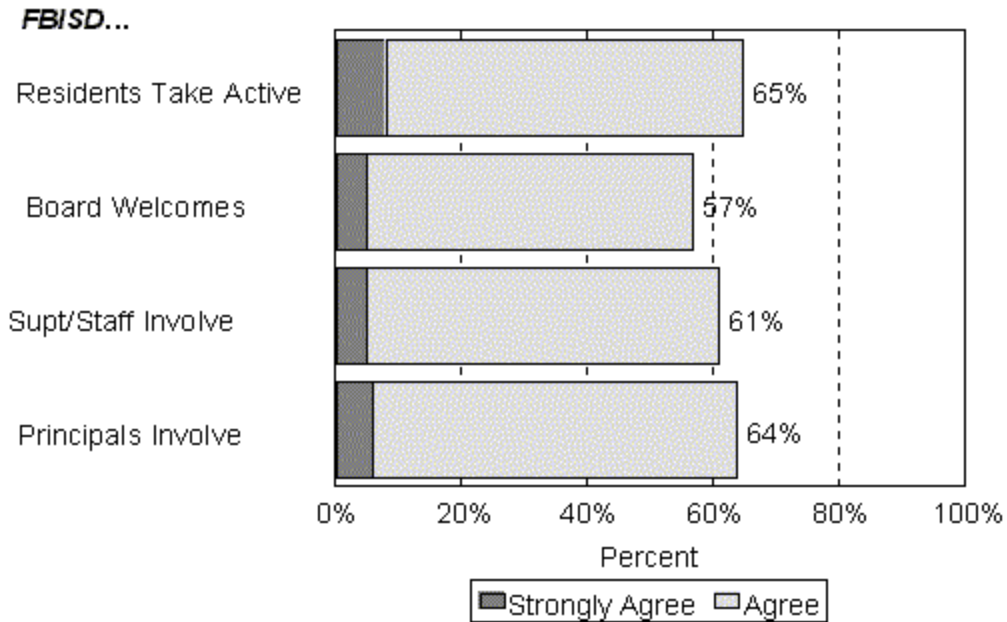
Perceptions Of Parental Involvement In FBISD Schools Is Also Positive



- Seventy-six percent of all respondents agreed (61 percent) or strongly agreed (15 percent) that FBISD parents are given opportunities to play an active role in public schools, compared to 9 percent who disagreed and 1 percent who strongly disagreed.
- More than seven of every 10 respondents agreed (61 percent) or strongly agreed (15 percent) that FBISD parents feel welcome when they visit a school, compared to 8 percent who disagreed and 1 percent who strongly disagreed.
- More than seven of every 10 respondents agreed (62 percent) or strongly agreed (11 percent) that FBISD parents participated in school activities and organizations. Fewer than one of every 10 respondents disagreed (7 percent) or strongly disagreed (1 percent) that parents actively participate.

Respondents hold positive views about the efforts of district residents and school officials to involve the community in school activities.

Perceptions Of Board/Staff Efforts
To Involve Community Are Positive

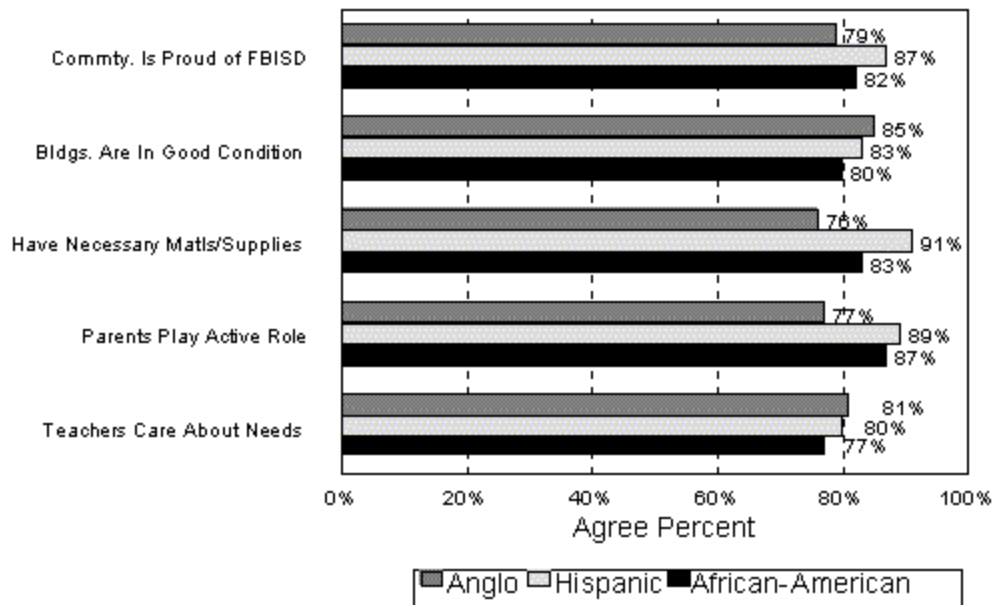


- Nearly two-thirds of all respondents agreed (57 percent) or strongly agreed (8 percent) that district residents take an active part in the education of children at FBISD. In comparison, 11 percent disagreed and 1 percent strongly disagreed that district residents are actively involved.
- Nearly six of every 10 respondents agreed (52 percent) or strongly agreed (5 percent) that community members feel welcome when they attend FBISD school board meetings to express their views, compared to fewer than one in 10 who disagreed (6 percent) or strongly disagreed (1 percent).
- Sixty-one percent of the respondents agreed (56 percent) or strongly agreed (5 percent) that the superintendent and staff worked to involve the community in school activities, compared to 10 percent who disagreed, and 1 percent who strongly disagreed.
- More than six of every 10 respondents agreed (58 percent) or strongly agreed (6 percent) that school principals worked to involve the community in campus activities. Ten percent disagreed and 1 percent strongly disagreed.

When opinions of FBISD school issues are analyzed by race/ethnicity, the results generally indicate that Anglos, African Americans and Hispanic respondents tend to be equally positive about FBISD schools.

- More than eight of every 10 Hispanic respondents agreed (78 percent) or strongly agreed (9 percent) that the community is proud of the public education in FBISD. Among African American respondents, 82 percent strongly agreed (15 percent) or agreed (67 percent) that the community is proud of the public education in FBISD. Nearly 80 percent of the Anglo respondents agreed that the community is proud of the public education in FBISD.
- Eighty-five percent of the Anglo respondents agreed (75 percent) or strongly agreed (10 percent) that FBISD buildings are in good condition. African American and Hispanic respondents hold similar opinions. Eighty-three percent of Hispanic respondents agreed (70 percent) or strongly agreed (13 percent) and 80 percent of African-American respondents agreed (66 percent) or strongly agreed (14 percent) that FBISD buildings are in good condition.

All Three Major Racial/Ethnic Groups Are
Consistently Positive About FBISD



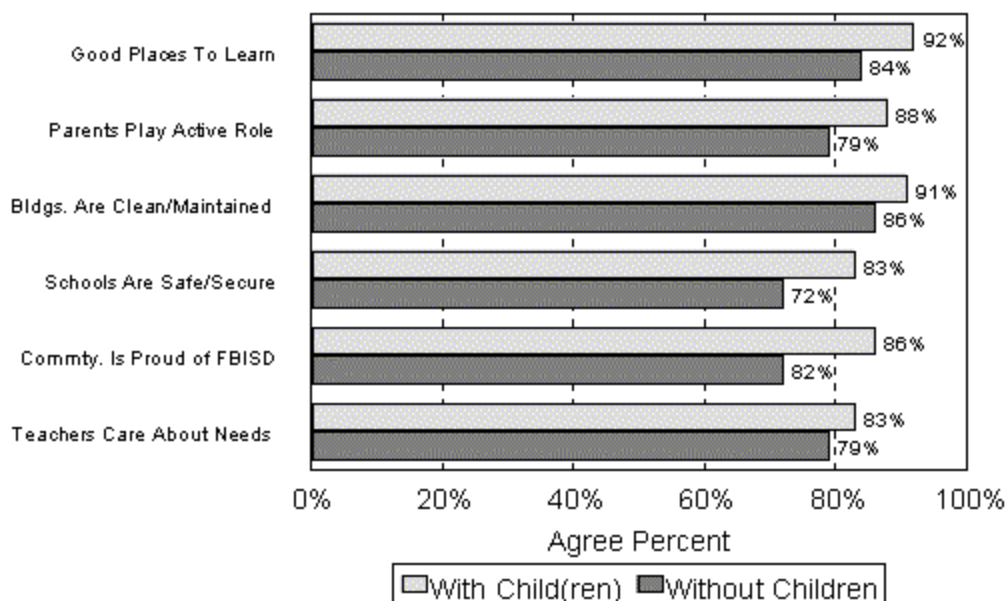
- More than nine of every 10 Hispanic respondents agreed (80 percent) or strongly agreed (11 percent) that schools in FBISD have the materials and supplies necessary for instruction in basic skills programs. More than eight of every 10 African American respondents agreed (72 percent) or strongly agreed (11 percent) that this is the case. Comparatively, 76 percent of Anglo respondents agreed (67 percent) or strongly agreed (9 percent) that schools have sufficient materials and supplies.

- Nearly nine of every 10 Hispanic respondents agreed (80 percent) or agreed strongly (9 percent) that parents actively participated in school activities and organizations. Eighty-seven percent of African American respondents agreed (67 percent) or strongly agreed (20 percent) while nearly eight of every 10 of Anglo respondents agreed (58 percent) or strongly agreed (19 percent) that parents actively participate in school activities and organizations.
- About eight of every Anglo respondents agreed (66 percent) or strongly agreed (15 percent) that FBISD teachers care about students' needs. Eight of every 10 Hispanics agreed (70 percent) or strongly agreed (10 percent) that this is the case, while nearly eight of every 10 African-American respondents agreed (65 percent) or strongly agreed (12 percent) that FBISD teachers care about students' needs.
- When issues of school security were discussed, three-quarters of all Anglo respondents agreed (68 percent) or strongly agreed (9 percent) that FBISD schools are safe and secure. Seventy-seven percent of all African-American respondents also agreed (59 percent) or strongly agreed (18 percent) that this is the case. Hispanics were slightly less positive; seven of every 10 agreed (61 percent) or strongly agreed (9 percent) that FBISD schools are safe and secure.

Respondents with and without children enrolled in FBISD hold comparably positive views about FBISD schools and school-related issues. Parents with children in private schools were not included because their numbers are too few to allow statistically reliable projections.

- More than nine of every 10 respondents with children in FBISD schools agreed (75 percent) or strongly agreed (17 percent) that schools in FBISD are good places to learn. More than eight of every 10 respondents with no children in school agreed (73 percent) or strongly agreed (11 percent) that this is the case.
- Nearly nine of every 10 respondents with children in FBISD schools agreed (69 percent) or strongly agreed (19 percent) that FBISD parents are given the opportunity to play an active role in FBISD schools. Nearly eight of every 10 respondents with no children in school agreed (63 percent) or strongly agreed (16 percent) that FBISD parents are given this opportunity.

Parents Of FBISD Students Are Somewhat More Positive About Schools Than Others In Community

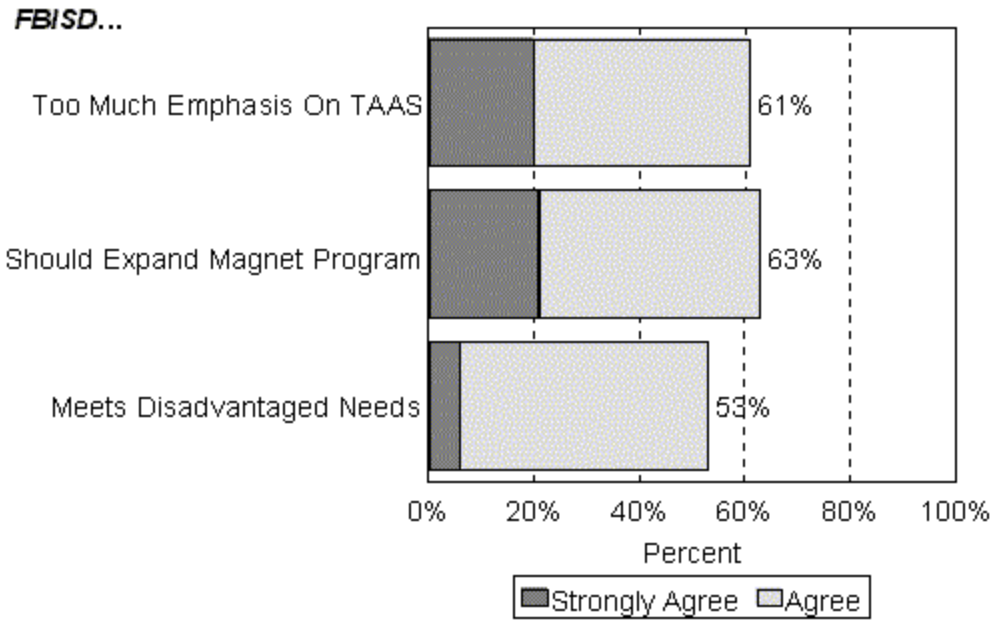


- More than nine of every 10 respondents with children in FBISD schools agreed (76 percent) or strongly agreed (15 percent) that FBISD buildings are clean and well maintained. Opinions of parents with no children in school were comparable, with more than eight of every 10 respondents who agreed (75 percent) or strongly agreed (11 percent) with this attribute.
- More than eight of every 10 respondents with children FBISD schools agreed (69 percent) or strongly agreed (14 percent) that FBISD schools are safe and secure. Of respondents with no children in school, 64 percent agreed, and 8 percent strongly agreed that FBISD schools are safe and secure.
- More than eight of every 10 respondents with children in FBISD schools agreed (78 percent) or strongly agreed (8 percent) that the community is proud of public school education provided in FBISD. Seventy-one percent of respondents with no children in school agreed, and 11 percent strongly agreed.
- More than eight of every 10 respondents with children in FBISD agreed (67 percent) or strongly agreed (16 percent) that FBISD teachers care about students' needs. Comparably, nearly eight of every 10 respondents with no children in school agreed (67 percent) or strongly agreed (12 percent) that this is true.

Perceptions of FBISD's Specialized Services

Respondents were asked to consider specialized services such as bilingual education programs, magnet schools and the TAAS.

Majorities Express Positive Views Of FBISD Specialized Services

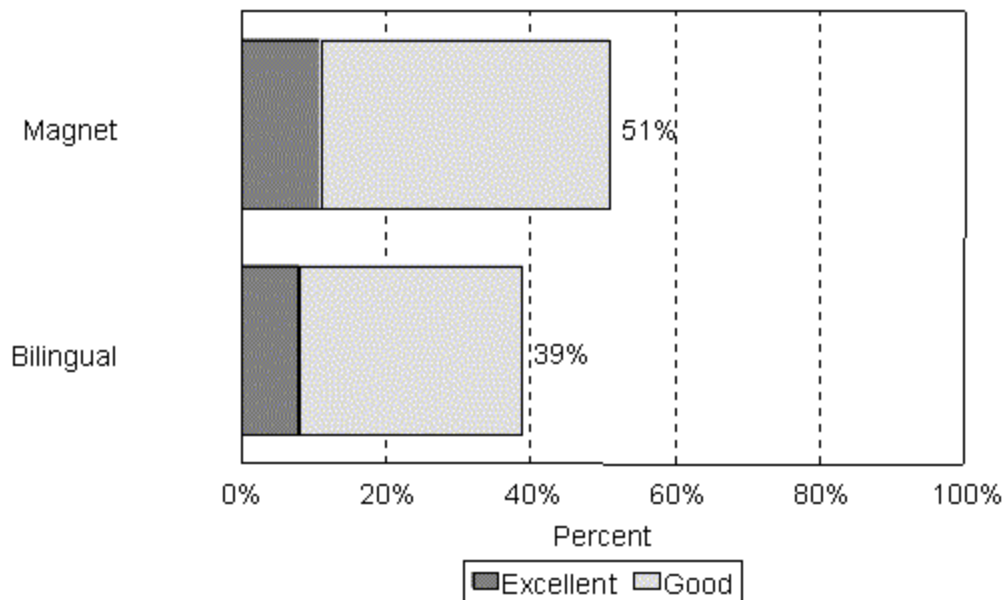


Appendix C

COMMUNITY SURVEY RESULTS

- More than six of every 10 respondents agreed (41 percent) or strongly agreed (20 percent) that FBISD places too much emphasis on passing the TAAS and not enough on basic education. Fourteen percent disagreed, and 1 percent strongly disagreed that too much emphasis is placed on the TAAS.
- Forty-two percent of all respondents agreed that FBISD should expand magnet school programs to include science, engineering and music. Twenty-one percent strongly agreed. Three percent disagreed and 1 percent strongly disagreed that magnet school programs should be expanded.
- About half of the respondents agreed that FBISD does a good job meeting the needs of disadvantaged children. Eleven percent disagreed and 1 percent strongly disagreed.
- Smaller percentages provided positive ratings for FBISD magnet programs and bilingual education.

Less Than A Majority Provide Positive Ratings
For How Well Bilingual Programs Prepare Students



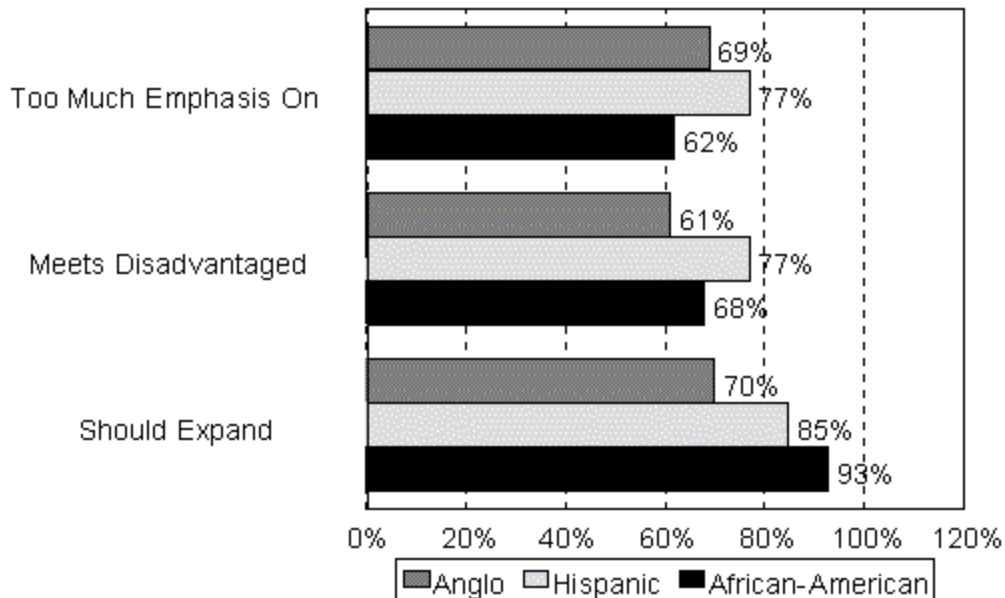
- About half of all respondents gave positive ratings to FBISD's magnet programs such as fine arts, health professions and languages. About 11 percent rated magnet school programs as

excellent and 40 percent rated them as good. Fourteen percent gave a fair rating, and 3 percent rated magnet school programs as poor.

- When asked to rate how well bilingual education prepares students to perform at school, 39 percent gave positive ratings. Eight percent rated bilingual education as excellent and 31 percent rated it as good. Eighteen percent rated bilingual education as fair, and 6 percent gave it a poor rating.

When FBISD specialized services are analyzed by race/ethnicity, Hispanic respondents tend to be slightly more positive about FBISD services than their Anglo counterparts.

Views Of FBISD Specialized Service Vary Somewhat Across Racial/Ethnic Lines

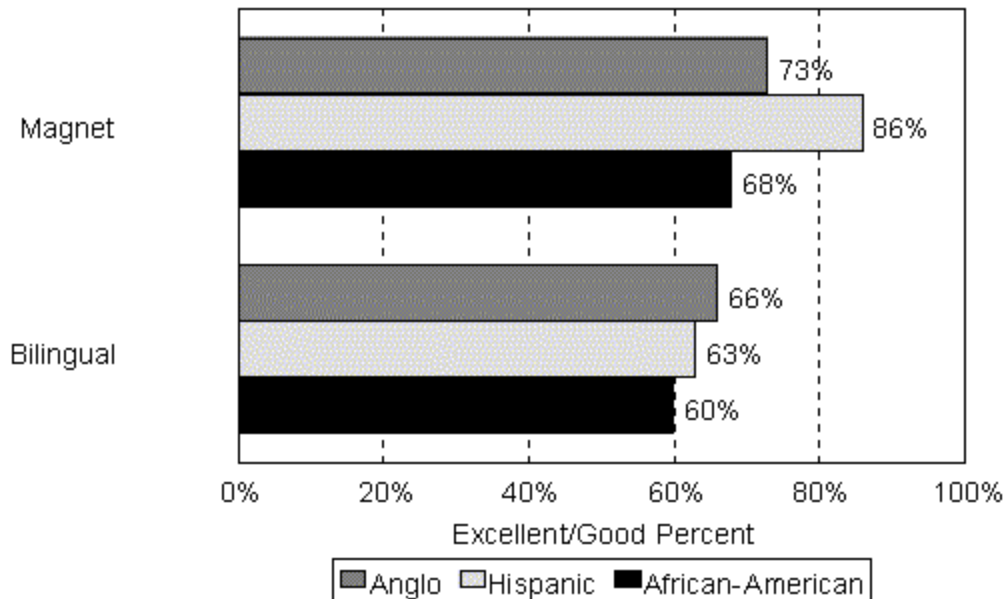


- More than three-fourths of all Hispanic respondents agreed (57 percent) or strongly agreed (20 percent) that FBISD places too much emphasis passing the TAAS, and not enough on basic education. Nearly seven of every 10 Anglo respondents agreed (44 percent) or strongly agreed (25 percent), and 62 percent of African American respondents agreed (37 percent) or strongly agreed (25 percent) that too much emphasis is placed on passing the TAAS.
- More than three-fourths of all Hispanic respondents agreed (69 percent) or strongly agreed (8 percent), and 68 percent of African American respondents agreed (56 percent) or strongly agreed (12 percent) that FBISD does a good job meeting the needs of disadvantaged children. About six of every 10 Anglo respondents

agreed (54 percent) or strongly agreed (7 percent) that the needs of the disadvantaged are met.

- More than nine of every 10 African American respondents agreed (51 percent) or strongly agreed (42 percent) that FBISD should expand its magnet school programs. Hispanics provided comparable ratings with 67 percent agreeing and 18 percent strongly agreeing. Forty-seven percent of all Anglo respondents agreed that magnet programs should be expanded. Twenty-three percent strongly agreed.
- Views of bilingual education and limited English proficiency programs in FBISD are comparable across racial/ethnic lines. Two-thirds of Anglo respondents provided positive ratings when asked how well FBISD bilingual education programs prepare students to perform in school. About 63 percent of Hispanics and 60 percent of African Americans rate bilingual education programs positively.
- Hispanics rate FBISD magnet school programs such as fine arts, health professions and languages more highly than their Anglo or African-American counterparts. Well over eight in ten (86 percent) Hispanic respondents provide positive ratings, while Anglo and African-Americans hold similar views with positive ratings of 73 percent and 68 percent, respectively.

Hispanics Are More Positive About Magnet Programs Than Anglos Or African-Americans



Although parents of children attending FBISD schools rated some specialized services more highly than respondents who had no children in school, opinions were comparable.

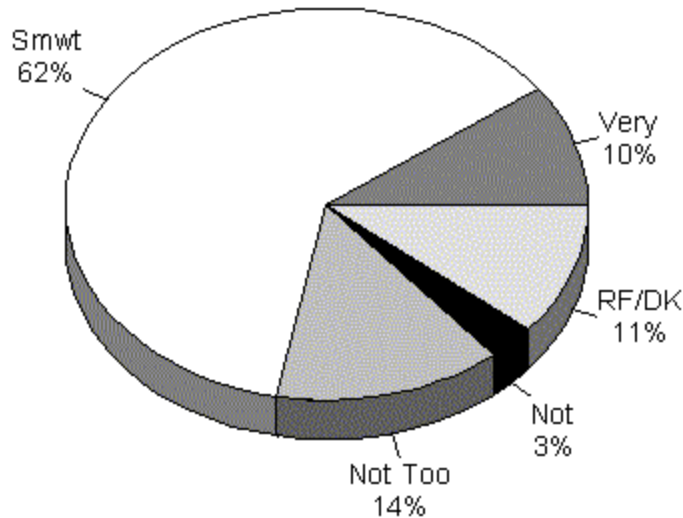
- Nearly two-thirds of respondents with a child or children in FBISD schools rated bilingual education and limited English proficiency programs highly. Comparable views were held by respondents with no children in school, with 62 percent providing positive ratings.
- Ratings regarding FBISD expansion of the magnet program to include science, engineering and music were comparable. About eight of every 10 of parents with children attending FBISD agreed (56 percent) or strongly agreed (25 percent) that magnet school programs should be expanded. Three-fourths of all respondents with no children in school agreed (51 percent) or strongly agreed (25 percent).
- Seven of every 10 respondents with a child or children attending FBISD agreed (64 percent) or strongly agreed (6 percent) that FBISD does a good job meeting the educational needs of disadvantaged children. Fifty-three percent agreed, and 9 percent strongly agreed.
- Parents with a child or children attending FBISD were slightly more likely to believe that too much emphasis is placed on the TAAS. Nearly three-fourths of parents with a child or children attending FBISD agreed (44 percent) or strongly agreed (29 percent) that too much emphasis is placed on the TAAS at the expense of total education. About six of every 10 respondents with no children in school agreed (48 percent) or strongly agreed (13 percent) that the TAAS receives too much emphasis.

Perceptions of FBISD's Operations

More than seven of every 10 respondents said that FBISD is operated somewhat efficiently (62 percent) or very efficiently (10 percent). Fourteen percent said it is not operated very efficiently, while 3 percent said it was inefficient.

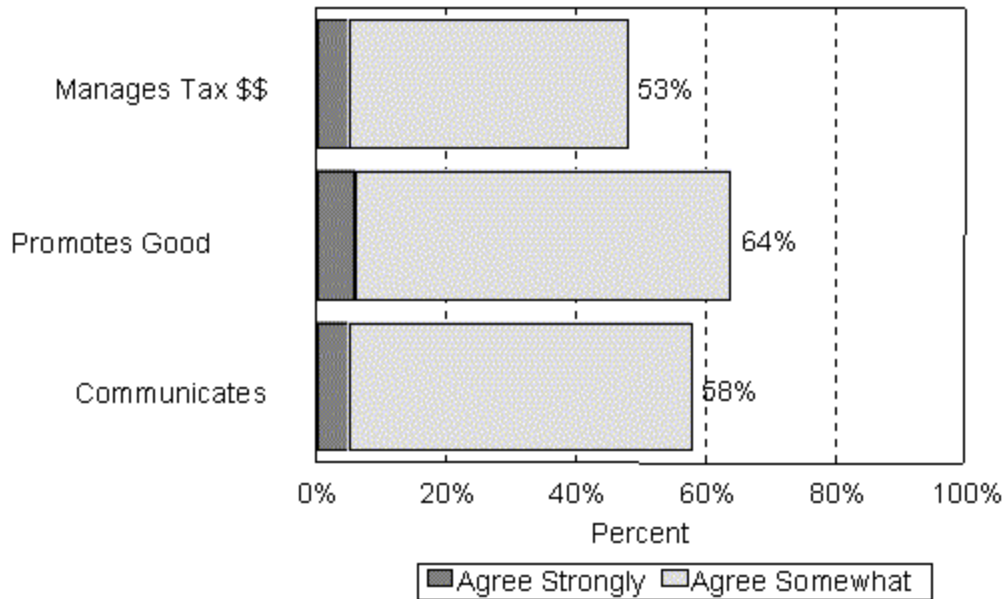
Over Seven In Ten Feel FBISD Is Operated Efficiently

How efficiently is FBISD operated?



- Slightly fewer than half of the respondents agreed (48 percent) or strongly agreed (5 percent) that FBISD does a good job managing the tax dollars used to operate the district. Sixteen percent disagreed, and 5 percent strongly disagreed.
- More than six of every 10 respondents agreed (58 percent) or strongly agreed (6 percent) that FBISD does a lot to promote good public relations between the district and the community. Fourteen percent disagreed and 1 percent strongly disagreed that FBISD does a lot to promote public relations.
- Nearly six of every 10 respondents agreed (53 percent) or strongly agreed (5 percent) that communications are good between FBISD administration and the community. Seventeen percent disagreed that communications are good and fewer than one percent strongly disagreed.

FBISD Receives Moderately Positive Ratings For Public Relations And Communication



Most Critical Issues Facing FBISD

Respondents were asked what they believe to be the most critical issue facing FBISD. The following are responses to that question:

Academic proficiency needs to be raised. Teachers' skills need to be monitored and updated without reliance upon tenure. A better system of accountability; more checks and balances.

Bilingual and special education teachers do not appear as competent as other teachers.

They spend too much time on TAAS. They should concentrate more on science and social studies instead of always practicing for the TAAS.

Stop teaching for the TAAS and start teaching basic skills.

The district uses non-certified teachers and has an inadequate number of teachers.

The schools are not properly educating students. They rely too much on failed programs and the ideas of educators and are not concerned with the input or involvement of parents and the community.

They don't provide students a well-rounded education. They don't notice kids with learning problems.

The disparity in the quality of education facing low income, English as a Second Language, and special education students. Those who are not average or above average have trouble.

Overcrowding. They have not planned for growth as some schools were at capacity when they opened. Some schools are extremely overcrowded, which makes students more invisible.

The district overloads students in the buildings. There are too many "temporary" buildings.

Fort Bend ISD needs to catch up with the population expansion without compromising the quality of education.

Children's safety is my main concern. It's too easy for outsiders to get on the campuses.

Safety really concerns me.

Crime in the schools is a critical concern. Recently we had a problem with kids taking weapons to school.

Demographic Characteristics

Anglos constitute a majority of the Fort Bend population (57 percent); Hispanics make up 18 percent and African Americans make up 16 percent. Asians make up 7 percent of the district's population.

NOTE: GRAPHS

Racial/Ethnic Composition of the Population

Racial/Ethnic Group	Percent
Anglo, non-Hispanic	55
Hispanic	18
African-American	16
Asian	7
Other	2
Don't know	2

- More than six of every 10 district households reported an income of \$25,000 or more. Eleven percent indicated that their total household income is less than \$25,000.
- About 2 percent of all households in FBISD indicated that their total household income is less than \$5,000 and 40 percent reported an income of \$50,000 or more.

Total Household Income

Income	Percent
Less than \$5,000	2
\$5,000 to \$14,999	3
\$15,000 to \$24,999	6
\$25,000 to \$34,999	8
\$35,000 to \$49,999	15
\$50,000 or more	40
Refused	14
Don't know	12

- Thirty-one percent of all respondents indicated that they have a high school education or less education.
- Slightly less than half of the respondents in FBISD indicated they have a college education.
- Twenty-one percent of all respondents indicated that they have had one to three years of college education.
- Two-thirds of all respondents indicated that their age falls between 35 and 64 years old. Ten percent are 65 years old or older.

Age Distribution

Age Interval	Percent
18 to 24	7
25 to 34	16
35 to 49	45
50 to 64	21
65 or older	10

Additional Demographic Characteristics

Other demographic characteristics of the 2000 Fort Bend ISD Community Survey respondents include:

- There are three people in the average district household;
- Sixty-eight percent of the respondents indicated that they were either employed full-time (59 percent) or part-time (9 percent);
- Eleven percent of the respondents indicated that they are retired or disabled; and
- Nearly half of the respondents have lived in FBISD for more than 11 years. Nearly eight of every 10 respondents own their current residence.

Community Survey Result

Good (morning/afternoon/evening). This is (**FIRST & LAST**) with Telesurveys Research Associates, an opinion research firm in Houston, Texas. We are calling people in your area to get your opinions on important issues facing the Fort Bend Independent School District and would like to include you in our study. This study is being conducted for Carole Keeton Rylander's office, the State Comptroller of Public Accounts. Your responses to the survey will be treated with strict confidence and no names will ever be used in the report. There are no right or wrong answers. We just want your honest opinion.

S1. First, do you or any other member of your household work for...

- A. A marketing or market research firm..... **(TERMINATE)**
- B. An Advertising firm..... **(TERMINATE)**
- C. Fort Bend ISD..... **(TERMINATE)**

IF YES TO ANY OF THE ABOVE, TERMINATE WITH:

I'm sorry, but as an employee of(S1 CATEGORY), we are not allowed to interview you for this project because of your (familiarity with market research/knowledge of the district that the general public would not have). However, I would like to thank you for your time.

1. Do you live in the Fort Bend Independent School District, or in some other school district?

Yes..... 1 (CONTINUE)
 Other district..... 2 (TERMINATE*)
 Refused..... 7 (TERMINATE*)
 Don't know..... 8 (ASK A)

IF DON'T KNOW, ASK:

A. In what county do you live?

IF NOT FORT BEND COUNTY: THANK AND TERMINATE

* I'm sorry but, for this survey, we are only interviewing people who live in the Fort Bend Independent School District. Thank you for your time.

IF FORT BEND COUNTY: CONTINUE

2. In your opinion, would you rate the quality of public education at Fort Bend ISD schools as...

Excellent	102	25.5%
Good	187	46.8%
Fair	42	10.5%
Poor	13	3.3%
RF	2	0.5%
DK	54	13.5%
Total	400	100.0%

3. Over the past three years, would you say the quality of public education in Fort Bend ISD has...

Improved	121	30.3%
Stayed the Same	154	38.5%
Gotten Worse	31	7.8%
RF	1	0.3%
DK	93	23.3%
Total	400	100.0%

Now, I am going to read a list of different groups of employees in Fort Bend ISD. Please use the grades of A, B, C, D or F to indicate how well you think each group performs their job.

4. First of all, in general, what grade would you give the Fort Bend ISD school board members' knowledge of the educational needs of students within Fort Bend ISD? Would you give the school board a...

Grade A	45	11.3%
Grade B	158	39.5%
Grade C	68	17.0%
Grade D	19	4.8%
Grade F	9	2.3%
RF	1	0.3%
DK	100	25.0%
Total	400	100.0%

5. Overall, would you rate the performance of the current board as...

Grade A	46	11.5%
Grade B	149	37.3%
Grade C	73	18.3%
Grade D	15	3.8%
Grade F	8	2.0%
DK	109	27.3%
Total	400	100.0%

6. How would you rate the overall performance of the Superintendent? Would you give him a...

Grade A	53	13.3%
Grade B	155	38.8%
Grade C	58	14.5%
Grade D	17	4.3%
Grade F	9	2.3%
RF	1	0.3%
DK	107	26.8%
Total	400	100.0%

7. What about the overall performance of top administrators below the superintendent? Would you give them a...

Grade A	40	10.0%
Grade B	143	35.8%
Grade C	77	19.3%
Grade D	12	3.0%
Grade F	10	2.5%
RF	1	0.3%
DK	117	29.3%
Total	400	100.0%

8. Do you have any school age children living in your home?

Yes	192	48.0%
No	197	49.3%
DK	11	2.8%
Total	400	100.0%

Appendix C

COMMUNITY SURVEY RESULTS

IF YES, ASK:

A. Are they enrolled in Fort Bend ISD schools or private schools?

Ft. Bend ISD	167	87.0%
Private School	18	9.4%
Both	3	1.6%
Other	4	2.1%
Total	192	100.0%

IF FORT BEND ISD OR BOTH, ASK:

B. Do you have children enrolled in a Fort Bend ISD Elementary school?

Yes	94	55.3%
No	76	44.7%
Total	170	100.0%

C. Do you have children enrolled in a Fort Bend ISD Middle school?

Yes	70	41.2%
No	100	58.8%
Total	170	100.0%

D. Do you have children enrolled in a Fort Bend ISD High school?

Yes	82	48.2%
No	88	51.8%
Total	170	100.0%

FOR EACH YES ABOVE, ASK:

E. How would you rate the quality of education your child receives through a Fort Bend ISD elementary school? Would you say it is...

Excellent	40	42.6%
Good	40	42.6%
Fair	8	8.5%
Poor	6	6.4%
Total	94	100.0%

F. How would you rate the quality of education your child receives through a Fort Bend ISD Middle School? Would you say it is...

Excellent	16	22.9%
Good	36	51.4%
Fair	15	21.4%
Poor	3	4.3%
Total	70	100.0%

G. How would you rate the quality of education your child receives through a Fort Bend ISD High School? Would you say it is...

Excellent	31	37.8%
Good	37	45.1%
Fair	12	14.6%
Poor	2	2.4%
Total	82	100.0%

9. How much do you know about the programs and services provided by Fort Bend ISD?

A Lot	101	25.3%
A Little	211	52.8%
Nothing	79	19.8%
DK	9	2.3%
Total	400	100.0%

Based on what you know or have heard, do you strongly agree, agree, have no opinion, disagree or strongly disagree for each of the following statements about Fort Bend ISD:

10. Schools in Fort Bend ISD are safe and secure.

Strongly Agree	39	9.8%
Agree	242	60.5%
No Opinion	36	9.0%
Disagree	46	11.5%
Strongly Disagree	8	2.0%
DK	29	7.3%
Total	400	100.0%

11. Fort Bend ISD elementary schools effectively handle problems of misbehavior.

Strongly Agree	31	7.8%
Agree	201	50.3%
No Opinion	62	15.5%
Disagree	38	9.5%
Strongly Disagree	5	1.3%
DK	63	15.8%
Total	400	100.0%

12. Fort Bend ISD secondary schools effectively handle problems of misbehavior.

Strongly Agree	23	5.8%
Agree	194	48.5%
No Opinion	57	14.3%
Disagree	48	12.0%
Strongly Disagree	6	1.5%
DK	72	18.0%
Total	400	100.0%

13. Schools in Fort Bend ISD have sufficient space and facilities to support the instructional programs.

Strongly Agree	26	6.5%
Agree	197	49.3%
No Opinion	38	9.5%
Disagree	69	17.3%
Strongly Disagree	16	4.0%
DK	54	13.5%
Total	400	100.0%

14. Fort Bend ISD buildings are in good condition.

Strongly Agree	43	10.8%
Agree	271	67.8%
No Opinion	33	8.3%
Disagree	27	6.8%
Strongly Disagree	0	0.0%
DK	26	6.5%
Total	400	100.0%

15. Fort Bend ISD buildings are clean and well maintained.

Strongly Agree	46	11.5%
Agree	280	70.0%
No Opinion	27	6.8%
Disagree	17	4.3%
Strongly Disagree	0	0.0%
DK	30	7.5%
Total	400	100.0%

16. Schools in Fort Bend ISD are good places to learn.

Strongly Agree	51	12.8%
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Agree	272	68.0%
No Opinion	27	6.8%
Disagree	25	6.3%
Strongly Disagree	1	0.3%
DK	24	6.0%
Total	400	100.0%

17. Schools in this district have the materials and supplies necessary for instruction in basic skills programs.

Strongly Agree	32	8.0%
Agree	256	64.0%
No Opinion	44	11.0%
Disagree	23	5.8%
Strongly Disagree	3	0.8%
DK	42	10.5%
Total	400	100.0%

18. Fort Bend ISD teachers care about students' needs.

Strongly Agree	47	11.8%
Agree	240	60.0%
No Opinion	38	9.5%
Disagree	36	9.0%
Strongly Disagree	1	0.3%
DK	38	9.5%
Total	400	100.0%

19. Fort Bend ISD parents are given opportunities to play an active role in public schools.

Strongly Agree	61	15.3%
Agree	242	60.5%

No Opinion	32	8.0%
Disagree	35	8.8%
Strongly Disagree	2	0.5%
DK	28	7.0%
Total	400	100.0%

20. Fort Bend ISD parents feel welcome when they visit a school.

Strongly Agree	59	14.8%
Agree	243	60.8%
No Opinion	33	8.3%
Disagree	31	7.8%
Strongly Disagree	2	0.5%
DK	32	8.0%
Total	400	100.0%

21. Fort Bend ISD parents participate in school activities and organizations.

Strongly Agree	42	10.5%
Agree	246	61.5%
No Opinion	37	9.3%
Disagree	29	7.3%
Strongly Disagree	2	0.5%
DK	44	11.0%
Total	400	100.0%

22. Community members take an active part in the education of children at Fort Bend ISD.

Strongly Agree	32	8.0%
Agree	229	57.3%
No Opinion	42	10.5%

Disagree	44	11.0%
Strongly Disagree	2	0.5%
DK	51	12.8%
Total	400	100.0%

23. Community members feel welcome when they attend Fort Bend ISD school board meetings to express their views.

Strongly Agree	21	5.3%
Agree	209	52.3%
No Opinion	62	15.5%
Disagree	25	6.3%
Strongly Disagree	3	0.8%
DK	80	20.0%
Total	400	100.0%

24. The superintendent and staff work to involve the community in school activities.

Strongly Agree	19	4.8%
Agree	223	55.8%
No Opinion	48	12.0%
Disagree	41	10.3%
Strongly Disagree	2	0.5%
DK	67	16.8%
Total	400	100.0%

25. The school principals work to involve the community in campus activities.

Strongly Agree	24	6.0%
Agree	232	58.0%
No Opinion	53	13.3%
Disagree	41	10.3%

Strongly Disagree	1	0.3%
DK	49	12.3%
Total	400	100.0%

26. Fort Bend ISD administration does a lot to promote good public relations between the district and the community.

Strongly Agree	22	5.5%
Agree	232	58.0%
No Opinion	41	10.3%
Disagree	54	13.5%
Strongly Disagree	2	0.5%
DK	49	12.3%
Total	400	100.0%

27. Communications are good between Fort Bend ISD district administration and the community.

Strongly Agree	21	5.3%
Agree	213	53.3%
No Opinion	45	11.3%
Disagree	66	16.5%
Strongly Disagree	1	0.3%
DK	54	13.5%
Total	400	100.0%

28. The community is proud of the public school education in Fort Bend ISD.

Strongly Agree	35	8.8%
Agree	269	67.3%
No Opinion	25	6.3%
Disagree	40	10.0%
Strongly Disagree	1	0.3%

DK	30	7.5%
Total	400	100.0%

29. Fort Bend ISD places too much emphasis on passing the TAAS, and not enough emphasis on providing students with a well-rounded education.

Strongly Agree	81	20.3%
Agree	164	41.0%
No Opinion	57	14.3%
Disagree	56	14.0%
Strongly Disagree	4	1.0%
DK	38	9.5%
Total	400	100.0%

30. Fort Bend ISD graduates are prepared to go on to college or directly into the work force when they graduate.

Strongly Agree	31	7.8%
Agree	230	57.5%
No Opinion	43	10.8%
Disagree	46	11.5%
Strongly Disagree	4	1.0%
RF	1	0.3%
DK	45	11.3%
Total	400	100.0%

31. The local business community in Fort Bend county does a lot to support Fort Bend ISD programs.

Strongly Agree	35	8.8%
Agree	226	56.5%
No Opinion	51	12.8%
Disagree	28	7.0%

Strongly Disagree	2	0.5%
DK	58	14.5%
Total	400	100.0%

32. Fort Bend ISD does a good job of meeting the educational needs of the disadvantaged student population.

Strongly Agree	24	6.0%
Agree	189	47.3%
No Opinion	64	16.0%
Disagree	42	10.5%
Strongly Disagree	5	1.3%
RF	1	0.3%
DK	75	18.8%
Total	400	100.0%

Now, let's rate Fort Bend ISD's bilingual education and limited English proficiency programs.

33. How well would you say Fort Bend ISD's bilingual education and limited English proficiency programs prepare students to perform in school?

Excellent	33	8.3%
Good	123	30.8%
Fair	72	18.0%
Poor	22	5.5%
RF	1	0.3%
DK	149	37.3%
Total	400	100.0%

34. What about Fort Bend ISD's magnet school programs such as fine arts, health professions and languages? Based on what you know or have heard, would you say that the magnet schools are...

Excellent	44	11.0%
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Good	158	39.5%
Fair	56	14.0%
Poor	10	2.5%
DK	132	33.0%
Total	400	100.0%

Based on what you know or have heard about the magnet schools, do you strongly agree, agree, have no opinion, disagree or strongly disagree with the following statements:

35. Fort Bend ISD should expand its magnet school programs to include additional programs such as science, engineering, music, etc.

Strongly Agree	83	20.8%
Agree	169	42.3%
No Opinion	55	13.8%
Disagree	11	2.8%
Strongly Disagree	3	0.8%
DK	79	19.8%
Total	400	100.0%

36. Fort Bend ISD does a good job of managing the tax dollars used to operate the district.

Strongly Agree	19	4.8%
Agree	173	43.3%
No Opinion	72	18.0%
Disagree	62	15.5%
Strongly Disagree	21	5.3%
DK	53	13.3%
Total	400	100.0%

37. Overall, based on everything you have seen, heard or read about the district, would you say Fort Bend ISD is operating...

Very Efficiently	39	9.8%
Efficiently	247	61.8%
Not Very Efficiently	57	14.3%
Inefficiently	11	2.8%
DK	46	11.5%
Total	400	100.0%

38. What would you say is the most critical issue currently facing Fort Bend ISD? **RECORD VERBATIM AND PROBE FOR CLARITY**

Now, I have a few background questions and we will be finished.

D1. First, how long have you lived in the Fort Bend ISD?

1 to 2 Years	45	11.3%
3 to 5 Years	65	16.3%
6 to 10 Years	100	25.0%
11 Years or More	187	46.8%
RF	1	0.3%
DK	2	0.5%
Total	400	100.0%

D2. Counting yourself, how many people live in your household?

One	30	7.5%
Two	119	29.8%
Three	72	18.0%
Four	95	23.8%
Five	47	11.8%
Six	26	6.5%
Seven	4	1.0%
Eight	3	0.8%
Eleven	1	0.3%
Twelve	1	0.3%

RF	1	0.3%
DK	1	0.3%
Total	400	100.0%

D3. What is the highest level of formal education you have completed?

Less Than High School	45	11.3%
High School Graduate	80	20.0%
1 to 3 Years College	85	21.3%
College Degree or Higher	185	46.3%
RF	2	0.5%
DK	3	0.8%
Total	400	100.0%

D4. Are you...

Married	290	72.5%
Widowed	20	5.0%
Separated	11	2.8%
Divorced	25	6.3%
Never Married	47	11.8%
Living Together	2	0.5%
RF	2	0.5%
DK	3	0.8%
Total	400	100.0%

D5. Are you currently....

Employed Full-Time	234	58.5%
Employed Part-Time	35	8.8%
Unemployed	11	2.8%
Retired or Disabled	45	11.3%
Going to School	11	2.8%

A Homemaker	53	13.3%
Something Else	8	2.0%
RF/DK	3	0.8%
Total	400	100.0%

IF MARRIED, ASK:

D6. Is your spouse currently...

Employed Full-Time	223	76.9%
Employed Part-Time	13	4.5%
Unemployed	7	2.4%
Retired or Disabled	25	8.6%
Going to School	2	0.7%
A Homemaker	18	6.2%
Something Else	2	0.7%
Total	290	100.0%

D7. Do you...

Own	316	79.0%
Rent	54	13.5%
Live Rent-Free	21	5.3%
RF	6	1.5%
DK	3	0.8%
Total	400	100.0%

D8. What is your home zip code? ____ _

D9. In what group does your age fall?

18 to 24 Years Old	28	7.0%
25 to 34 Years Old	64	16.0%
35 to 49 Years Old	177	44.3%

50 to 64 Years Old	84	21.0%
65 or Older	41	10.3%
RF	4	1.0%
DK	2	0.5%
Total	400	100.0%

D10. Do you consider yourself...

Anglo	221	55.3%
Black	62	15.5%
Hispanic	70	17.5%
Asian	27	6.8%
Something Else	9	2.3%
RF	5	1.3%
DK	6	1.5%
Total	400	100.0%

D11. What was your total annual household income for 1999 from all sources before taxes?

Less than \$5,000	9	2.3%
\$5,000 to \$14,999	12	3.0%
\$15,000 to \$ 24,999	25	6.3%
\$25,000 to \$34,999	30	7.5%
\$35,000 to \$49,999	61	15.3%
\$50,000 or More	160	40.0%
RF	54	13.5%
DK	49	12.3%
Total	400	100.0%

D12. INTERVIEWER: RECORD GENDER OF RESPONDENT

Male	192	48.0%
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Female	208	52.0%
Total	400	100.0%

Thank you very much for your cooperation.

Appendix D PARENTS SURVEY RESULTS

Parent Survey Results (Written/Self-Administered) (n=272)

A. DEMOGRAPHIC DATA / SURVEY QUESTIONS

The parent survey questionnaire included three sections. Part A of the survey contained questions about demographic data. Part B of the survey contained multiple-choice questions. The multiple-choice section asked parents their opinions about 11 of the 12 areas under review. The 11 areas covered in the survey were:

- District Organization and Management;
- Educational Service Delivery and Performance Measurement;
- Community Involvement;
- Facilities Use and Management;
- Asset and Risk Management;
- Financial Management;
- Purchasing and Warehousing;
- Food Services;
- Transportation;
- Safety and Security; and
- Computers and Technology

Part C of the survey questionnaire asked for comments. TSPR used parent comments to identify important issues to be addressed during the review process. These comments do not reflect the findings or opinions of the Texas Comptroller of Public Accounts or the review team.

Summary of Survey Data

Of the 2,000 Fort Bend Independent School District (FBISD) parent surveys mailed by TSPR, 272 parents responded. Sixty-nine percent were female and 31 percent were male. Sixty-one percent were Anglo, while 15 percent were African American, 8 percent were Hispanic and 13 percent were Asian. Another 3 percent classified themselves as "Other." Forty-one percent of the respondents had lived in the district 11 years or more, 31 percent from six to 10 years and 28 percent for five years or less.

Narrative summaries for the multiple-choice questions are presented below.

District Organization and Management

For all district organization and management questions asked, about four out of 10 of the respondents had "no opinion" about the question. Of those

parents that had an opinion, 39 percent of the respondents felt school board members listened to the opinions and desires of others while 42 percent felt the school board allowed sufficient time for public input at meetings. Parents had similar opinions about the central administration. Forty-seven percent said that the superintendent is a respected and effective instructional leader and 46 percent said the superintendent was an effective business manager.

Educational Service Delivery And Performance Measurement

Parents believed that the district provides a high quality of services for the students. Fifty-five percent of the parents responding to the survey felt teachers had the opportunity to suggest new, more effective programs and materials.

Parents had mixed opinions on whether the educational program met the needs of the all students in the district. While 53 percent felt the educational program met the needs of college-bound students, 41 percent felt it met the needs of work-bound students.

Parents felt the most effective educational programs were Writing (80 percent), Mathematics (77 percent), Science (80 percent), English or Language Arts (86 percent) and Social Studies (history or geography) (83 percent). For special programs, parents felt the most effective were Talented and Gifted (69 percent), Library Service (78 percent) and Summer school programs (45 percent). It should be noted that for many of the special programs a high percentage of respondents had "no opinion" about the program, which could mean that they did not know enough about them to respond favorably or unfavorably. Some of these programs included Dyslexia (66 percent) Head Start/Even Start (65 percent), Dropout Prevention (64 percent), programs for at-risk students (59 percent), English as a Second Language (58 percent), Alternative Education Program (56 percent) and the Literacy Program (52 percent).

Fifty-one percent of the parents responding to the survey felt teacher turnover was relatively low. Fifty-one percent also felt the district filled positions with qualified teachers. More than two-thirds (72 percent) felt the district notified parents immediately if their child was absent from school. Sixty-eight percent felt teachers seldom left their classrooms unattended. Slightly less than half (49 percent) felt schools had equal access to educational materials, such as computers, TV monitors, science labs and art classes. Ninety-five percent of survey respondents felt students had access to school nurses when needed.

Community Involvement

Parents were generally satisfied with district community involvement. Seventy-three percent of parents felt the district regularly communicated with them. More than half (60 percent) felt schools had plenty of volunteers to help students and school programs. A majority (52 percent) felt district facilities were open for community use.

Facilities Use and Management

In general, parents were satisfied with school facilities. Nearly half (46 percent) felt the school board, faculty, staff, parents, citizens and students provided input into facility planning. Sixty-five percent felt that repairs are made in a timely manner. Fifty percent of the respondents felt emergency maintenance is handled promptly and 46 percent of respondents had "no opinion" about the way maintenance was handled. An overwhelming majority (91 percent) of parents felt schools were clean.

Asset and Risk Management

Just over half (54 percent) of parents felt their property tax bill is reasonable for the educational services delivered. Slightly more than one third (35 percent) said board members and administrators do a good job explaining the use of tax dollars.

Financial Management

For all financial management questions asked, more than 50 percent of the respondents had "no opinion" about the question. Of those parents that rated financial management, 31 percent felt site-based budgeting was used effectively to extend the involvement of principals and teachers, and 33 percent felt campus administrators were well-trained in financial management practices. Thirty-six percent of the parents felt district financial reports were easy to read and understand, and 37 percent felt the district provided these reports to community members when requested.

Purchasing and Warehousing

District administrators and support staff were satisfied with purchasing and warehousing in the district. Eighty-two percent of parents felt textbooks were in good shape. Seventy-six percent felt the district provided the textbooks to students promptly. Also, 80 percent of parents felt the school libraries had enough books and resources for the students.

Food Services

Eighty-three percent of the parents who responded to the survey felt cafeteria facilities were sanitary and neat, and 66 percent felt cafeteria staff was helpful and friendly.

While 61 percent of parents felt the cafeteria staff served warm food, less than half (40 percent) felt the food looked and tasted good.

A majority of parents (60 percent) felt students ate lunch at the appropriate time of day. Thirty-four percent of the parents thought students waited in line no longer than ten minutes. More than three-fourths (78 percent) felt the campus staff maintained discipline and order in school cafeterias.

Transportation

Only 44 percent of the parents responding to the survey said their children regularly ride the bus. Therefore, a high percentage of parents responded "no opinion" to many of the survey questions asked.

Of those parents that had an opinion about transportation services, 66 percent of the respondents said their children's bus stop is within walking distance of their home. Sixty-four percent of respondents thought the bus stop near their house was safe and 63 percent felt the school drop-off zone at school was safe. Fifty-five percent of the respondents said the buses departed and arrived on time. Forty-six percent felt the length of the bus rides were reasonable.

Safety and Security

Seventy-three percent of the respondents felt that students feel safe and secure at school. Seventy percent felt that school disturbances are infrequent. Sixty-three percent felt the district had a good working arrangement with local law enforcement. Fifty-nine percent of respondents felt security personnel have a good working relationship with principals and teachers and the exact same percentage of respondents (59 percent) felt that security personnel was liked by the students they serve. Additionally, 58 percent felt the district disciplined students fairly and equitably for misconduct. Forty-one percent of the parents responding to the survey felt gangs were a problem in the district, while 33 percent of the parents responding to the survey did not. Half (50 percent) of the parents felt drugs were a problem, while 24 percent did not. And, 40 percent of respondents felt vandalism was a problem, while 32 percent did not.

Computer and Technology

Seventy-one percent of the parents responding to the survey felt the district's computers were new enough to be useful in teaching students. Fifty-seven percent of respondents said that the district meets students' needs in computer fundamentals and 52 percent felt teachers knew how to teach computer science and other technology-related courses. Forty-eight percent felt students and teachers had regular access to computer equipment and software in the classroom, including the Internet. Lastly, thirty-eight percent of the parents responding to the survey felt the district offered enough advanced computer classes.

1. <i>Gender (Optional)</i>						Male	31%	Female	69%
2. <i>Ethnicity (Optional)</i>									
Anglo	61%	African American	15%	Hispanic	8%	Asian	13%	Other	3%
3. <i>How long have you lived in Fort Bend ISD?</i>									
0-5 years	28%	6-10 years	31%	11 years of more	41%				
4. <i>What grade level(s) does your child(ren) attend?</i>									
Pre-Kindergarten	6%	Fourth Grade	14%	Ninth Grade	16%				
Kindergarten	8%	Fifth Grade	13%	Tenth Grade	13%				
First Grade	13%	Sixth Grade	13%	Eleventh Grade	14%				
Second Grade	11%	Seventh Grade	15%	Twelfth Grade	10%				
Third Grade	16%	Eight Grade	19%						

A. District Organization and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public	5%	37%	44%	13%	1%

	input at meetings.					
2.	School board members listen to the opinions and desires of others.	5%	34%	45%	13%	3%
3.	The superintendent is a respected and effective instructional leader.	7%	40%	40%	10%	3%
4.	The superintendent is a respected and effective business manager.	6%	40%	39%	12%	3%

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.	15%	61%	11%	11%	2%
6.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	9%	46%	33%	10%	2%
7.	The needs of the college-bound student are being met.	11%	42%	33%	12%	2%
8.	The needs of the work-bound student are being met.	7%	34%	46%	11%	2%
9.	The district has effective educational programs for the following:					
	a. Reading	19%	64%	4%	11%	2%
	b. Writing	17%	63%	6%	13%	1%
	c. Mathematics	17%	60%	5%	16%	2%
	d. Science	19%	61%	8%	10%	2%
	e. English or Language Arts	18%	68%	6%	6%	2%
	f. Computer Instruction	15%	51%	12%	16%	6%

	g. Social Studies (history or geography)	15%	68%	7%	8%	2%
	h. Fine Arts	15%	56%	14%	12%	3%
	i. Physical Education	16%	62%	9%	11%	2%
	j. Business Education	7%	34%	51%	6%	2%
	k. Vocational (Career and Technology) Education	5%	33%	55%	6%	1%
	l. Foreign Language	8%	44%	29%	14%	5%
10.	The district has effective special programs for the following:					
	a. Library Service	16%	62%	16%	5%	1%
	b. Honors/Gifted and Talented Education	20%	49%	21%	8%	2%
	c. Special Education	13%	41%	34%	9%	3%
	d. Head Start and Even Start programs	10%	21%	65%	3%	1%
	e. Dyslexia program	8%	17%	66%	8%	1%
	f. Student mentoring program	8%	30%	44%	14%	4%
	g. Advanced placement program	9%	41%	40%	9%	1%
	h. Literacy program	9%	32%	52%	5%	2%
	i. Programs for students at risk of dropping out of school	6%	18%	59%	13%	4%
	j. Summer school programs	9%	36%	38%	14%	3%
	k. Alternative education programs	6%	24%	56%	10%	4%
	l. English as a Second Language program	10%	26%	58%	5%	1%
	m. Career counseling program	7%	23%	51%	16%	3%

	n. College counseling program	9%	22%	50%	15%	4%
	o. Counseling the parents of students	9%	33%	34%	18%	6%
	p. Dropout prevention program	7%	16%	64%	8%	5%
11.	Parents are immediately notified if a child is absent from school.	30%	42%	14%	9%	5%
12.	Teacher turnover is low.	11%	40%	29%	15%	5%
13.	Highly qualified teachers fill job openings.	10%	41%	23%	20%	6%
14.	A substitute teacher rarely teaches my child.	9%	49%	14%	22%	6%
15.	Teachers are knowledgeable in the subject areas they teach.	17%	60%	10%	10%	3%
16.	All schools have equal access to educational materials such as computers, television monitors, science labs, and art classes.	12%	37%	21%	20%	10%
17.	Students have access, when needed, to a school nurse.	30%	65%	3%	1%	1%
18.	Classrooms are seldom left unattended.	14%	54%	22%	8%	2%
19.	The district provides a high quality education.	19%	59%	7%	11%	4%
20.	The district has a high quality of teachers.	18%	56%	12%	11%	3%
C. Community involvement						
	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

21.	The district regularly communicates with parents.	15%	58%	10%	15%	2%
22.	District facilities are open for community use.	12%	40%	36%	10%	2%
23.	Schools have plenty of volunteers to help student and school programs.	14%	46%	18%	17%	5%

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%	40%	34%	16%	4%
25.	Schools are clean.	24%	67%	4%	4%	1%
26.	Buildings are properly maintained in a timely manner.	18%	62%	12%	6%	2%
27.	Repairs are made in a timely manner.	14%	51%	25%	7%	3%
28.	The district uses very few portable buildings.	8%	35%	18%	22%	17%
29.	Emergency maintenance is handled promptly.	8%	42%	46%	2%	2%

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.	7%	47%	14%	24%	8%
31.	Board members and	3%	32%	25%	33%	7%

	administrators do a good job explaining the use of tax dollars.					
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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.	3%	28%	56%	10%	3%
33. Campus administrators are well-trained in fiscal management techniques.	2%	31%	57%	8%	2%
34. The district's financial reports are easy to understand and read.	3%	33%	51%	10%	3%
35. Financial reports are made available to community members when asked.	3%	34%	57%	4%	2%

G. Purchasing and Warehousing

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
36. Students are issued textbooks in a timely manner.	12%	64%	7%	13%	4%
37. Textbooks are in good shape.	12%	70%	8%	8%	2%
38. The school library meets students' needs for books and other resources.	16%	64%	10%	8%	2%

H. Food Services

Survey Questions	Strongly Agree	Agree	No	Disagree	Strongly Disagree
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		Agree		Opinion		Disagree
39.	My child regularly purchases his/her meal from the cafeteria.	18%	43%	9%	21%	9%
40.	The school breakfast program is available to all children.	14%	38%	39%	7%	2%
41.	The cafeteria's food looks and tastes good.	4%	36%	28%	23%	9%
42.	Food is served warm.	5%	56%	28%	9%	2%
43.	Students have enough time to eat.	3%	36%	10%	33%	18%
44.	Students eat lunch at the appropriate time of day.	5%	55%	11%	22%	7%
45.	Students wait in food lines no longer than 10 minutes	6%	28%	23%	24%	19%
46.	Discipline and order are maintained in the school cafeteria.	13%	65%	14%	6%	2%
47.	Cafeteria staff is helpful and friendly.	13%	53%	23%	9%	2%
48.	Cafeteria facilities are sanitary and neat.	13%	70%	14%	2%	1%

I. Transportation

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
49.	My child regularly rides the bus.	16%	28%	24%	18%	14%
50.	The bus driver maintains discipline on the bus.	6%	33%	47%	9%	5%
51.	The length of the student's bus ride is reasonable.	8%	38%	43%	7%	4%
52.	The drop-off zone at the school is safe.	13%	50%	32%	3%	2%

53.	The bus stop near my house is safe.	13%	51%	31%	3%	2%
54.	The bus stop is within walking distance from our home.	18%	48%	32%	2%	0%
55.	Buses arrive and depart on time.	11%	44%	38%	5%	2%
56.	Buses arrive early enough for students to eat breakfast at school.	5%	22%	61%	10%	2%
57.	Buses seldom break down.	9%	38%	48%	4%	1%
58.	Buses are clean.	5%	37%	52%	5%	1%
59.	Bus drivers allow students to sit down before taking off.	7%	33%	50%	8%	2%
60.	The district has a simple method to request buses for special events.	4%	22%	69%	3%	2%

J. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
61.	Students feel safe and secure at school.	10%	63%	10%	13%	4%
62.	School disturbances are infrequent.	11%	59%	12%	15%	3%
63.	Gangs are not a problem in this district.	6%	27%	26%	31%	10%
64.	Drugs are not a problem in this district.	4%	20%	26%	35%	15%
65.	Vandalism is not a problem in this district.	4%	28%	28%	28%	12%
66.	Security personnel have a good working relationship with principals and teachers.	11%	48%	39%	2%	0%

67.	Security personnel are respected and liked by the students they serve.	9%	50%	34%	6%	1%
68.	A good working arrangement exists between the local law enforcement and the district.	9%	54%	34%	3%	0%
69.	Students receive fair and equitable discipline for misconduct.	6%	52%	19%	15%	8%
70.	Safety hazards do not exist on school grounds.	5%	43%	34%	15%	3%

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.	6%	46%	29%	14%	5%
72.	Computers are new enough to be useful to teach students.	10%	61%	19%	7%	3%
73.	The district meets students' needs in computer fundamentals.	8%	49%	20%	17%	6%
74.	The district meets students' needs in advanced computer skills.	5%	33%	30%	24%	8%
75.	Students have easy access to the Internet.	7%	41%	33%	14%	5%

Appendix D PARENTS SURVEY RESULTS

B. VERBATIM COMMENTS

The narrative comments below reflect the perceptions and opinions of parent survey respondents.

- I feel that FBISD schools are giving good education to all children. I wish them best wishes and will do a good job for the coming years.
- I am extremely unhappy with Missouri City Middle School. There are many differences in that school and First Colony Middle School. There are many services not offered at Missouri City Middle School. Some of the teachers are not teaching the students. My son did no science project, because no information was given. The students know the teachers that don't care and are discouraged by them. There are skills my son should know by the seventh grade he is not being taught. A large number of students are behind in their education. I have tried working with the teachers to help my son, they don't care (some). There is no program for students at Missouri City Middle School. Teacher styles need to be modified to meet the needs of the students. The main concern should be the students. They are not being prepared for their futures to succeed.
- Overall I believe FBISD to be a good place for a child to receive an education. Unfortunately gangs, drugs and violence cannot be totally eradicated. That is unrealistic. However, D.A.R.E. type programs may be helpful in middle and high school. Why does Missouri City middle school have no track?
- My daughter is in the third grade and has a hard time keeping up in school, which gives her low self-esteem. There should be different levels within grades for students who are not "A" or "B" students. My son is in seventh grade and I requested that he be moved to a lower level team, so he could keep up and pass. I never heard back from anyone at the school. My son said that the team level that he is comfortable with is full. Now he may not pass the seventh grade.
- I would like to see more money spent for the fine arts department at Willowridge High School. The band hall is old and needs to be updated.
- It took five months to get a special education teacher for my child. The Admissions, Review and Dismissals (ARD) were not being met.
- Not enough involvement in fine arts in this district. Need to find time during school hours or support after school programs.
- Overall, most of the schools in FBISD are run efficiently. Pecan Grove, Maria Garcia, and Austin High are the schools my kids attend and I am pleased with the level of learning. There is a

problem with overcrowding. All grade levels for kids to buy lunches and eat the food seem to be good. However, substitute teachers are underpaid more so than all other districts in the area. As a result, there are few substitute teachers available. Teachers should also be paid more in FBISD. There should be enough taxes to pay substitutes more.

- I am happy with the educational performance, and the very high level of parent involvement in the school activities. I am not happy with FBISD financial statements that consistently show my children's school has lower funding per child and more children per class than the district or state averages.
- FBISD is doing a good job. I have seen a drop in the rating of the school that my child goes to. This does worry me. Also, I am concerned about middle school when she gets there. Drugs and violence are a concern I will face in two more years.
- Elkins High School does not have the organization skills or awareness of student problems necessary to help parents prevent their children from becoming dropouts. Even when parents are requesting help, it isn't forthcoming in a timely manner. The Special Education Department often seems behind. Our teachers are being left in the dust as far as computer technology. Many don't even understand the basics.
- The district needs to concentrate on equal distribution of funds for all schools. Counselors should be more involved with the students and parents. Counselors are not involved enough with students. Teachers need more computer training especially on the elementary level, we need the Information and Technology Services (ITS) specialist per campus in order to effectively teach and keep us with the times. This district is way behind on the technology and we need to budget more. It's crucial that the teachers be instructed and that they have someone on campus to assist if needed.
- The administration in this district micro-manages everything to the point that teachers and parents have very little input in the decision-making process. The administration is grossly overpaid when you compare their salaries to teachers and to the volunteer school board members.
- We moved from Clear Creek ISD to FBISD two years ago. FBISD's standards for achievement seem significantly lower. We waited nearly a year and a half for FBISD's curriculum to "catch-up" to our children's abilities.
- Children are not supervised enough in the hallways, they have a tendency to be loud even in front of parents and teachers. I understand holding hands, but kissing and hugging closely in the hallway is inappropriate and should not be allowed.

- The answers in this survey were based on my experience with the district during the years my children attended. The last one of my children attended the district was the 1996-97 school year.
- The events that go on while students are riding the bus have got to be addressed. Some bus drivers never ever stick with the rules. The hallways at the end of the day need to be monitored. A lot of fighting and theft occurs. Limit the crowding when leaving. Set five-minute dismissal intervals between grades.
- The administrators in this district are overpaid and spend too much money on flashy ideas that have no educational value, because they have been out of the classroom too long. They have also used taxpayer dollars to hold an expensive convocation at the local Baptist church at the beginning of each school year.
- It is very difficult to fill out a survey encompassing an entire district. I can only comment on the schools my children attend. I think it would be more beneficial to survey specific schools and then combine the results on a district level. It would highlight certain problems at certain schools rather than reflecting on the whole district. You would also get less "no opinion" answers.
- Basic education in the district is good. Some teachers know technical things, but can't communicate it to students. Some of this is due to language accents/dialects and some due to poor communication skills. If you are involved in sports, tutorial help may not be available because the only help is during sports practice. Evening or after practice help and after practice computer access would be a big help.
- I am very concerned about guns in elementary schools in Fort Bend County. This school year 9-year-old brought an unloaded handgun to school. I suggest airport-type security at all schools in Fort Bend County, Texas. No parent wants a repeat of what has happened in other school districts around the United States. How many children have to die at school before we make our schools a safe place to learn? I am also concerned that FBISD teaches to the TAAS test. We need well-rounded students who can do more than pass the TAAS test.
- We moved from HISD and the change is wonderful and refreshing.
- Performance on the west side is okay. East-side performance is not okay.
- We need a middle school in our area (Bissonnet and Highway 6).
- It is my opinion that schools have too much emphasis on TAAS. There is not enough time placed on learning the fundamentals such as advanced and intermediate math, language etc. Teachers have to rush through material to meet TAAS objectives. We need more minority teachers in classes so that we have diversity in classrooms. Elementary cafeteria food was poor. Too much emphasis on dress code.

- My children have been exposed to some outstanding teachers and also to some who were an embarrassment to the teaching profession. The district needs to find ways to increase the number of outstanding teachers and decrease those who are not truly interested in the profession. Teachers who are regularly responsible for scheduling para-professionals, testing and special education paperwork in addition to teaching should be given a stipend. (I'm a former special education teacher.)
- FBISD is my district of choice but only in a select few schools. There are many campuses that I feel are unsafe and have many problems. Luckily my children live in the neighborhood with these high-ranking middle/high schools--First Colony Middle School and Clements High School.
- I believe drug use, including alcoholism, is the number one issue for our teenagers. My husband and I both teach for the district and this really concerns us. Our children are in elementary school and we are very pleased with those services. I would like to see the district consider school uniforms for all campuses and all levels.
- Behavior of students riding the bus needs to be addressed. Some bus drivers never stick with rules.
- Schools have too much emphasis on TAAS. There is not enough time placed on learning the fundamentals: advanced and intermediate math, language etc. Teachers have to get through materials quickly to meet TAAS objectives. We need more minority teachers in classes to meet the cultural diversity in classrooms.
- The district should spend more money on teacher's salaries, materials, etc. than on administration and non-teaching staff.
- A lot of times teachers who do not know the subject well teach the students. A lot of times the permanent teachers are absent. Sometimes the teachers are short-tempered, and sound judgment is not used in discipline. There is not enough homework and subjects seemed to be taught to a level under the students in the class. Schedules and classes available are not explained well.
- Need more schools built due to expanding population. This affects the education of the students when classrooms are too crowded with students. There are too many students in classes and they become unruly and others cannot concentrate. Need more high schools and middle schools built in our neighborhoods. We need more strict discipline for the students that our troublemakers, so the rest of them (students) can feel safe and get a good education.
- We need other foreign languages taught at schools like Hindu.
- Teachers are required to do too much paper work (useless reports) instead of teaching, thus wasting their time and district money.
- We have suffered from rapid growth, which results in inadequate facilities/resources and seasoned teachers. Considering this rapidly

changing environment it is amazing the school district has time to make adjustments and get the job done.

- Being a parent of four children with one child in elementary, twins in middle and one in high school, I hope you understand it was a combination of the three schools to arrive at my answers. All in all, FBISD is a good school district, otherwise we would move.
- Languages are taught far too late for students to learn easily, younger children learn foreign languages far quicker than teenagers do. This is an age where globalization and competition is stiff and everyone should have at least one foreign language. Too much time is spent to pass TAAS, rather than teaching the basics.
- Overall the teachers are good. About 90 percent of the work my children bring home is TAAS-related work sheets. The district is stressing good scores on the test and they are teaching children how to take this test in order to make the district look good, but they are not teaching the basics. I have to pay for tutoring outside school because my children are not learning basic phonics and addition, subtraction and multiplication skills. They need to get back to the basics, I almost wish I had the money for private school. My children would get a better education. Thank you.
- We have needed to use private tutors from time-to-time for math. We have found the math curriculum to be at either a slow or rushed pace. There is not enough practice time for a given topic. Also, we have noticed extremely strong, well trained math teachers or teachers who were not well trained for math.
- My education is totally dependant on which school I am evaluated in. We moved last year and now send our kids to two exemplary schools, which we are satisfied with. Before that, one of my children went to Lake Olympia where instruction was poor and security and safety were almost non-existent. Discipline was ignored because the problems were too overwhelming. So, how can Lake Olympia continue in a status position in a district, which proudly clams "World Class Schools." I resent having to move to get out of that dangerous school and I feel it's unfair to those poor students who cannot move. When the principal at Lake Olympia tried to "fix" the school's problems, she was summarily dismissed. She was replaced by a woman who has never been a principal, much less a principal at a school with overwhelming problems. As a district, we are not doing a good job of addressing all children, just the ones who are lucky enough to be zoned to the "good schools."
- Need better education quality for the high dollars spent on FBISD taxes.
- Teachers should not mess with a child's grades because of conduct. I feel that teachers should begin to attend more workshops on how to control their attitude when they dislike a student. There are

many teachers that hold grudges against students because of something that happened with the student. When teachers have messed up a child's self-esteem and when that child knows it, he/she has an awful year with that same teacher.

- I attended Fort Bend schools when I was a child, until I finished in '75. I have always had confidence in the school district. It is one of the best in Texas, all of my children attended Fort Bend Schools. There has been a lot of changes, some for the better, and some not so good. But overall the school district is still doing a pretty good job.
- One of the reasons we moved from Harris County were the schools in Fort Bend. One thing that needs to be changed is proof of being a resident. Kids in my neighborhood are dropped here to catch the bus every morning. They have moved out of district. We should not have to pay for their education - we do not get their tax dollars since they have moved out of the county. It needs to be addressed.
- Schools are overcrowded and there are too many temporary buildings. Not enough student parking areas.
- Better information and follow up on Special Education Programs for during and after school attendance.
- Should have better quality education for the dollars that it cost in FBISD. High cost compared to other districts.
- My sons tell me their physical education consists of more reading now than exercise. The whole point of Physical Education is to become more physically fit, and reading about exercise won't help.
- I graduated from Dulles High School in 1978. FBISD has the same problems now that it did then. The schools are too crowded. The classes are too large (student-teacher ratio is commonly 30-40 students to every teacher).
- The teachers at Kempner High School do not take interest in the students. Many teachers are rude and unhelpful to our children. Someone needs to look into the teaching practices at Kempner. A student at risk of failing or dropping out should be encouraged to stay in school and the teachers need to help them. There are reasons some students are more difficult than others are and these students need help. At Kempner they would rather push them out the door than try to help them.
- I don't have any comments or opinions, but I want the school workers to be more polite and respect all Asian people.
- I feel brighter students at the middle school level are not pushed further to develop their abilities to prepare them for high school and on to college. It seems unbelievable that my child completes most of her work during "team time" and has hardly any homework left. I believe that if you want to develop excellent high school students and college students we need to develop them in middle school not when they reach high school.

- I am new to this district, but I've heard people complaining that Houston ISD has more programs for students in fine arts as well as in other educational areas.
- Coming from a small town in Ohio, we believe that FBISD is a wonderful school district. My children are in elementary school and my concern is that every child needs physical education, which is not available right now. I know you will make every effort to change the current policy. Also, Spanish would be a wonderful curriculum addition at the elementary level. "Thank you for an awesome four years!"
- Overall very good standards in the district. Need better computer training for regular teachers and for the students. Some feel the Gifted and Talented program needs improvement. Math teachers need better training for higher levels in high school. My son feels boys' bathrooms at the high school need improvement.
- Too much money provided to "cabinet" members and Dr. Hooper resulting in too few dollars to students.
- So far my daughter's teachers have been very good. She is currently in second grade. I would like to see the district consider more magnet schools or "year round" schools as a way of relieving overcrowding. I think the facilities planning function really needs to be looked at. Please look into the pay scale for professionals in FBISD. At almost all board meetings someone complains. I realize we cannot force "year round" schools on every one.
- It is my opinion that money from the FBISD Bond Election (in 1999), should have been allocated to teacher pay raises. I am not a teacher. There are not any teachers in my family. I do not work for FBISD, nor any other school district.
- By going over budget on new schools, the older schools are not receiving the maintenance needed or the computers for the classrooms. In addition, the food served in the elementary schools has a poor appearance and taste. Most children do not eat their food. They also stand in line for 10 to 20 minutes to get their food.
- As a parent, I have experience with three different Texas school districts over an 18-year period. I am not dissatisfied with any one of them, but have seen the quality of education decline over the years. I observed my younger children lacking the reading and writing skills compared to the older ones. Yet our younger children were still receiving high grades in these subjects.
- I think it would be better if more kids could participate in before and after school programs because of the high number of both working parents.
- In terms of discipline, children who are in trouble are addressed quickly. Unfortunately, if the parents come in and claim their children are being picked on due to race, the administration immediately backs off. This is not right. Also, I was under the

impression that the TAAS test was an indicator of what children do in school and how they are learning. I realize a great amount of emphasis and accountability is reflected in these scores but what the children are learning due to this is how to take a test not the true basic skills needed for everyday life. Too much time is spent on children doing "TAAS packets" and TAAS pretests and TAAS worksheets and not enough time on a well-rounded education. This is not being said against the teachers. I am well aware they have higher-ups pushing this on them. I don't believe regular schoolwork should consistently be sent home to do because so much time is spent on TAAS at school.

- My son transferred to Blueridge Elementary School from E. A. Jones. We regret it sincerely. My son has gone through 10 teachers at least. I'm disappointed with school.
- The district fails at providing a secure place for my child to attend school. A nine-year-old brought on unloaded handgun to a Fort Bend ISD schools this school year. The district kept it quiet until parents spoke to the media. This speaks clearly that the district has no idea how to handle these types of situations. The school should publish their policy on security and enforce it. The district should also teach all subjects to students. Society needs well-rounded students who can do more than pass the TAAS test. As a manager I interview many students from FBISD and am disappointed with what is available to hire. It is very distressing to me and I am worried about "security at school" for my child. My parents worried about if we were being taught out of appropriate textbooks. I don't even know if my child will have the opportunity to even finish high school.
- I am new to this district, but we've been here six months and I am pleased with how the teachers and administrators have worked with my children, especially at the elementary level and middle school level. Both of these schools have set up programs for my children in the areas they needed the most help, and I have seen the results in a positive manner. The high school level talked with my daughters' teachers and I like their approach.
- A very good school system. We are proud to be a part of a well managed and well run educational facility.
- I wish teachers were more patient and better mannered. Punishments are often unfair, cruel, and useless. On one hand children are not allowed to say anything. On the other hand the district makes children tattletale on others "or else." Please, children are children and they are precious to us parents. The school should provide more in regards to special education. All of the computers should be equipped with the same equipment. You should visit the school attended by morning students and then visit

one attended in the First Colony area. You will know the difference before entering the building.

- Drugs are a very serious problem in FBISD. I have talked to my children and I am amazed at what they tell me. For the entire school district, a drug dog has been at Stephen F. Austin High School only once. The district should sweep the school often for drugs. If you're caught you should get punished.
- My daughter attends a private school outside of FBISD. I would allow her to go to public school if it was a smaller number of students and stricter rules. (Uniforms, more homework etc.).
- I believe our school district needs to hire more teachers who are trained in providing education for our special needs children. There are a few children at our school who I believe need more help than some teachers give. Therefore, the special needs children who are integrated in the classroom lose out, as well as the typical child who also attends the same class. If we accept the challenge of teaching these children, we need to do it 110 percent. My child is high functioning autistic and is attending school. There are quite a few more children like my child in the school. I volunteer at the school and see the problem. Aides cannot do it alone when the teachers have 19 to 20 other students. It's a very hard task.
- Need to provide more equal budget for facilities, technology and sports programs. Need more qualified sports coaches instead of teachers that majored in physical education. Need better quality hot lunches and need teachers with moral values and positive reinforcement dialogues for student.
- I believe that the cafeteria food at Lexington Creek Elementary could be of better quality. I have lunch with my children and their friends on occasion and they all agree that the majority of the cafeteria food is not good. The food is barely warm and does not taste good.
- While teachers are qualified, they are not necessarily "good" teachers. Apathy and a lack of desire to teach are apparent to students.
- The current superintendent has frequently been very abrupt with parents at board meetings; and has lost a great deal of respect from the community. He comes across as arrogant and this has offended several ethnic groups. I think he is probably a competent leader, but he sorely lacks communication skills with the community and his teachers.
- It truly saddens me when teachers don't really teach. My daughter sometimes can't understand what is being taught. Some teachers don't get through to some students. There is a problem when the student wants to learn. The student who criticizes a lazy or bad teacher sees something we don't. Deep down they want to really

learn something. Not just to be yelled at or allowed to goof off. In some cases, some teachers aren't teaching correctly.

- My child enjoys school and is active in extra curricular activities at school and within the district. This means that we are at the school often and while she is busy I have observed some unhappy circumstances. There is a problem with some kids that do not have respect for themselves and consequently anything else. I hope that a program could be enhanced (mentoring) that would give these kid the same confidence of joy with their school that my child now has. If their needs are being met, then we all can win in the end.
- Teachers overall should be friendlier with students, and consider students as small persons and get more involved to their likes and dislikes to help better their education.
- Foreign language teachers are unqualified and poor teachers. High school counselors are poor quality, unmotivated and uninterested in students progress and college entrance preparation.
- If the only purpose of education is preparation for TAAS or Advance Placement (AP) testing, Fort Bend is great. However, I feel that education should be more than TAAS or AP testing there should be more focus on children and students than on tests. When will these issues ever be addressed?
- My children go to Sugar Mill Elementary and we are very pleased with this campus. We love the principal and teachers. It is like a big family. However, I wish someone could get Dr. Hooper to approve full-day kindergarten. My daughter should receive more instruction to get her ready for first grade. I know that our district could work this out and has the funds to do it!
- FBISD is a district that is growing rapidly. It is building several new schools to house our new residents but the schools need to begin to offer more special programs for our students, such as foreign languages, fine arts and math/science academy etc. FBISD also needs to do away with half a day kindergarten and adapt full day kindergarten to actually give the students the instructional time they need. The district also needs to stop racial/economic biases.
- I have seen times when teachers make errors all the time on the computer from the written manual book. They don't "have time" to correct things in a reasonable time. Also, make up test and final grades are still not entered into the computer after a month. There's no discipline in the classroom.
- Can we please add Arabic as a second language for students?
- Students wind up getting frustrated, not really learning anything and can find these pointless projects quite demoralizing! Perhaps we can suggest more reading, math, etc. Even research topics via the Internet and leave "woodwork" projects for those who want to do it.

- The two lines for the car pool and singleton merge together at a left turn. The car pool drivers have to cut across from the right lane to the left lane in the entrance. This is a traffic hazard. (See it for yourself.)
- I have observed that during many of the band and athletic events, coaches and band instructors approach abusive behavior toward students. Why is this allowed? Does the district have any type of guidelines for this type of behavior and if so why do I continue to see the same personalities continue this behavior year in and year out? This area needs much work! This may have been acceptable in the 1950s and '60s, but not in today's world. I'd like to see a separate survey on this subject. I hear many complaints from parents!
- Foreign language should be offered at the elementary school level. It is much easier for young children to pick up a foreign language. Waiting until high school is too late!
- Too many children with special needs don't get it. Teachers are sometimes as bad as students in picking favorites. And many times is encouraged with "sides still being chosen." I am a single working parent with little to no time to "donate" to the school. It seems many times the children of those who can donate time are singled out for extra attention or favors. Football teams, dance teams, room assistants that are needed and more.
- There is a great shortage of teachers and bus drivers. I have great reasons for saying this. I do know that a foreman is driving buses as substitute daily. What's the problem? People that are not qualified are driving buses.
- Overall, we have been very pleased with FBISD. The questions answered "I don't know" are mostly because the issue related to junior or senior high school, or the school board. Although we follow the Houston Chronicle, not all information is printed. I have yet to receive information from the district, except for bus information and lunch information. Most information is from our school itself. My son buys lunch one day per week and he waits a long time, more than 10 minutes for his food. Thus, he has little time to eat. Our school has great computers, but the Parent Teacher Organization (PTO) paid for them. I know other schools are not as fortunate to have raised these types of funds.
- The superintendent and assistant superintendent do not attend any school functions. It would be nice to have them present at one to two functions per school year. Academics are important to parents - it would be nice for the upper management of this school district to be present at these events - i.e. Science fair/Honor Society, etc. Basically, we pay these people a lot of money and never see them at any events! Why? In addition, many parents feel that this school district has too many chiefs (who sit in their offices all day) and

not enough Indians. We would like to see more money spent in the school than at the administration building.

- Middle schools are not treated equally throughout the district - maintenance, security, etc. New schools get great computer support while existing schools get very poor support.
- I don't understand why there are so many fundraising events throughout the year, while the school tax is so expensive. The funds raised to improve school activities/facilities (i.e. computers) reflect the resources given to the school are insufficient.
- It appears that the roles and responsibilities of the school district and the schools are not clear enough. As parents, we are certainly confused by whether some policies are made by the school district or individual schools.
- Computer education needs to be integrated into every subject area. I am very distressed that Hightower High School is the only high school in the district with an activity bus. My child participates in the band and this seems to be a gross inequity. Teachers are absent from school for too many days. There appears to be no enforceable attendance standard for non-illness related absences. I appreciate the safety of the school and the counselor/assistant principal team. There are areas for improvement but the quality of the public education offered is adequate. I believe that it can be excellent and applauded you for this survey!
- I feel that there is a serious lack of educated, responsible, caring instructors. As a comptroller of public accounts, I'm not sure that if this problem is directed to you, but as part of the education process, intelligent, capable teachers should be employed at all schools.
- The influence of Advanced Placement (AP) courses in high school has no effect on students pursuing a college education.
- More teachers if possible in the classrooms to help out with students that are slow in a particular subject.
- FBISD is a great district overall. I would like to see more African-American males in the classrooms as teachers. Realizing that in order for this to happen, more African American males must become certified to teach in the state of Texas. Secondly, I feel that the district needs to take a closer look at the discipline policy. More specifically, the schools seem to very quickly refer the students to the criminal justice system. Realizing that times have changed, children haven't though, where fighting at school was normal and handled by the school. We now label the child with "fighting on public property." I believe this is a bit harsh and ineffective in minimizing such occurrences.
- I believe some teachers don't put their hearts to it. Some teachers not as dedicated and caring as others. Some parents need more information to getting involved with school. School is not daycare

and some parents just drop off and pick up as if it were a daycare. They don't even care about their child's education. Front office of each school should have "complete" courteous people working up front, such as secretary/receptionist.

- My son is in the special education program at Lexington Creek Elementary. The teachers have little or no training in how to educate students with disabilities and to provide the support they need. Lack of accountability, poor enforcement and systematic barriers have robbed many students of their educational rights and opportunities and are producing a separate system of education for students (resource, content mastery, etc.) with disabilities rather than one unified system that ensures full and equal access for all students. Parents and students have expressed a high level of frustration with the continued barriers they face in trying to receive full participation and effective instruction.
- Having one child in elementary school, one in middle school and one in high school made completing this form a challenge. Some things in FBISD are done very well at one level, poorly at another. Elementary school-reasonably good; some teachers are poor; some teachers make learning drudgery even at this tender age. Handwriting is poorly taught and requiring that students be proficient before they are allowed to do work in cursive writing misses the excitement stage. I have three children who prefer to print. Middle school children are poorly prepared for high school; curriculum is weak; schools are too big and many teachers are poor. In high school, preparation for college is good; some teachers are poor; schools are too big making finding a niche difficult. Administration is not trustworthy. The superintendent is not respected.
- I find it absurd that physical education is a required course for graduation while foreign language is not. It seems priorities are misplaced.
- I understand that Fort Bend County is growing rapidly and new schools have to be built to meet the challenge, but please don't forget about those students in the established schools.
- Teachers tend to teach too much for TAAS only. Teachers are quick to tell parents that learning problems are due to learning disabilities.
- There seems to be great inequity among schools of low income and First Colony schools. Some campuses need more attention; i.e., Blue Ridge, Ridgemont, Ridgegate, etc. Teachers who teach at these schools should receive stipends to attract the brightest and the best. Most of these campuses do not have Parent Teacher's Organization (PTOs) and Parent Teacher's Association (PTAs) to fund playground equipment and computers. Students don't have enough access to technology at those schools.

- School counselors need to be freed from testing and scheduling so that they can actually counsel children. Our children need to be taught skills such as conflict resolution and character education to counter violence in our schools.
- Dulles High School and Dulles Middle School are well below the average level for computer growth. My twelfth grader barely knows a computer, even after taking classes. Not enough computers are supplied for the students at Dulles High School, therefore, I am teaching him to get him ready for college. Other schools in the district have more than their fair share.
- We do not send our children to FBISD. We have chosen to put our children into a Christian private school because they are getting a far better education there without the problem of drugs and violence.
- Our family relocated in this area so that our kids could attend FBISD because of the quality of district/teachers the district is known for having.

Appendix E

DISTRICT ADMINISTRATORS AND SUPPORT STAFF

SURVEY RESULTS

A. DEMOGRAPHIC DATA / SURVEY QUESTIONS

District Administrator and Support Staff Survey Results (Written/Self-Administered) (n=108)

The district administrator and support staff survey questionnaire included three sections. Part A of the survey contained questions about demographic data. Part B of the survey contained multiple-choice questions. The multiple-choice section asked district administrators and support staff their opinions about nine of the 12 areas under review. The nine areas covered in the survey were:

- District Organization and Management;
- Educational Service Delivery and Performance Measurement;
- Personnel Management;
- Community Involvement;
- Facilities Use and Management;
- Financial Management;
- Purchasing and Warehousing;
- Safety and Security; and
- Computers and Technology

Part C of the survey questionnaire asked for comments. TSPR used district administrator and support staff comments to identify important issues to be addressed during the review process. These comments do not reflect the findings or opinions of the Texas Comptroller of Public Accounts or the review team.

Summary of Survey Data

Of the 292 Fort Bend Independent School District (FBISD) district administrators and support staff surveyed by TSPR, 108 staff responded. Sixty-seven percent were female and 33 percent were male. The majority of administrators responding to the survey were Anglo (72 percent), while 12 percent were African American, 14 percent were Hispanic and 1 percent were Asian. Another 1 percent classified themselves as "Other."

A majority (41 percent) of district administrators and support staff said they worked for the district from 1 to 5 years and 29 percent said they worked for the district for 6 to 10 years. Fourteen percent said they had worked for the district for 11 to 15 years and another 8 percent had worked for the district for 16 to 20 years. Eight percent had worked for FBISD for more than 20 years.

Seventy-six percent of the survey respondents were administrators, 22 percent were support staff, and 2 percent were clerical staff.

Narrative summaries for the multiple-choice questions are presented below.

District Organization and Management

Overall, district administrators and support staff were happy with the school board. A majority of administrators (86 percent), felt central administration supported the educational process, and nearly eight of every ten employees (79 percent) felt central administration was efficient.

Almost three-fourths of all administrators and support staff (73 percent) felt school board members listened to the opinions and desires of others and 74 percent felt the school board allowed sufficient time for public input at meetings. In addition, 70 percent of the respondents felt morale was good among central administration staff.

Educational Service Delivery and Performance Measurement

Nearly all district administrators and support staff (94 percent) believed that student education was the main priority of the district. Sixty-three percent of the administrators felt teachers had the opportunity to suggest new, more effective programs and materials.

Seventy-five percent of the administrators felt the educational program met the needs of college-bound students and 57 percent felt it met the needs of work-bound students.

A majority of administrators felt the district had effective educational programs, but had mixed opinions on the effectiveness of special programs. Administrators and support staff felt the most effective educational programs were Writing (84 percent), Mathematics (81 percent), Science (80 percent), English or Language Arts (82 percent), Social Studies (history or geography) at (80 percent), and Head Start/Even Start (66 percent). They felt the most effective special programs were Gifted and Talented (78 percent), Library Service (79 percent), and Summer school programs (78 percent). However, fewer than half felt other

programs were effective. These special programs included Parent Counseling (39 percent), Dropout Prevention (46 percent), Student Mentoring (57 percent) and Career counseling program (49 percent).

Sixty-four percent of the administrators felt the student-to-teacher ratio was reasonable and 48 percent felt teacher turnover was relatively low. About one-fourth (24 percent) of the administrators felt the district rewarded teachers for superior performance. Slightly less than half of the administrators (49 percent) felt the district filled teacher openings quickly, and 60 percent felt the district filled them with qualified teachers. About half (51 percent) of the administrators felt the district counseled teachers for poor performance. Fewer than half of the administrators (48 percent) felt the district notified parents immediately if their child was absent from school. Sixty percent of the administrators felt teachers seldom left their classrooms unattended.

More than five of every 10 of administrators (56 percent) felt all schools had equal access to educational materials, such as computers, TV monitors, science labs and art classes. A majority of administrators (88 percent) also felt students had access to school nurses when needed.

Personnel Management

Nearly all the administrators (92 percent) said district employees received annual performance evaluations. Three-fourths of administrators (74 percent) felt the district effectively operated staff development programs.

Nearly two-thirds of the respondents (62 percent) felt the health insurance package met their needs. Sixty-one percent of the administrators felt the district had a prompt and fair grievance process. More than half of the administrators (59 percent) felt the district had an effective employee recruitment program. Fifty-six percent of the respondents felt the district had a good and timely new employee orientation program. However, slightly less than half (49 percent) felt district salaries were competitive with similar positions in the job market. Fewer than half of the administrators (46 percent) felt the district frequently filled positions with temporary employees. Forty-one percent of the administrators felt the district rewarded competence and experience, and 47 percent felt the district counseled poor-performing employees promptly and appropriately.

Community Involvement

Eight out of 10 district administrators and support staff felt the district regularly communicated with parents. Seven out of ten (71 percent) administrators felt local TV and radio stations regularly reported school news and cafeteria menus. More than half (63 percent) felt they had plenty

of volunteers to help students and in school programs. A majority (70 percent) of administrators feels district facilities were open for community use.

Facilities Use and Management

District administrators and support staff felt people were satisfied with school facilities. More than half (68 percent) felt the school board, faculty, staff, parents, citizens and students provided input into facility planning. Half (50 percent) of the administrators felt the district selected architect and construction managers objectively and impersonally and 43 percent had "no opinion" one way or the other. Additionally, nearly three-fourths of the administrators (72 percent) felt repairs were made in a timely manner. A majority (85 percent) felt emergency maintenance was handled promptly. In addition, nearly all administrators (93 percent) felt schools were clean.

Financial Management

District administrators and support staff were pleased with the financial management of the district. Nearly seven of every 10 administrators (69 percent) felt the district effectively involved principals and teachers in site-based budgeting and 65 percent felt the district provided these reports to community members when requested.

Sixty-one percent felt campus administrators were well trained in financial management practices and 58 percent of administrators felt district financial reports were easy to read and understand.

Purchasing and Warehousing

Seventy-seven percent of the administrators felt the district purchased needed supplies promptly. About two thirds of the respondents (66 percent) felt the district provided teachers and administrators an easy-to-use standard list of equipment and supplies; and 68 percent felt the purchasing processes is not cumbersome for the requester. Sixty-six percent felt the district bought the highest quality products at the lowest cost.

Nearly two-thirds of administrators (65 percent) felt textbooks were in good shape and 57 percent felt the district provided the textbooks to students promptly. Also, 71 percent of administrators felt the school libraries had enough books and resources for students.

Safety and Security

Eighty percent of the administrators felt security personnel had a good working relationship with principals and teachers, and 76 percent felt students respected and liked security personnel. Seventy-nine percent felt the district had a good working arrangement with local law enforcement. Additionally, 61 percent of the administrators felt the district disciplined students fairly and equitably for misconduct.

District administrators had mixed feelings about gangs, drugs, and vandalism in the district. Thirty-eight percent of the respondents felt gangs were a problem, while 37 percent felt gangs were not a problem. Forty-eight percent of the respondents felt drugs were a problem in the district, while 30 percent felt drugs were not a problem. Lastly, thirty-seven percent of respondents felt vandalism was a problem in the district, while 40 percent felt it was not.

Computers and Technology

District administrators and support staff were happy with computer technology in the district. Seventy-two percent of the administrators felt students and teachers had regular access to computer equipment and software in the classroom, including the Internet (69 percent), and students regularly used computers (71 percent). Sixty-two percent felt teachers knew how to use computers in the classroom effectively. Fifty-nine percent of administrators responding to the survey said the district offered enough advanced computer classes.

DEMOGRAPHIC DATA

1. <i>Gender (Optional)</i>		Male	33%	Female	67%					
2. <i>Ethnicity (Optional)</i>										
Anglo	72%	African American	12%	Hispanic	14%	Asian	1%	Other	1%	
3. <i>How long have you been employed by Fort Bend ISD?</i>										
1-5 years	41%	6-10 years	29%	11-15 years	14%	16-20 years	8%	20+ years	8%	
4. <i>Are you a(n):</i>										
a. administrator	76%	b. clerical staffer	2%	c. support	22%					

					staffer					
5. <i>How long have you been employed in this capacity by Fort Bend ISD?</i>										
	1-5 years	53%	6-10 years	32%	11-15 years	6%	16-20 years	6%	20+ years	3%

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.	27%	47%	22%	3%	1%
2.	School board members listen to the opinions and desires of others.	19%	54%	15%	10%	2%
3.	The superintendent is a respected and effective instructional leader.	39%	39%	14%	7%	1%
4.	The superintendent is a respected and effective business manager.	39%	40%	15%	5%	1%
5.	Central administration is efficient.	23%	56%	12%	7%	2%
6.	Central administration supports the educational process.	45%	41%	10%	3%	1%
7.	The morale of central administration staff is good.	16%	54%	15%	11%	4%

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	56%	38%	1%	5%	0%

	district.					
9.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	25%	38%	30%	7%	0%
10.	The needs of the college-bound student are being met.	34%	41%	20%	4%	1%
11.	The needs of the work-bound student are being met.	22%	35%	31%	10%	2%
12.	The district has effective educational programs for the following:					
	a. Reading	36%	48%	12%	3%	1%
	b. Writing	33%	51%	12%	4%	0%
	c. Mathematics	27%	54%	13%	5%	1%
	d. Science	25%	55%	16%	4%	0%
	e. English or Language Arts	30%	52%	15%	3%	0%
	f. Computer Instruction	25%	54%	14%	6%	1%
	g. Social Studies (history or geography)	26%	54%	16%	3%	1%
	h. Fine Arts	32%	47%	18%	3%	0%
	i. Physical Education	29%	51%	19%	1%	0%
	j. Business Education	23%	48%	29%	0%	0%
	k. Vocational (Career and Technology) Education	28%	43%	25%	4%	0%
	l. Foreign Language	26%	44%	25%	5%	0%
13.	The district has effective special programs for the following:					
	a. Library Service	27%	52%	19%	1%	1%

	b. Honors/Gifted and Talented Education	31%	47%	20%	1%	1%
	c. Special Education	26%	47%	20%	6%	1%
	d. Head Start and Even Start programs	29%	37%	30%	4%	0%
	e. Dyslexia program	26%	43%	29%	2%	0%
	f. Student mentoring program	14%	43%	41%	2%	0%
	g. Advanced placement program	29%	41%	28%	2%	0%
	h. Literacy program	25%	36%	37%	2%	0%
	i. Programs for students at risk of dropping out of school	21%	37%	34%	7%	1%
	j. Summer school programs	30%	48%	20%	2%	0%
	k. Alternative education programs	23%	43%	28%	6%	0%
	l. English as a Second Language program	20%	49%	27%	3%	1%
	m. Career counseling program	14%	35%	38%	10%	3%
	n. College counseling program	8%	37%	36%	17%	2%
	o. Counseling the parents of students	7%	32%	38%	20%	3%
	p. Dropout prevention program	8%	38%	39%	13%	2%
14.	Parents are immediately notified if a child is absent from school.	15%	33%	34%	15%	3%
15.	Teacher turnover is low.	7%	41%	31%	16%	5%
16.	Highly qualified teachers fill job openings.	14%	46%	27%	10%	3%
17.	Teacher openings are	9%	40%	40%	11%	0%

	filled quickly.					
18.	Teachers are rewarded for superior performance.	6%	18%	36%	34%	6%
19.	Teachers are counseled about less than satisfactory performance.	9%	42%	34%	14%	1%
20.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	22%	34%	22%	13%	9%
21.	The student-teacher ratio is reasonable.	15%	49%	16%	16%	4%
22.	Students have access, when needed, to a school nurse.	38%	50%	12%	0%	0%
23.	Classrooms are seldom left unattended.	18%	42%	35%	3%	2%

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.	12%	37%	6%	27%	18%
25.	The district has a good and timely program for orienting new employees.	14%	42%	16%	19%	9%
26.	Temporary workers are rarely used.	7%	39%	29%	19%	6%
27.	The district successfully projects future staffing needs.	13%	44%	18%	16%	9%

28.	The district has an effective employee recruitment program.	16%	43%	30%	8%	3%
29.	The district operates an effective staff development program.	21%	53%	10%	12%	4%
30.	District employees receive annual personnel evaluations.	30%	62%	3%	4%	1%
31.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	11%	30%	15%	29%	15%
32.	Employees who perform below the standard of expectation are counseled appropriately and timely.	6%	41%	27%	19%	7%
33.	The district has a fair and timely grievance process.	12%	49%	32%	4%	3%
34.	The district's health insurance package meets my needs.	16%	46%	15%	13%	10%

D. Community involvement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
35.	The district regularly communicates with parents.	36%	50%	12%	2%	0%
36.	The local television and radio stations regularly report school news and menus.	16%	55%	19%	9%	1%
37.	Schools have plenty of volunteers to help	17%	46%	27%	10%	0%

	student and school programs.					
38.	District facilities are open for community use.	24%	46%	22%	8%	0%

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.	21%	47%	22%	9%	1%
40.	The architect and construction managers are selected objectively and impersonally.	18%	32%	43%	6%	1%
41.	Schools are clean.	38%	55%	2%	4%	1%
42.	Buildings are properly maintained in a timely manner.	36%	49%	5%	9%	1%
43.	Repairs are made in a timely manner.	21%	51%	8%	17%	3%
44.	Emergency maintenance is handled promptly.	32%	53%	9%	4%	2%

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.	24%	45%	26%	5%	0%
46.	Campus administrators are well trained in fiscal management techniques.	18%	43%	27%	12%	0%

47.	The district's financial reports are easy to understand and read.	15%	43%	31%	10%	1%
48.	Financial reports are made available to community members when asked.	18%	47%	32%	3%	0%

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G. Purchasing and Warehousing						
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Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
49.	Purchasing gets me what I need when I need it.	26%	51%	10%	11%	2%
50.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	16%	50%	19%	14%	1%
51.	Purchasing processes are not cumbersome for the requestor.	15%	53%	14%	15%	3%
52.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	16%	50%	21%	10%	3%
53.	Students are issued textbooks in a timely manner.	18%	39%	36%	6%	1%
54.	Textbooks are in good shape.	17%	48%	32%	3%	0%
55.	The school library meets students' needs for books and other resources for students.	23%	48%	25%	3%	1%

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H. Safety and Security						
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Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
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56.	Gangs are not a problem in this district.	8%	29%	25%	29%	9%
57.	Drugs are not a problem in this district.	6%	24%	22%	39%	9%
58.	Vandalism is not a problem in this district.	7%	33%	23%	29%	8%
59.	Security personnel have a good working relationship with principals and teachers.	31%	49%	18%	1%	1%
60.	Security personnel are respected and liked by the students they serve.	25%	51%	21%	2%	1%
61.	A good working arrangement exists between the local law enforcement and the district.	35%	44%	21%	0%	0%
62.	Students receive fair and equitable discipline for misconduct.	24%	37%	24%	13%	2%

I. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	Students regularly use computers.	21%	50%	19%	10%	0%
64.	Students have regular access to computer equipment and software in the classroom.	20%	52%	17%	10%	1%
65.	Teachers know how to use computers in the classroom.	14%	48%	26%	12%	0%
66.	Computers are new enough to be useful for student instruction.	23%	55%	17%	4%	1%
67.	The district meets	23%	48%	20%	6%	3%

	students' needs in computer fundamentals.					
68.	The district meets students' needs in advanced computer skills.	19%	40%	31%	7%	3%
69.	Teachers and students have easy access to the Internet.	24%	45%	21%	9%	1%

Appendix E

DISTRICT ADMINISTRATORS AND SUPPORT STAFF

SURVEY RESULTS

B. VERBATIM COMMENTS

The narrative comments below reflect the perceptions and opinions of the survey respondents.

- FBISD is very diverse and providing an expanded list of program options that meet every student and parent group is a huge challenge. The administrative positions are below the state average and recommended level, but to maintain all of the programs central instructional support staff is at the same level that it was five years ago and the district enrollment and number of schools has more than doubled. This has had an adverse impact on providing the needed support from central administration to the individual campus level for instructional programs.
- You send a survey but do not mention anything about the pay rate. I think the district [staff] needs to get more pay. We are as important as the teachers and administration.
- Needs as well as resources vary across the district. PTO (Parent Teacher Organization) groups provide a great deal to some schools. This information is based on the school I work for as well as my daughter's school. The administrators at both of these schools are excellent and input is welcome. They provide very good leadership. The same cannot be said of the administration at the district level, especially the superintendent. I marked no opinion for survey questions I could not accurately answer.
- Fort Bend is an excellent district and I do not understand the politics or spending taxpayer money on another audit. It would be better spent on our kids.
- I believe "Section I - Technology" needs to be expanded to cover questions about central and campus administration technology needs. I also believe that state and local tax dollars are being wasted on the TSPR for FBISD. Our district has good student test scores and solid financial indicators. Tax dollars would be better spent on a poor performing Texas school district.
- There is a need for elementary alternative programs. Programs are needed to help children who don't qualify for special services but are having educational concerns in the classroom. Overcrowding - accepting two teachers in one classroom. Do away with open classroom areas. All classrooms should be enclosed. There are too

many distractions. Do away with "dual residency" because more out-of-district people are falsifying admission records. They are using someone's address to enter Fort Bend schools. This conduct leads to overcrowding and discipline concerns.

- Morale and attitudes seem very good. I have noticed a definite professional appearance and composure of most staff I interface with.
- Although no school district is perfect, my two children were completely educated in FBISD and have performed very well in a university setting. Evidently, FBISD prepared them well.
- I believe FBISD should be strongly commended for growth in computers and more important, usable technology, over the past five years. I do not work in technology. Six years ago (pre-Hooper) I was a parent frustrated by lack of support for classroom technology. I cannot believe how far we have come in this short time. I joined FBISD four months prior to Hooper. I came from the business community and was sad to see a lack of unity and purpose among employees. Today though we may not agree with every decision, at least we know where we are headed and we are headed there together. We have a plan where before there was none. I think the challenges of growth and diversity faced by FBISD could have easily crippled many districts. I am proud to work for FBISD. I do wish the board would stop confusing "listening" to the public with "giving in" to every complainer that comes along!!
- FBISD is an outstanding district that has its priorities in order. The students and instruction are most important.
- The staffing issue between the "east" and "west" sides is a problem. There should be incentives for teachers to work in eastside schools. There are some wonderful teachers in the eastside schools but turnover is high. Staff development programs are great but I would like to see fewer in-service days and more student days. Head Start and Even Start are very important. We need to help the kids who are behind when they start school rather than waiting until they're in high school.
- Education is important to this district but keeping valued employees is not. They penalize you for being a long-term employee. After you top out in the category you are in, you only get 2 percent raise every year - not even enough to cover the increase in medical insurance. They would rather hire new people at a cheaper rate.
- As a member of this educational community for most of my career, I have been a participant in the continuously improving evolution from a rural school district to a thriving, dynamic district serving a diverse population. The students of FBISD are experiencing success because of dedicated, caring, professional educators with

the primary goal focused on academic excellence while working collaboratively with involved parents.

- In my opinion FBISD goes to a lot of effort to inform patrons about how "excellent" we are. As a parent of children in the district, I find that there is much variation in the quality of education from campus to campus. This quality has everything to do with the quality, ability and dedication of the principal in a building. As a business person, I have many questions about the fiscal prudence of many decisions I read about in the local papers. I feel like many times, particularly in the area of facility construction, FBISD is reactive rather than proactive. Finally, as a parent, I feel like there is absolutely too much emphasis placed on TAAS (Texas Assessment of Academic Skills) scores. Now that the principals are evaluated based on campus TAAS scores, you have to know this is completely over done and over-emphasized. A campus is called "exemplary" if all the students pass this test of "minimum" standards. Something is wrong with this picture.
- I have worked for two other school districts in Texas, and one out of state. Overall, FBISD is the best, in many areas, that I have had experiences with. There is room for improvement within this district, and I hope that the district will consider closely the recommendations made by your team.
- Educational performance is excellent considering the frugality of this district. However, we have the most dysfunctional and destructive board I have ever seen. Ego, political gain, poor management skills and internal bickering cost this district millions of dollars and keep the community upset about things that have nothing to do with instruction.
- I would like to have more discipline on students when they do something wrong. When somebody has a problem with another student, principals need to be able to help the affected persons. I have worked 11 years with the district. I work too hard on holidays and weekends frequently. I barely make \$10.90 an hour. If they paid better salaries, everybody would be happy in the district. Employees would not seek employment with other districts for better pay.
- Use of computers is making great strides. Middle school strategy to teach skills needs slight restructuring.
- Efficient implementation and follow up are extremely difficult for two reasons: (1) site-based management constraints and (2) lack of administrative personnel (at the district level) to oversee program implementation in such a large district.
- I hope the survey will be utilized to make efficient and valued change for performance enhancement in the district. We realize teachers are actually on the front line but support staff is critical and a necessity for educational success in school. Before any

changes are recommended I would hope all things would be taken into consideration.

- FBISD is a very good public school system. The nice caring of all district employees about children and about good educational opportunities for all students is recommendable. There is always room for improvement. However, FBISD is freely an outstanding institution. I am proud to work for FBISD.
- The board works against the superintendent many times, without good reason. The board sometimes votes against administration's recommendation with only surface knowledge on the recommendations. For the most part, the board works hard in what they believe is the district's best interest. Thank you. My response represents my views as a parent first and employee second.
- Good books for beginning readers.
- This survey fails to address the effectiveness of the board operations. At times, the FBISD board micro-manages the operations of the district, even to the campus level. Such micro-management detracts from the overall effectiveness of the district's staff.
- Due to the emphasis put on TAAS results, there have been many inappropriate referrals for special education assessments.
- Please review the number of central administration instructional coordinators in the curriculum days. Although FBISD has increased its number of campuses and campus administrators as the district has grown, the staffing level of instructional coordinators is the same as it was in 1983, when the district had 17,000 students. Now with more than 52,000 students, we need to review how instructional coordinators can serve as effective liaisons and leaders. Thank you! We want to do the best possible job and know that your performance review will help us to achieve our goal of improving student achievement by improving the performance of teachers.
- I have been in this district since 1961. I've always done only optional job - a job I have never wanted to change. I have always been rated as "Exceeding Expectations." However, not so long ago we were put on a different pay scale. I lost 13 years of service and no one in administration will answer my questions as to why nor will they return phone calls or respond to letters. The administration is not concerned with long-term faithful service. I have had four children go through this system and their education was limited. They made it through college by their own boots straps. More concern is based on merit scholars than average students and the counselors take credit for the scholars' achievements. Drugs, guns and deaths get attention, but not the students in need of educational counseling.
- FBISD is a great place to work and have kids in school.

- For a district of its size, FBISD does a very good job of serving the needs of all students. Its greatest strength is in the people - both the professional staff and the community. Together they adequately provide for the needs of the students and prepare them for their future.
- There is a need to put a stop to all the stealing of food. Food service staff need higher percentage in raises.
- FBISD is a great school district. Every decision is made with student success in mind. Dr. Hooper is a true visionary. He sees where we need to be and leads us there. He expects us to be professionals and do the job we were hired for. We are constantly evaluating, brainstorming and exchanging ideas. There is a true spirit of teamwork and collaboration. Students are of course our primary focus. As administrators, we make decisions that effect students every day. We are held accountable for those decisions, as it should be.
- Dr. Hooper is well respected and a vital leader in our district. It's been a difficult year. I look forward to seeing the survey results. To the extent that it is fair and unbiased I welcome it.
- I feel that FBISD does an excellent job in the schools my daughters attend. We live in an a middle- to upper-middle class school zone, and the parents involved are educated and very vocal about any faults that they find with the education their children are receiving. That is not the case in schools in lower-income neighborhoods, where parents are not as informed on the whole, and are often under more stress. The children are not as prepared. This presents a greater challenge for the teachers because the parents are not as supportive and knowledgeable. The schools are under the additional stress of being barely "acceptable". I'm not sure what could be done to address the inquiry of the TAAS rating and the quality of education in different income areas but economically punishing the non-performing schools does not seem right given the cause is often rooted in economics. Also, the district plans to build a new alternative school with a capacity for 600 students. The whole project would be a mistake in a district, which understaffs its present alternative school in the areas of political and psychological services. Also, the faculty of the alternative school needs to be trained in behavior management techniques beyond those used in a regular classroom. Some of the students are now riding on buses for over an hour each way - and these are students with behavior problems. Any allocation of funds for a school, which will be departure from the norm, such as this, should be done only when the specifics have been addressed.
- Your questions in many areas, if not all, were done to reflect all schools - a "one size fits all." In FBISD, whether computers are used, or books are handled right, or libraries support the

curriculum, or even if a principal is knowledgeable about budget is determined site-based. Whether a school is excellent or terrible is wholly dependent on the campus leadership, i.e. principal, and there are big gaps there. They have the information they need from Central to be effective but many are not effective. Particularly in Area I, the main criteria in hiring a principal is skin. The children deserve better.

- Foreign language instruction/courses are extremely effective at the secondary level. More foreign language opportunities are needed at the elementary level.
- Educational performance can be hampered when husband and wife are in the same department, and he is the supervisor. Some are paid for work done during district school days by outside sources (double-dipping). Some are paid for information developed on district time - any money earned from district assessments should go to the district, not to an individual.
- This is a huge waste of time and money. The board is after Hooper and hopes you will find something. You are after votes in your next run for office.
- The district is so busy patting itself on their back about money being saved that should be put back in classrooms of at-risk and lower income schools. Some PTAs and PTOs (Parent-Teacher Organizations) cannot raise extra monies for extras like affluent areas can. The district should look at ground crews, all of these para-educators are underpaid, as well as library aids, nurses aids and special education personnel aids.
- FBISD's ability to perform at a highly recognized level through the rapid growth history is phenomenal. My best accolades respond to the education of my two children, both of whom spent K-12 years in FBISD. They both were able to achieve high SAT and ACT scores that qualified them for academic scholarship assistance and were able to "place out" of numerous University hours. My children were well-educated and well-rounded students.
- I believe the district has made tremendous improvements over the past five years and is positioned to make further gains in future years. Regarding this questionnaire, there were questions regarding performance and effectiveness of administration but none for the board.
- They need to consider year round school for ESL (English as a Second Language) students until they are proficient in English.

Appendix F

PRINCIPALS AND ASSISTANT PRINCIPALS SURVEY RESULTS

A. DEMOGRAPHIC DATA / SURVEY QUESTIONS

Principal and Assistant Principal Survey Results
(Written/Self-Administered)
(n=70)

The principals and assistant principals survey questionnaire included three sections. Part A of the survey contained questions about demographic data. Part B of the survey contained multiple-choice questions. The multiple-choice section asked principals and assistant principals their opinions about 11 of the 12 areas under review. The 11 areas covered in the survey were:

- District Organization and Management
- Educational Service Delivery and Performance Measurement
- Personnel Management
- Community Involvement
- Facilities Use and Management
- Financial Management
- Purchasing and Warehousing
- Food Services
- Transportation
- Safety and Security
- Computers and Technology

Part C of the survey questionnaire asked for comments. TSPR used narrative to identify important issues to be addressed during the review process. These comments do not reflect the findings or opinions of the Texas Comptroller of Public Accounts or the review team.

Summary of Survey Data

Of the 200 Fort Bend Independent School District (FBISD) principal and assistant principal surveys mailed by TSPR, 70 principals and assistant principals responded. Almost three-fourths (73 percent) of principals responding to the survey were female, while slightly more than one-fourth (27 percent) were male. The majority of principals were Anglo (79 percent), while 15 percent were African American, and 6 percent were Hispanic. No survey respondents were classified as Asian or "Other".

When asked about their length of employment in the district, 28 percent of principals and assistant principals had worked at FBISD for 20 years or more, and 33 percent had worked at the district for 11 to 20 years. Nineteen percent of the principals and assistant principals had worked at the district for between 6 and 10 years and about the same percentage (20 percent) had worked in the district for five years or less.

Narrative summaries for the multiple-choice questions are presented below.

District Organization and Management

In general, principals and assistant principals were happy with the school board. An overwhelming majority (94 percent) of principals felt school board members listened to the opinions and desires of others, and 96 percent thought the school board allowed sufficient time for public input at meetings. Two-thirds (67 percent) of principals believed the school board understood its role as policymaker and stayed out of the day-to-day management of the district.

The principals and assistant principals were happy with the superintendent. A large majority (84 percent) of principals believed the superintendent was a respected instructional leader, and an even higher percentage (90 percent) thought he was a respected business manager.

For the most part, principals and assistant principals rated central administration high. More than three out of four (78 percent) of principals and assistant principals believed central administration supported the educational process, and about two-thirds (67 percent) felt central administration was efficient. Just over four in ten (43 percent) of principals thought morale was good among central administration staff and an even higher percentage (50 percent) had "no opinion" one way or the other.

Educational Service Delivery and Performance Measurement

Almost all (94 percent) principals and assistant principals believed that in the district, student education was the main priority. An overwhelming majority (90 percent) of respondents thought teachers had the opportunity to suggest new, more effective programs and materials.

More than three-fourths (77 percent) of principals believed educational programs met the needs of college-bound students, and slightly more than half (53 percent) thought educational programs met the needs of work-bound students.

When asked about curriculum, a large majority (87 percent) of respondents said that the district provided curriculum guides for all grades and subjects. In addition, 84 percent thought the curriculum guides were appropriately aligned and coordinated, and (70 percent) thought the guides clearly outlined what to teach and how to teach it.

Principals and assistant principals ranked all educational programs as effective. Survey respondents felt the most effective educational programs were Reading (97 percent), Writing (96 percent), English/Language Arts (96 percent), and Physical Education (87 percent).

Principals and assistant principals had mixed feelings on the effectiveness of special programs. Survey respondents believed the most effective ones were programs for students with dyslexia (90 percent), library services (89 percent), summer school (87 percent), and English as a Second Language (73 percent). However, less than half of the respondents felt the following special programs were effective: counseling for parents of students (47 percent), career counseling (45 percent), and college counseling (42 percent).

Principals and assistant principals had strong opinions in other areas of the Education Service Delivery section of the questionnaire. All (100 percent) responded that students had access to school nurses when needed. An overwhelming majority (92 percent) of principals and assistant principals believed the district counseled teachers for poor performance, and a vast majority (87 percent) said teachers seldom left their classrooms unattended. In contrast, only 20 percent of principals and assistant principals believed the district rewarded teachers for superior performance.

Personnel

Ninety-one percent of principals and assistant principals thought the district had an effective staff development program. An overwhelming majority (89 percent) of respondents believed the district had a good and timely new employee orientation program. Eight out of ten (81 percent) of principals said the district had an effective employee recruitment program.

More than half (56 percent) of the respondents thought the district effectively projected future staffing needs and 48 percent of principals and assistant principals believed that temporary employees are rarely used.

More than 60 percent felt district salaries were competitive with similar positions in the job market, and an even higher percentage (67 percent) thought the health insurance package met their needs.

Nearly all (99 percent) of the respondents said district employees received annual performance evaluations. A large majority (84 percent) of principals and assistant principals believed the district had a prompt and fair grievance process.

Fifty-three percent of the respondents felt that the district does not reward competence and experience or make clear the qualifications for promotions, while 41 percent of the respondents felt that the district does a good job in this area.

Community Involvement

Principals and assistant principals rated community involvement high. An overwhelming majority (99 percent) of principals and assistant principals thought the district regularly communicated with parents. More than half (68 percent) said they had plenty of volunteers to help students in school programs. Ninety-one percent of principals felt district facilities were open for community use.

Facilities Use and Management

Principals and assistant principals also were satisfied with school facilities. Nearly three out of four (74 percent) thought the school board, faculty, staff, parents, citizens and students provided input into facility planning. Ninety-seven percent of principals felt schools were clean. Concerning maintenance and repair, more than eight out of ten (84 percent) principals felt the district promptly and properly maintained buildings, and nine out of ten (92 percent) thought the district handled emergency maintenance promptly. In addition, 77 percent of principals felt the district repaired buildings promptly.

Financial Management

The principals and assistant principals were satisfied with the district's financial management. Eighty-six percent of principals felt the district effectively involved principals and teachers in site-based budgeting. A large majority of principals (83 percent) thought the district allocated resources fairly and equitably at their respective school. Sixty-six percent believed campus administrators were well trained in financial management practices.

Purchasing and Warehousing

Survey respondents were satisfied with the district's purchasing and warehousing. Sixty-eight percent of principals and assistant principals thought the district provided teachers and administrators an easy-to-use

standard list of equipment and supplies, and more than half (56 percent) felt purchasing processes were not cumbersome.

Nearly three-fourths (74 percent) of the principals and assistant principals surveyed believed the district purchased needed supplies promptly, and 66 percent thought the district bought the highest quality products at the lowest cost.

A vast majority (99 percent) of principals believed textbooks were in good shape, and 96 percent felt the district provided the textbooks to students promptly. A large majority (87 percent) of principals believed the school libraries had enough books and resources for students.

Food Services

Principals and assistant principals were happy with the district's food services. An overwhelming majority (99 percent) felt cafeteria facilities were sanitary and neat, and 76 percent thought cafeteria staff was helpful and friendly. Ninety-six percent felt campus staff maintained discipline and order in school cafeterias.

A large majority (81 percent) of principals felt students ate lunch at the appropriate time of day. More than three out of four (77 percent) principals said cafeteria staff served warm food.

Respondents had mixed feelings about food served in the cafeterias. Forty-seven percent felt that it looked and tasted good, while 44 percent believed that it did not.

A majority (68 percent) believed students had enough time to eat lunch, and 61 percent felt students waited in line no longer than 10 minutes.

Transportation

Principals and assistant principals had mixed feelings about bus transportation in the district. More than eight out of ten (82 percent) believed buses arrived and left on time and an even higher percentage (88 percent) said the drop-off zone at the schools was safe. Less than half (44 percent) of the respondents, however, thought it was easy to add or modify a route for a student. Ninety-four percent felt the district had a simple method for requesting buses for special events.

Safety and Security

Principals and assistant principals were pleased with the safety and security in the district. Ninety-five percent of principals thought students

felt safe and secure at school and more than eight out of ten (84 percent) believed safety hazards did not exist on school grounds. A large majority (91 percent) of principals felt school disturbances were infrequent.

Survey respondents had mixed feelings about gangs, drugs, and vandalism in FBISD. Thirty-six percent of the respondents felt gangs were not a problem in the district, 35 percent felt that gangs were a problem, and 29 percent of the respondents had "no opinion". Fifty-nine percent of the survey respondents felt drugs were a problem in the district and 23 percent of respondents had "no opinion". Forty-two percent of respondents felt vandalism was not a problem and 40 percent felt that it was a problem.

An overwhelming majority (93 percent) of principals felt the district disciplined students fairly and equitably for misconduct.

Additionally, a vast majority (94 percent) of principals felt security personnel had a good working relationship with principals and teachers, and 92 percent felt students respected and liked security personnel. Additionally, a large majority (88 percent) said the district had a good working arrangement with local law enforcement.

Computers and Technology

Principals and assistant principals were generally happy with computer technology in the district. Almost nine out of ten (89 percent) principals felt computers were new enough to be useful for student instruction.

A large majority (80 percent) of principals felt students and teachers had regular access to computer equipment and software in the classroom, including the Internet (83 percent). Eighty-seven percent of respondents said students regularly use computers in schools. Seven out of ten (70 percent) principals felt the district offered enough basic computer classes, but only about half (54 percent) thought the district offered enough advanced computer classes. Sixty-nine percent of respondents felt teachers were knowledgeable enough to use computers in the classroom effectively.

DEMOGRAPHIC DATA

1.	<i>Gender (Optional)</i>						Male	27%	Female	73%
2.	<i>Ethnicity (Optional)</i>									
	Anglo	79%	African American	15%	Hispanic	6%	Asian	0%	Other	0%

3. <i>How long have you been employed by Fort Bend ISD?</i>									
1-5 years	20%	6-10 years	19%	11-15 years	23%	16-20 years	10%	20+ years	28%
4. <i>What grades are taught in your school?</i>									
Pre-k to 5th	26%	K to 5th	29%	6th to 8th	19%	9th to 12th	26%		

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.	38%	58%	4%	0%	0%
2.	School board members listen to the opinions and desires of others.	34%	60%	3%	0%	3%
3.	School board members understand their role as policymakers and stay out of the day-to-day management of the district.	26%	41%	12%	20%	1%
4.	The superintendent is a respected and effective instructional leader.	31%	53%	6%	10%	0%
5.	The superintendent is a respected and effective business manager.	41%	49%	6%	4%	0%
6.	Central administration is efficient.	10%	57%	13%	16%	4%
7.	Central administration supports the educational process.	17%	61%	7%	13%	2%

8.	The morale of central administration staff is good.	6%	37%	50%	6%	1%
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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.	54%	40%	4%	2%	0%
10.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	28%	62%	1%	7%	2%
11.	The needs of the college-bound student are being met.	37%	40%	16%	7%	0%
12.	The needs of the work-bound student are being met.	7%	46%	19%	24%	4%
13.	The district provides curriculum guides for all grades and subjects.	36%	51%	4%	7%	2%
14.	The curriculum guides are appropriately aligned and coordinated.	28%	56%	6%	9%	1%
15.	The district's curriculum guides clearly outline what to teach and how to teach it.	13%	57%	10%	19%	1%
16.	The district has effective educational programs for the following:					
	a. Reading	45%	52%	0%	3%	0%
	b. Writing	34%	62%	0%	4%	0%
	c. Mathematics	37%	57%	2%	4%	0%
	d. Science	41%	54%	2%	3%	0%

	e. English or Language Arts	42%	54%	0%	4%	0%
	f. Computer Instruction	21%	50%	4%	22%	3%
	g. Social Studies (history or geography)	27%	67%	3%	3%	0%
	h. Fine Arts	28%	61%	7%	4%	0%
	i. Physical Education	20%	67%	9%	4%	0%
	j. Business Education	16%	39%	44%	1%	0%
	k. Vocational (Career and Technology) Education	9%	41%	36%	13%	1%
	l. Foreign Language	20%	43%	30%	6%	1%
17.	The district has effective special programs for the following:					
	a. Library Service	30%	59%	6%	4%	1%
	b. Honors/Gifted and Talented Education	31%	56%	4%	9%	0%
	c. Special Education	33%	54%	4%	7%	2%
	d. Head Start and Even Start programs	13%	48%	39%	0%	0%
	e. Dyslexia program	24%	66%	4%	6%	0%
	f. Student mentoring program	9%	54%	21%	14%	2%
	g. Advanced placement program	27%	50%	22%	1%	0%
	h. Literacy program	19%	61%	13%	7%	0%
	i. Programs for students at risk of dropping out of school	7%	43%	24%	23%	3%
	j. Summer school programs	20%	67%	3%	9%	1%
	k. Alternative education programs	9%	49%	14%	21%	7%
	l. "English as a second	14%	59%	13%	13%	1%

	language" program					
	m. Career counseling program	7%	38%	33%	19%	3%
	n. College counseling program	9%	33%	34%	21%	3%
	o. Counseling the parents of students	6%	41%	19%	29%	5%
	p. Drop out prevention program	6%	35%	35%	21%	3%
18.	Parents are immediately notified if a child is absent from school.	20%	51%	4%	23%	2%
19.	Teacher turnover is low.	6%	57%	10%	23%	4%
20.	Highly qualified teachers fill job openings.	6%	64%	4%	22%	4%
21.	Teachers are rewarded for superior performance.	0%	20%	9%	60%	11%
22.	Teachers are counseled about less than satisfactory performance.	17%	75%	4%	4%	0%
23.	All schools have equal access to educational materials such as computers, television monitors, science labs, and art classes.	12%	47%	3%	24%	14%
24.	Students have access, when needed, to a school nurse.	61%	39%	0%	0%	0%
25.	Classrooms are seldom left unattended.	34%	53%	1%	12%	0%
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.	14%	46%	4%	32%	4%
27.	The district has a good and timely program for orienting new employees.	16%	73%	3%	7%	1%
28.	Temporary workers are rarely used.	7%	41%	20%	29%	3%
29.	The district successfully projects future staffing needs.	8%	48%	9%	29%	6%
30.	The district has an effective employee recruitment program.	20%	61%	7%	10%	2%
31.	The district operates an effective staff development program.	31%	60%	6%	3%	0%
32.	District employees receive annual personnel evaluations.	42%	57%	0%	1%	0%
33.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	7%	34%	6%	40%	13%
34.	Employees who perform below the standard of expectation are counseled appropriately and timely.	6%	74%	10%	10%	0%
35.	The district has a fair and timely grievance process.	14%	70%	10%	4%	2%
36.	The district's health insurance package meets my needs.	6%	61%	9%	14%	10%

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D. Community involvement						
Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
37.	The district regularly communicates with parents.	50%	49%	1%	0%	0%
38.	Schools have plenty of volunteers to help student and school programs.	23%	45%	4%	22%	6%
39.	District facilities are open for community use.	33%	58%	4%	3%	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.	16%	58%	10%	15%	1%
41.	Schools are clean.	34%	63%	0%	3%	0%
42.	Buildings are properly maintained in a timely manner.	24%	60%	1%	9%	6%
43.	Repairs are made in a timely manner.	14%	63%	2%	17%	4%
44.	Emergency maintenance is handled promptly.	28%	64%	4%	1%	3%
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	23%	63%	0%	13%	1%

	teachers.					
46.	Campus administrators are well trained in fiscal management techniques.	16%	50%	3%	24%	7%
47.	Financial reports are allocated fairly and equitably at my school.	26%	57%	4%	7%	6%

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.	13%	61%	12%	14%	0%
49.	Purchasing acquires high quality materials and equipment at the lowest cost.	12%	54%	25%	7%	2%
50.	Purchasing processes are not cumbersome for the requestor.	10%	46%	18%	25%	1%
51.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	9%	59%	10%	19%	3%
52.	Students are issued textbooks in a timely manner.	29%	67%	0%	4%	0%
53.	Textbooks are in good shape.	22%	77%	0%	1%	0%
54.	The school library meets students needs for books and other resources.	33%	54%	1%	9%	3%

H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
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55.	The cafeteria's food looks and tastes good.	3%	44%	9%	35%	9%
56.	Food is served warm.	6%	71%	6%	11%	6%
57.	Students have enough time to eat.	10%	58%	4%	22%	6%
58.	Students eat lunch at the appropriate time of day.	14%	67%	0%	16%	3%
59.	Students wait in food lines no longer than 10 minutes	13%	48%	3%	26%	10%
60.	Discipline and order are maintained in the school cafeteria.	29%	67%	1%	0%	3%
61.	Cafeteria staff is helpful and friendly.	18%	58%	5%	16%	3%
62.	Cafeteria facilities are sanitary and neat.	32%	67%	1%	0%	0%

I. Transportation

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	The drop-off zone at the school is safe.	30%	58%	0%	10%	2%
64.	The district has a simple method to request buses for special events.	29%	65%	4%	0%	2%
65.	Buses arrive and leave on time.	19%	63%	5%	10%	3%
66.	Adding or modifying a route for a student is easy to accomplish.	6%	38%	26%	24%	6%

J. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
67.	Students feel safe and	33%	62%	1%	3%	1%

	secure at school.					
68.	School disturbances are infrequent.	37%	54%	0%	9%	0%
69.	Gangs are not a problem in this district.	6%	30%	29%	31%	4%
70.	Drugs are not a problem in this district.	3%	15%	23%	52%	7%
71.	Vandalism is not a problem in this district.	3%	39%	18%	37%	3%
72.	Security personnel have a good working relationship with principals and teachers.	40%	54%	3%	1%	2%
73.	Security personnel are respected and liked by the students they serve.	35%	57%	7%	0%	1%
74.	A good working arrangement exists between the local law enforcement and the district.	37%	51%	9%	3%	0%
75.	Students receive fair and equitable discipline for misconduct.	36%	57%	3%	4%	0%
76.	Safety hazards do not exist on school grounds.	23%	61%	4%	9%	3%

K. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
77.	Students regularly use computers.	27%	60%	0%	13%	0%
78.	Students have regular access to computer equipment and software in the classroom.	24%	56%	3%	17%	0%
79.	Computers are new enough to be useful for	29%	60%	3%	8%	0%

	student instruction.					
80.	The district meets students needs in computer fundamentals.	23%	47%	4%	23%	3%
81.	The district meets student needs in advanced computer skills.	13%	41%	16%	27%	3%
82.	Teachers know how to use computers in the classroom.	13%	56%	1%	28%	2%
83.	Teachers and students have easy access to the Internet.	28%	55%	1%	15%	2%

Appendix F

PRINCIPALS AND ASSISTANT PRINCIPALS SURVEY RESULTS

B. VERBATIM

The narrative comments below reflect the perceptions and opinions of the principal and assistant principal survey respondents.

- I feel very supported by the board, superintendent, the central office staff, and all the auxiliary staffs. Everyone in this district works long and hard. If they don't, they don't last long! The principals and teachers have an overwhelming job to do and most all are up to the challenge. We try very hard to keep test scores high while still presenting our students a balanced program and taking care of the "whole" child with his/her many needs in today's society.
- School board and administration tends to give more support to parents rather than schools and teachers.
- There are too many central office administrators, and it needs to be examined. The central office once was a "support and service" vehicle for the campuses. But its no longer the case! As each new position has been added, these people seem to justify their jobs by giving principals more unnecessary paperwork.
- Too many meetings are required for principals that are a waste of time. (i.e. at key communicator meetings, district administrators outnumbered the public 5:1).
- Why does Dr. Hooper need three secretaries? He's rarely in the district and too busy furthering his career, yet, we can't get a receptionist in elementary schools. There are many more people in support roles and aides at secondary schools.
- Site-based management is a joke! We decide very little - just whatever central doesn't want to take the blame for. Many of us are very concerned about the financial situation. Dr. Hooper brought in all his own people. Someone needs to closely scrutinize the district's fiscal areas.
- Salaries are not fair for assistant principals. Computers don't work half of the time.
- I have personally had students in this district for 25 years. Considering the overwhelming growth that has occurred during this time the district has done an excellent job educating students. My own children and all of their friends have gone on to excellent universities and are successful citizens in the community. What else could a parent ask for. I also think FBISD is an excellent

employer, and Dr. Hooper is the best superintendent we've ever had (very visionary).

- Our area superintendent is great and so is our superintendent. However, the assistant superintendent of facilities and planning and his directors, managers and supervisors need to go back into the private sector. Our campuses are not important to them. Work orders are ignored. We turn the same ones in time after time. Operation and grounds crew are the same. Work orders, after three or four request never get recognized! They are also very rude and mean to our wonderful custodians.
- FBISD has a good, strong school system. One big weakness is computers and instructional specialty. Every school needs a full time computer teacher. The teachers are not trained so they are unable to assist the students. Some schools are much more technology ready, while others have old run-down computer labs.
- The budget process in FBISD has become increasingly cumbersome with fiscal and instructional personnel having increasing needs for paperwork. The campus plan has evolved into an unwieldy document. Goal setting has become busy work, which takes the campus administrator away from the product, the student. Also for a district the size of FBISD the alternative school for behavior is inadequate. Because the expectation of public school educators has been expanding exponentially over the past decade, the demands upon personnel is creating diminishing returns and will continue to create a system where jobs will not be filled by the most qualified. They will leave for better paying positions where the governmental busy work is less.
- Fort Bend is an outstanding district. Central administration works hard to see that all your needs are met. I am proud to have been a part of this great organization for 27 years.
- Too much emphasis on Texas Assessment of Academic Skills (TAAS) test. Pay for substitute teachers is below that of many surrounding districts, thus, we frequently don't have enough of good quality. Teacher retention needs work. Elementary schools with 700 plus students need two assistant principals.
- I'm new to FBISD so some of my answers may differ from those of others overall, however, I believe that our central office personnel are supportive and helpful. We are provided what we need in order to teach our students. I am impressed with our attention to quality instruction as well as with the fiscal responsibility of FBISD.
- I feel fortunate to work in a district that has strong leadership, high standards for curriculum, support from central administration and clear precise budgeting process information. In the eight years I have worked in FBISD, we have made clear strides towards educational success for all students. We still have a ways to go, but

we are definitely on an upward trend because of the commitment in the past five years towards organizing our curriculum.

- FBISD is a good place to teach, work and send your kids to school and be an administrator. Our superintendent recognizes the need to continuously examine policies and practices to determine if we need to maintain, stop, or start current or new practices. This attitude filters down to the campus level in that we're not content to rest on our laurels but continue to try to improve our programs to positively impact our students. Children and their success are our business and we take our jobs seriously.
- FBISD is an excellent district. I am proud to be a part of it!
- FBISD isn't "perfect", but I believe that they do an excellent job providing an equitable educational opportunity in an incredibly diverse and fast growing area. People in business think that they can apply principles, which apply in business to education. But it is all about kids, parents most prized possessions, and time and money must often be "wasted" on a kid who isn't likely to provide much return on that investment.
- Education is held hostage every time the legislature meets. We spend our administrative lives trying to adjust to the constant changes in the accountability system, discipline laws, and the politics. Running a school under the conditions of constant change is like trying to change a tire on a moving car! Couple this with the favorite indoor sport of politicians, education bashing, and you may figure out why Texas and the nation are on the leading edge of a critical shortage of educators.
- Teacher pay is well below where it should be. There is no incentive pay for good teachers, good schools or good administrators. School safety must be addressed. High School and Middle School campuses need comprehensive safety plans. Drugs, alcohol and sex must be better addressed.
- FBISD does a fine job of educating students in such a fast growing area with such a diverse population. As a principal, I feel supported by the school board administration and my patrons. Our children are learning things in a good place to learn. Are we perfect? No, but, our district continually strives to improve and make the most of all kids. We don't want to leave one child behind.
- The Technology Department is a waste of time. The district needs more subject area coordinators. There should be math specialists on every campus. The staff development requirements of elementary teachers are ridiculous. Too much money is being spent on coaches' salaries. The addition of area superintendents was an excellent idea.
- In order for the district to have academic success on all campuses, it's very important that the instruction leader be equipped in all areas. This district must carefully change the instructional leader to

fit the school community and to be a compatible partner to the assistant principal and other staff at the campus.

- There were too many campuses this year that had new instructional leaders. They had no clue to their assignment or had a personal problem that upset the climate of the campuses. Staff hated to come to work because of the "stress" of dictation of the instructional leader. Many times staff members were threatened to lose their jobs if they did not comply with the wishes of the instructional leader. The focus was not on education per se.
- The educational process in FBISD is excellent in my opinion. District personnel assist other professionals in providing the very best to this community's most prized possession, the children (student). Staff development is very strong and materials and supplies are more than adequate.
- I have worked in several area districts over the years. FBISD is by far the best I've been in. I especially appreciate Dr. Hooper's leadership.
- This district has experienced periods of rapid growth in the past. However, the present growth rate has placed a strain on facilities, staff and supplies. As a poor district, we are doing very well with the limited funding. Our students are well prepared for college but I feel our curriculum could be more challenging. We need to address the vocational needs of our students before high school.
- There is an equity issue in this school district. Area 1 is the location of most of the minority and low socio-economic students. The maintenance and repair of schools in Area 1 is substantially below standards from Areas II & III. Principals' salaries in Area 1 are on average \$5,000 less than the administrators' salaries in Areas II & III. Principals in Area 1 with schools rated as acceptable had their contracts held until after 1999 TAAS scores came in. The district did not withhold contract renewal for Areas II & III.
- Principals did their renewal in September 1999. The usual time for renewal is February 1999. The district pays the salary for a math specialist on some campuses. We are a Title I School and if we want a math specialist, we have to use our Title I dollars to pay the salary. That's not equitable if the district is going to provide math specialist for some schools, they should provide this for all schools.
- Overall, FBISD provides a quality education for students. However, the Alternative Education Program Behavior Learning Center (BLC) is in my opinion not effective. Most students believe the 20 days program is a vacation from school. In addition, more money needs to be allocated for programs designed to help students who are not college-bound. More vocational programs are

needed - as well as teachers who are qualified to instruct in the classroom.

- My "Strongly Disagree" response to item #2 ("school board members listen....") is directed to the majority of the board, not to the whole. I believe that three of the members are open to input and are not burdened by special interest, or personal agendas. The behavior of the other four members is often reprehensible. A major area that needs attention is teacher evaluation. The current system, namely the PDAS, is ineffective as current designed. Has privatization of food service been investigated? Overall, I believe FBISD does a very effective job of budgeting and using its financial resources. However, there is room for improvement. The district will remain "cutting edge" only as long as its teacher recruitment and training (not to mention increased salaries) program continue to be improved.
- Students receive an excellent education considering the time taken away from instruction by the many mandatory-testing days.
- Food Services need to serve healthier food, get more helpers, and serve food on time. More teachers are needed (smaller classes) in middle schools to lower ratio. Buses are overloaded. More drivers and more buses are needed. Cameras on all buses to monitor students and the bus driver are also needed.
- We are just now getting computers in the classroom, and starting to access Internet. We are a low-income school and our kids need the exposure to technology because many don't have it at home. Elementary principals should receive higher salaries. The old thought that high school principals have more nighttime activities is no longer true. No assistant/associate principal in high school should get a higher salary than elementary principals, as it is in FBISD.
- As a district, I believe that there is a sincere effort to improve in our weaker areas.
- FBISD is a great place to work.
- I am concerned about the accuracy of building capacity data. Building custodial staff are often not treated with respect by their supervisors and others in maintenance administration.
- The school board wants all taxpayers happy. Therefore, administrators know that any parents' complaints will be granted (in their favor). This makes teachers and building administrators feel their professional decisions hold no value.

Appendix G

TEACHERS

SURVEY RESULTS

A. DEMOGRAPHIC DATA / SURVEY QUESTIONS

Teacher Survey Results
(Written/Self-Administered)
(n=148)

The teacher survey questionnaire included three sections. Part A of the survey contained questions about demographic data. Part B of the survey contained multiple-choice questions. The multiple-choice section asked teachers their opinions about 10 of the 12 areas under review. The 10 areas covered in the survey were:

- District Organization and Management;
- Educational Service Delivery and Performance Measurement;
- Personnel Management;
- Community Involvement;
- Facilities Use and Management;
- Financial Management;
- Purchasing and Warehousing;
- Food Services;
- Safety and Security; and
- Computers and Technology

Part C of the survey questionnaire asked for comments. TSPR used teacher survey comments to identify important issues to be addressed during the review process. These comments do not reflect the findings or opinions of the Texas Comptroller of Public Accounts or the review team.

Summary of Survey Data

Of the 600 Fort Bend Independent School District (FBISD) teacher surveys mailed by TSPR, 148 teachers responded. Most teachers (85 percent) were female, and 15 percent were male. Nearly eight of every 10 respondents was Anglo (79 percent), while 10 percent were African American, 7 percent were Hispanic and 2 percent were Asian. Another 2 percent classified themselves as "Other."

Thirty-five percent of the teachers responding had worked in the district 5 years or less, 28 percent for 6 to 10 years, and another 13 percent had worked in the district for 11 to 15 years. Eleven percent responded that

they have worked at FBISD 16 - 20 years and another 13 percent had been employed for 20 years or more.

Narrative summaries for the multiple-choice questions are presented below.

DISTRICT ORGANIZATION AND MANAGEMENT

Forty-two percent of the teachers who responded said the school board worked well with the superintendent, while 49 percent had "no opinion." Slightly more than two-thirds of the teachers (69 percent) felt the school board had a good image in the community. Slightly more than half of the teachers (55 percent) felt school board members listened to the opinions and desires of others, while 30 percent had "no opinion". Nearly half (47 percent) believed the school board allowed sufficient time for public input at meetings, while 42 percent had "no opinion".

More than half of the teachers (57 percent) felt the superintendent was a respected instructional leader, and nearly the same percentage (54 percent) thought he was a respected business manager.

While less than three-fourths of the teachers (63 percent) felt central administration supported the educational process, less than half (47 percent) believed central administration was efficient. In addition, less than half (40 percent) said morale was good among central administration staff.

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASUREMENT

Teachers rated educational aspects of FBISD high. Seventy-seven percent of the teachers believed that student education was the main priority in the district. Sixty-three percent of the teachers felt they had the opportunity to suggest new, more effective programs and materials. Nearly two-thirds of the teachers (65 percent) believed the educational program met the needs of college-bound students; but fewer than half (37 percent) thought it met the needs of work-bound students. Seventy-three percent said the district provided curriculum guides for all grades and subjects. Additionally, two-thirds (64 percent) said the curriculum guides were appropriately aligned and coordinated, and 49 percent thought the guides clearly outlined what to teach and how to teach it.

Overall, teachers felt the district has effective educational programs. Educational programs receiving the highest ratings by teachers included: Social Studies (history and geography) (81 percent), Mathematics (78 percent), English/Language Arts (77 percent), Reading (75 percent),

Science, (75 percent), and Physical Education (73 percent). A high percentage of the respondents, 60 percent, 58 percent, and 42 percent respectively, had "no opinion" about the district's business education, vocational education, and foreign language programs. Of those teachers that did have an opinion, 36 percent felt business education was effective, 30 percent felt vocational education was effective, and 53 percent felt foreign language was effective.

Teachers also rated many of FBISD's special programs high. Special programs receiving the highest ratings by teachers included: Honors/Gifted and Talented Education (75 percent), Library Service (74 percent), and Special Education (70 percent). A high percentage of the respondents had "no opinion" about the Career Counseling Program (55 percent), Dropout Prevention Program (53 percent), Alternative Education Program (41 percent), Advanced Placement and Literacy Program (37 percent), Programs for At-Risk of Dropping out of School (35 percent), and Student Mentoring Programs.

Most teachers (82 percent) believed they were knowledgeable in the subject areas they teach. Fewer than half (45 percent) thought the student-to-teacher ratio was reasonable, while 50 percent thought turnover was high. Only 9 percent believed the district rewarded teachers for superior performance, while 45 percent believed the district counsels teachers for poor performance. Less than half (44 percent) felt the district filled teacher openings quickly; however, 57 percent said the district filled them with qualified teachers. Eighty seven percent said they seldom left their classrooms unattended.

Only 33 percent of the teachers responding felt schools had equal access to educational materials such as computers, TV monitors, science labs and art classes. More than half of the teachers surveyed (56 percent) said the district notifies parents immediately if their child was absent from school.

PERSONNEL MANAGEMENT

Teachers responses were mixed about personnel management issues in the district. Nearly all teachers who responded (95 percent) said district employees received annual performance evaluations. More than half (58 percent) believed the district had a good and timely new employee orientation program. About half (49 percent) of the respondents felt the district had an effective employee development program and about the same percentage (48 percent) said the district had an effective employee recruitment program.

Thirty-eight percent of the teachers who responded to the survey believed FBISD effectively projected future staffing needs and 42 percent did not.

Additionally, 63 percent of the respondents felt FBISD salaries were not competitive with similar positions in the job market, and 53 percent felt the health insurance package did not meet their needs.

Nearly six out of 10 (57 percent) respondents felt that FBISD does not reward competence and experience or adequately spell out qualifications needed for a promotion. Only 38 percent of the respondents said the district counseled poor-performing employees promptly and appropriately and the exact same percentage (38 percent) had "no opinion" about the question. Twenty-three percent of teachers that responded to the survey felt the district had a prompt and fair grievance process; however almost three times that amount (63 percent) had "no opinion" one way or the other.

COMMUNITY INVOLVEMENT

Most of teachers (85 percent) said the district regularly communicated with parents. Less than half (43 percent) of the teachers felt local TV and radio stations regularly reported school news and cafeteria menus. Fifty-one 51 percent thought they had plenty of volunteers to help students in school programs. More than half (67 percent) believed district facilities were open for community use.

FACILITIES USE AND MANAGEMENT

Eighty-nine percent of the teachers said the schools were clean. Sixty-seven percent of the respondents said the district promptly and properly maintained buildings and 79 percent felt the district handled emergency maintenance promptly. Seventy-seven percent said the district repaired buildings promptly.

Nearly half of the teachers (49 percent) felt the district planned new school construction far enough in advance to support enrollment growth. Thirty-eight percent felt the school board, faculty, staff, parents, citizens and students provided input into facility planning. However, only 18 percent said the district selected architect and construction managers objectively and impersonally and 71 percent of the respondents had "no opinion" one way or the other. Half of the teachers felt the quality of new construction was excellent.

FINANCIAL MANAGEMENT

More than half of the teachers (56 percent) felt the district effectively involved teachers in site-based budgeting, and about the same percentage (54 percent) felt campus administrators were well trained in financial

management practices. More than half (52 percent) felt the district allocated resources fairly and equitably at their respective schools.

PURCHASING AND WAREHOUSING

Fewer than half of the teachers (46 percent) thought the district provided teachers and administrators with an easy-to-use standard list of equipment and supplies, and 31 percent said purchasing processes were not cumbersome.

Twenty-five percent of the teachers believed the district selected vendors competitively and 61 percent of the respondents had "no opinion". While less than half (43 percent) said the district purchased needed supplies promptly, the same percentage felt the district bought the highest quality products at the lowest cost.

Eight out of 10 teachers (80 percent) thought textbooks were in good shape 78 percent felt that books are issued in a timely manner. Seventy-three percent of the teachers believed the school libraries had enough books and resources for the students.

FOOD SERVICES

Eighty-nine percent of the teachers felt cafeteria facilities were sanitary and neat and 66 percent felt cafeteria staff was helpful and friendly.

Eighty-one percent of the teachers felt students ate lunch at the appropriate time of day. In addition, 42 percent of the teachers thought students waited in line no longer than 10 minutes. More than three-fourths (79 percent) felt campus staff maintained discipline and order in school cafeterias.

While 54 percent of teachers felt cafeteria staff served warm food, only 32 percent felt the food looked and tasted good.

SAFETY AND SECURITY

While 73 percent of the teachers responding to the survey believed school disturbances were infrequent. However, many felt that gangs (49 percent), drugs (59 percent) and vandalism (52 percent) were problems in the district.

Additionally, more than half (54 percent) of the teachers believed the district disciplined students fairly and equitably for misconduct.

Two of every three teachers (66 percent) said security personnel had a good working relationship with principals and teachers and nearly that

same amount (63 percent) felt students respected and liked security personnel. Nearly seven of every 10 (68 percent) felt the district had a good working arrangement with local law enforcement. Almost two-thirds (62 percent) felt that safety hazards did not exist on school grounds.

COMPUTERS AND TECHNOLOGY

Eighty-four percent of the teachers who responded believed computers were new enough to be useful for student instruction. Two-thirds (66 percent) of respondents said students and teachers had regular access to computer equipment and software in the classroom. Seventy-seven percent said teachers and students have easy access to the Internet. Seventy-four percent of teachers responding to the survey thought students regularly used computers, and 65 percent believed teachers were knowledgeable enough to use computers in the classroom effectively. Fifty-four percent of the teachers felt the district offered enough basic computer classes. Thirty-six percent of respondents thought the district offered enough advanced computer classes and 39 percent had "no opinion" one way or the other.

DEMOGRAPHIC DATA

1. <i>Gender (Optional)</i>		Male	15%	Female	85%
2. <i>Ethnicity (Optional)</i>					
Anglo	79%	African American	10%	Hispanic	7%
Asian	2%	Other	2%		
3. <i>How long have you been employed by Fort Bend ISD?</i>					
1-5 years	35%	6-10 years	28%	11-15 years	13%
16-20 years	11%	20+ years	13%		
4. <i>What grade(s) do you teach this year?</i>					
Pre-Kindergarten	2%	Fourth Grade	16%	Ninth Grade	14%
Kindergarten	7%	Fifth Grade	14%	Tenth Grade	14%
First Grade	16%	Sixth Grade	10%	Eleventh Grade	22%
Second Grade	16%	Seventh Grade	10%	Twelfth Grade	20%

	Third Grade	16%	Eight Grade	12%	
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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.	7%	40%	42%	9%	2%
2.	School board members listen to the opinions and desires of others.	7%	48%	30%	12%	3%
3.	School board members work well with the superintendent.	6%	36%	49%	9%	0%
4.	The school board has a good image in the community.	14%	55%	22%	8%	1%
5.	The superintendent is a respected and effective instructional leader.	12%	45%	15%	22%	6%
6.	The superintendent is a respected and effective business manager.	11%	43%	19%	21%	6%

B. Educational Service Delivery and Performance Measurement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
7.	Central administration is efficient.	3%	44%	17%	29%	7%
8.	Central administration supports the educational process.	8%	55%	13%	20%	4%
9.	The morale of central administration staff is good.	6%	34%	53%	6%	1%

10.	Education is the main priority in our school district.	25%	52%	5%	13%	5%
11.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	11%	52%	8%	25%	4%
12.	The needs of the college-bound student are being met.	12%	53%	24%	8%	3%
13.	The needs of the work-bound student are being met.	3%	34%	29%	24%	10%
14.	The district provides curriculum guides for all grades and subjects.	17%	56%	8%	16%	3%
15.	The curriculum guides are appropriately aligned and coordinated.	13%	51%	11%	21%	4%
16.	The district's curriculum guides clearly outline what to teach and how to teach it.	7%	42%	8%	35%	8%
17.	The district has effective educational programs for the following:					
	a. Reading	16%	59%	8%	15%	2%
	b. Writing	15%	56%	9%	18%	2%
	c. Mathematics	15%	63%	9%	12%	1%
	d. Science	14%	61%	11%	12%	2%
	e. English or Language Arts	15%	62%	7%	14%	2%
	f. Computer Instruction	15%	41%	9%	24%	11%
	g. Social Studies (history or geography)	15%	66%	11%	6%	2%
	h. Fine Arts	15%	52%	19%	12%	2%

	i. Physical Education	14%	59%	14%	10%	3%
	j. Business Education	8%	28%	60%	2%	2%
	k. Vocational (Career and Technology) Education	8%	22%	58%	8%	4%
	l. Foreign Language	11%	42%	42%	4%	1%
18.	The district has effective special programs for the following:					
	a. Library Service	13%	61%	14%	10%	2%
	b. Honors/Gifted and Talented Education	17%	58%	9%	13%	3%
	c. Special Education	15%	55%	8%	11%	11%
	d. Head Start and Even Start programs	7%	34%	50%	6%	3%
	e. Dyslexia program	10%	59%	17%	12%	2%
	f. Student mentoring program	8%	36%	30%	25%	1%
	g. Advanced placement program	11%	44%	37%	7%	1%
	h. Literacy program	8%	47%	37%	7%	1%
	i. Programs for students at risk of dropping out of school	6%	30%	35%	22%	7%
	j. Summer school programs	11%	50%	24%	11%	4%
	k. Alternative education programs	9%	34%	41%	9%	7%
	l. English as a Second Language program	14%	47%	22%	15%	2%
	m. Career counseling program	5%	18%	55%	18%	4%
	n. College counseling program	5%	24%	55%	13%	3%
	o. Counseling the	6%	24%	31%	34%	5%

	parents of students					
	p. Drop out prevention program	5%	18%	53%	19%	5%
19.	Parents are immediately notified if a child is absent from school.	15%	41%	10%	31%	3%
20.	Teacher turnover is low.	5%	24%	21%	38%	12%
21.	Highly qualified teachers fill job openings.	8%	49%	11%	25%	7%
22.	Teacher openings are filled quickly.	7%	37%	17%	34%	5%
23.	Teachers are rewarded for superior performance.	0%	9%	10%	50%	31%
24.	Teachers are counseled about less-than-satisfactory performance.	3%	42%	29%	22%	4%
25.	Teachers are knowledgeable in the subject areas they teach.	15%	67%	5%	12%	1%
26.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	5%	28%	15%	35%	17%
27.	The students-to-teacher ratio is reasonable.	5%	40%	6%	35%	14%
28.	Classrooms are seldom left unattended.	20%	67%	4%	6%	3%

C. Personnel Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
29.	District salaries are competitive with similar positions in the job	2%	30%	5%	37%	26%

	market.					
30.	The district has a good and timely program for orienting new employees.	5%	53%	18%	20%	4%
31.	Temporary workers are rarely used.	3%	32%	33%	27%	5%
32.	The district successfully projects future staffing needs.	1%	37%	20%	32%	10%
33.	The district has an effective employee recruitment program.	4%	44%	32%	15%	5%
34.	The district operates an effective staff development program.	8%	41%	7%	32%	12%
35.	District employees receive annual personnel evaluations.	28%	67%	4%	0%	1%
36.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	3%	19%	21%	36%	21%
37.	Employees who perform below the standard of expectation are counseled appropriately and timely.	4%	34%	38%	18%	6%
38.	The district has a fair and timely grievance process.	3%	20%	63%	9%	5%
39.	The district's health insurance package meets my needs.	3%	36%	8%	30%	23%

D. Community involvement						
Survey Questions	Strongly	Agree	No	Disagree	Strongly	

		Agree		Opinion		Disagree
40.	The district regularly communicates with parents.	21%	64%	6%	8%	1%
41.	The local television and radio stations regularly report school news and menus.	6%	37%	19%	32%	6%
42.	Schools have plenty of volunteers to help student and school programs.	15%	36%	7%	36%	6%
43.	District facilities are open for community use.	16%	51%	25%	5%	3%

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.	3%	46%	12%	24%	15%
45.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	6%	32%	27%	30%	5%
46.	The architect and construction managers are selected objectively and impersonally.	3%	15%	71%	6%	5%
47.	The quality of new construction is excellent.	6%	44%	33%	14%	3%
48.	Schools are clean.	22%	67%	3%	5%	3%
49.	Buildings are properly maintained in a timely manner.	15%	62%	3%	17%	3%
50.	Repairs are made in a	12%	55%	7%	19%	7%

	timely manner.					
51.	Emergency maintenance is handled promptly.	13%	66%	13%	7%	1%

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%	46%	18%	22%	4%
53.	Campus administrators are well-trained in fiscal management techniques.	10%	44%	29%	14%	3%
54.	Financial reports are allocated fairly and equitably at my school.	11%	41%	16%	25%	7%

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.	5%	38%	21%	31%	5%
56.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	6%	37%	32%	18%	7%
57.	Purchasing processes are not cumbersome for the requestor.	4%	27%	34%	25%	10%
58.	Vendors are selected competitively.	3%	22%	61%	7%	7%
59.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	6%	40%	18%	29%	7%

60.	Students are issued textbooks in a timely manner.	14%	64%	5%	13%	4%
61.	Textbooks are in good shape.	12%	68%	8%	10%	2%
62.	The school library meets students' needs for books and other resources.	20%	53%	7%	14%	6%

H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	The cafeteria's food looks and tastes good.	7%	25%	12%	32%	24%
64.	Food is served warm.	9%	45%	15%	17%	14%
65.	Students eat lunch at the appropriate time of day.	12%	69%	5%	10%	4%
66.	Students wait in food lines no longer than 10 minutes	3%	39%	11%	33%	14%
67.	Discipline and order are maintained in the school cafeteria.	18%	61%	6%	10%	5%
68.	Cafeteria staff is helpful and friendly.	13%	53%	9%	18%	7%
69.	Cafeteria facilities are sanitary and neat.	18%	71%	6%	4%	1%

I. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
70.	School disturbances are infrequent.	12%	61%	7%	18%	2%
71.	Gangs are not a problem in this district.	1%	21%	29%	39%	10%
72.	Drugs are not a problem	2%	12%	27%	44%	15%

	in this district.					
73.	Vandalism is not a problem in this district.	2%	22%	24%	41%	11%
74.	Security personnel have a good working relationship with principals and teachers.	16%	50%	25%	6%	3%
75.	Security personnel are respected and liked by the students they serve.	13%	50%	30%	5%	2%
76.	A good working arrangement exists between the local law enforcement and the district.	13%	55%	29%	1%	2%
77.	Students receive fair and equitable discipline for misconduct.	9%	45%	8%	26%	12%
78.	Safety hazards do not exist on school grounds.	7%	55%	16%	14%	8%

J. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
79.	Students regularly use computers.	17%	57%	3%	20%	3%
80.	Students have regular access to computer equipment and software in the classroom.	10%	56%	4%	25%	5%
81.	Teachers know how to use computers in the classroom.	12%	53%	10%	22%	3%
82.	Computers are new enough to be useful for student instruction.	16%	68%	6%	7%	3%
83.	The district meets students' needs in classes	12%	42%	12%	27%	7%

	in computer fundamentals.					
84.	The district meets students' needs in classes in advanced computer skills.	7%	29%	39%	20%	5%
85.	Teachers and students have easy access to the Internet.	16%	61%	7%	13%	3%

Appendix G

TEACHERS

SURVEY RESULTS

B. VERBATIM COMMENTS

The narrative comments below reflect the perceptions and opinions of teacher survey respondents.

- I am proud to be a teacher in Fort Bent ISD.
- I teach science. The financial resources for the science department are not adequate. We have too few computers and are expected to give 30 or more labs per year out of a budget of about \$13.00 per student. We do what we can. It is better at my school than at some of the others in the district. I doubt central administration understands how expensive it is to teach science.
- I know our district is trying very hard to improve Texas Assessment of Academic Skills (TAAS) scores. We need more teacher assistants in the lower primary grades to help assist students in reading skills. We don't need another program or staff development in this area. We need manpower. Small groups who practice reading skills for a significant portion of the day will learn to read successfully. Then we won't have high school dropouts or as many as we do now. It only makes sense. If you can't read or write well, you are not going to be successful in school. So many kids need help but they can't get it because a teacher can't spread herself too thin. In lower-performing schools, you must provide several extra teachers or aides to teach our students to read well. The money will be spent in a way that will save our students in the long run. It's not too high a price to pay. No one listens to the teachers who see this happen all too often. Please help fund these programs. Nothing else is working. I know because I see it every single day. Even though our students have more resources (educational) than ever before, it clearly seems this isn't working. We need one-to-one or very small group situations. I hope someone, somewhere will listen and forever change the lives of our students.
- Although fine art specialists are employed in all elementary schools, not all schools require the specialists to service the primary grades on a regular schedule.
- Keyboarding is a fundamental that needs to be offered in sixth grade. The reading program needs a strong computer software program to serve English as a Second Language (ESL) students moving into the mainstream as well as students with below-level

skills. The administrators transfer their responsibilities to teachers who are pressed for quality teaching and preparation time.

- I am finding more and more it is not what we do for kids - it is how good we look on paper when there is a problem - we blame all teachers instead of administrators for doing their job and addressing the problem where it exists. We are DILUTING our teachers with one thing after another. Meetings, testing, paper work - I don't have time to plan lessons. Parents go against the recommendations of teachers to put kids in higher classes. When we have high failure rates the teachers are blamed. We are expected to be flexible, yet maintain high standards. Is there any question why after 20 years, I am getting out of the classroom? We need to start focusing on the children and not the district's ego. So many people I have talked to express disappointment in FBISD. They thought from all the public relations it would be fabulous. Not so.
- Older schools should be updated with the niceties that new schools receive. There is no incentive for teachers to go that extra mile. I stay at school until 5 or 6 and do extra workshops on the weekends. The teacher next door leaves with the kids and goes only to required staff development and we get the same compensation.
- Teaching is no longer fun. It's just a job. We spend too much time doing paperwork and other related activities to cover [ourselves]. The superintendent puts too much emphasis and pressure on the principals, who in turn pass it along to teachers and students, to perform on TAAS. Teachers spend too much time teaching testing strategies rather than the curriculum during the year. In my opinion TAAS testing dates should be unannounced and vary during the year from district to district. The schools that do poorly should get extra financial help rather than the schools that do well.
- Behavior Learning Center (BLC) must be provided with more funds. (More teachers, more aides, and an officer on the campus every day and all day). Security is a problem at BLC, materials and communication between schools is not too good, and this hurts the progress of students.
- I'm not sure where this fits in but we are being required to attend over four weeks of in-service over the next three years with no compensation or compensation of two days. I have children in childcare and this will cost me several hundred dollars. With school starting earlier and earlier, I barely have two to three weeks for rest or vacation before I go back to work to start a new school year. I only get paid for nine months of work, so how can my district make in-services mandatory?

- I believe the district is very focused on providing a good education for the student. There is an effort to set high standards for performance.
- There are too many central administrators receiving high pay as compared to teachers. Their SUPERINTENDENT has double staff. Our benefits are too costly for our salaries. TAAS has gotten out of hand. That is all we do at our school and worry about. Kids are taken out of their favorite classes to work on TAAS. The budget process is cumbersome for teachers. Too much paperwork is involved. What does the principal do?
- I think FBISD is a good district overall. Although some schools seem to have more money flowing through it because of the social economic community it is in. I need to know if money flows freely throughout all schools. All children should have an equal education, supplies and equipment such as computers and televisions in classrooms.
- Fort Bend is an excellent district. However, the massive growth causes many demands on the system. Communication and common equal opportunities and practices are becoming a problem. I think it is time to divide the district.
- In the school I work in we have one computer per classroom in which some are old and outdated. Other elementary schools, depending on which side of the district you are on, have many computers in the classrooms.
- We have fewer resources on our (poorer) side of the district. Certain needs are not met. Reading recovery only begins next year. Social promotion sends me children who have failed third grade TAAS. How am I supposed to get them to a point where they can pass fourth grade TAAS? It seems that we are judged as teachers more for our students' TAAS performance than on what the students learn. It is necessary to have some accountability. As a teacher I must complain that I have too few materials and many unprepared children.
- I am honored to work in FBISD. I have worked in three different districts, and this one is by far the most efficient. Teachers are provided with numerous opportunities to grow professionally. I feel that administrators and central office staff really care about the education of children and work hard to make sure it happens.
- Recent health insurance changes are ridiculous. Our raise ended up paying for increases in prescriptions and co-payments. Our districts' pay is not comparable to surrounding districts even with an increased business tax base. Our technology department needs to re-think teacher training techniques. Training teachers on software the same week they are to use it as an instructional tool with students doesn't allow time for them to develop a comfort level in presenting information to students.

- Current Teacher Education Agency (TEA) "Recommended" curriculum track has so many required and designated courses that students are unable to take advantage of technical and elective courses. We are on a conventional six-period day with the current curriculum - students may take 1-1/2 credits of electives. Squeeze technology education, fine arts, athletics, Reserve Officer training Corps (ROTC) etc. into that? District is far too top heavy. Too much micro management program. The top should let the building principal do her/his job. Stop minimizing their jobs - they are very capable. I have seen FBISD as an employee and as a parent. Problem of coping with a rapidly growing student population has been handled well. Bloated bureaucracy is taking away from the education of our students.
- We need to reduce middle schools enrollment. No middle school should be over 800 students, research shows. We can reduce many problems (violence, suicide, drug use, bullying etc.) and raise scores if students felt like everyone knew their names. We are sitting on a time bomb with over 800 middle school kids per campus. There is not enough time to eat lunch because it is too crowded. There is lots of intimidation when you have 400 kids in a lunchroom! No win situation.
- My understanding of FBISD budget is that there is a large surplus - more than recommended by TEA. Why isn't this money used for teachers' raises and increasing school budgets to purchase supplies for our students? I also think we are top-heavy in administration. Principals control site-based decision committee meetings and staff is uninformed of agenda items ahead of meetings.
- Reading recovery needs to be in all schools. One Information Technology Service (ITS) employee should be assigned to each campus. We shouldn't have to beg for it. We need help. 504 - Dyslexia teachers should be on every campus - one per campus - they are needed desperately. English as a Second language (ESL) students need TAAS modifications until capable of taking the test. Each campus should have a Math and Reading specialist.
- Received no return envelope. Discipline depends on which assistant principal the student is sent to on how to discipline is handled. At certain times I am better off not to waste my time sending a student to certain assistant principals. No consistency among the assistant principals.
- I grew up and finished my education during the late 70's. It seems to me that the administration and superintendents are politicians. Have you really read the teacher contracts? It is subjective and vague. A teacher can be fired for any infraction but that same teacher can't quit for any mistreatment. I can earn a higher salary or wage as an entry-level bank employee. Teachers aren't respected in the community because other adults and myself have seen too

many things change for the better outside the education industry and hardly anything inside education. We, in theory, are teaching to the same group, same type, and same class of people as we did when education in schools really stood for something.

- Too much emphasis is placed on TAAS.
- FBISD needs to provide educational programs for children with chronic illnesses. The home bound program is not effective and needs revision. There is not enough teacher instructional time for these students. Children with educational needs that do not meet any program requirements in FBISD usually "fall through the cracks," as do the chronically ill children.
- FBISD is a wonderful school district to be a part of. However, it should be noted that some areas of the district experience problems more than others, more affluent areas have less problems. But overall FBISD administration works very hard to assure that everyone involved is successful.
- This district is a good one, however, as a teacher, I feel that we are not heard by administrators and are punished when we complain. We work long hours, often being given extra duty with no compensation. (i.e., tutoring, completing extra paper work for reading academy, etc.). Also, administrators should be evaluated based on faculty input.
- I feel that all the schools in the District should have an equal amount of finances, supplies and materials to enhance the student learning.
- Need all-day kindergarten class and need accommodations for slow learners not serviced by special education because they are too slow. Need bilingual personnel in special education and testing (diagnostics, psychology, counselors and social workers).
- At five year's service, I received a computer-generated form. I was wondering why I did not receive a service pin like teachers had in the past. I was told that FBISD doesn't do that anymore. Too bad, maybe more teachers would stick around if they were shown how much they were appreciated. Pride develops through experience and accomplishments. I felt cheated and unappreciated.
- TAAS is all that matters to this district. Teacher planning and creativity is all but squashed. Image is everything to this district, while any negative events are silenced. Teacher salaries and benefits are awful and are below all surrounding districts (i.e. Katy, Alief, Pasadena, and HISD). On the other hand, administration's bank is wealthy. It's so demeaning that students ask us if we have a one- or two-story house and we have to tell them we live in a one bedroom shack apartment. It's sad to see fellow teachers in other districts make much more than we do, while our administrators drive luxury cars and live in the most expensive mansions in Sugarland.

- While FBISD does an adequate job of educating students, there are several major weaknesses within the system. At the high school level, a huge disparity in class sizes exists. Some schools routinely have English class loads of 140-160/teacher, while others have 80-100/teacher. Also, the top-heavy central administration impedes, rather than supports, teachers by buying/acquiring/producing programs which soak up teacher time but have very limited, if any, instructional value. Where was the return envelope? It did not show up with this survey.
- We only teach TAAS. I believe we should be teaching children - not the test. We can't even teach Science and Social Studies after the district has spent all the time and money to train teachers and refurbish science kits, science and social studies are strictly reading comprehension. Why does the district even go through the motions of getting teachers' and communities' input in decisions for issues like new principals or attendance zones, and then do exactly what they wanted in the first place? The only community in FBISD that counts is First Colony and New Territory, the ones with the money.
- The administration salaries are fat. Kindergarten does not have a reading program and the bilingual classes are too large. No aide is provided to educate these "at risk" students.
- Our computers are six years old. I have a 486, which takes forever to process attendance and grades. In the computer lab the server takes forever also. Students have time to work on homework while programs are loading.
- FBISD is a wonderful district, however, the student-to-teacher ratio is too high. There is reluctance by central administration to ask for more revenues for teachers and facilities. This is gradually hurting the district.
- I have worked for this district for more than 10 of my 20 years experience in the business. As it has grown, I have noticed that our "public image" has become far more important than the actual quality of education. Most of the teachers that I know feel "powerless" when it comes to making changes in policies or procedures. The building principals are extremely concerned when a parent comes in with a problem and it is dealt with immediately. There was no postage paid envelope included.
- My greatest problem is getting supplies to help with teaching. Our superintendent has set up such a complicated budget process that I have to project in January 2000, what I will need in October 2000 and also in May of 2001. For some reason, we can't get our supplies in August when school starts; we have to wait until October after three months of teaching. We also have to project down to the smallest items like chalk, replacements for Scantrons, and Scotch tape. If we failed to order such supplies last year in

January and we happen to run out before October of next school year, it is just too bad and we have to wait or pay for it out of our own pockets. Our previous superintendents did not have such a convoluted system.

- FBISD spends too much money trying to look good and too little money on prevention, remediation, and behavior. Too little is spent on meeting special education needs.
- In FBISD, at my school in third grade (as well as fourth and fifth), we teach TAAS. This attention to "orders" is the result of threats and intimidation by our principal.
- Performance Management: teachers are rarely rewarded with compliments and never with bonuses or financial compensation for extra time spent with students - this district is like others. Teachers need a fair compensation for their work (including time spent outside the class. Calling parents, meetings, clubs Admissions Review and Dismissals (ARDs) etc). Teachers currently receive about \$1 per child per hour and \$0 for all the extra work. To retain quality teachers and recruit quality teachers this needs to be improved. The Clements High School cafeteria is horrible. The food is of a poor quality - always serve fried meat with fried potatoes and oven cooked vegetables. The lines are separate (school lunch/snack food) and the lines are long. To get pizza or snacks a kid stands in one line for 10 minutes and then would have to go to another line to get fresh fruit or a vegetable with limited lunchtime. They often wait 5-10 minutes to get into the lunch lines! As a result, the kids choose to just go without fresh foods.
- Teachers should receive more computer training in summer in-service programs. A one-hour session during school hours is not enough time to practice new skills and learn new programs. Software should be made available for remedial work with absent students. There needs to be time for planning - we seem to be "treading water" all of the time - we hurry all of the time!
- I work at a great school with wonderful teachers and support staff. However, I feel that the administration in this district operates on the "good old boy" principle of doing business and that many times decisions are based upon whom you know and not what is best for the district and students.
- I love my school - my students, fellow teachers and administration are wonderful. I feel that the majority of members of the school board are biased and narrow-minded. Most of the time they seem to rubber stamp what the superintendent mandates. I find it ridiculous that our superintendent is one of the highest paid and we, the teachers, are paid so poorly. I'm glad you are doing this audit.
- I've been an educator in FBISD for over 10 years. I'm amazed at the district's inability to raise teacher morale. Those of us at

campuses never or rarely see academic specialists in our school. I never receive materials, information or guidance from the specialists. Our instructional specialists are just over-rated assistants to principals and counselors and do not provide necessary classroom support. The administration at the central office should be examined closely - especially in Technology. This is clearly a problem in FBISD.

- Thank you for hiring administrators that are not afraid to make a difference. The employees of this district are truly professional class. I am honored to be part of the FBISD work force.
- FBISD is a wonderful district to belong to and I am very proud to tell people.
- Computer program - on elementary level - a computer specialist in the building for two days of work is ridiculous - she spends most of her time answering e-mail and troubleshooting. We are not getting technology class instruction for teachers.
- I think some inclusion special Education students are not given enough support in the classroom. Schools with very active Parent Teacher Association (PTA's) have more for students and teachers.
- Physical Education facilities are inadequate at the elementary level. State required 3000-sq. ft. while the district gave us 1700 or less. The remaining space is an extended day facility. The district went to the voters for bonds to build elementary "gymnasiums," what the voters got was a day care center. The extended day facility is used by only a fraction of all students. The physical education facility is poorly built and there was no thought about a "SAFE" play area. No input from physical education professionals!
- First and second grade students are not given physical education, art or music classes on a regular basis. Classroom teachers are expected to squeeze it into an already full day. Third, fourth and fifth grades go two or three times a week.
- The district implements many new programs that are great, but they also do not give teachers adequate time to teach and use these concepts in the classroom. I think that this district is very much in tune with what the State is requiring. I do feel that the top administrators need to get out into the classrooms more to see what is truly going on. The ratio of teacher turnover is very high because as an employee you are constantly having your planning time taken away because of meetings (2-3 times a week).
- Most of my answers are based on my own school.
- I feel like a lot of money is invested in inclusion programs that do not work in the favor of all students. Not all students can be fully included in a regular education classroom, yet the district does not seem to care about that. FBISD is concerned with the image of being labeled "full-inclusion." Many regular students suffer as a

result. Also, there are a lot of "middle-management" workers with high salaries.

- Overall, I feel that FBISD meets the needs of the students it is responsible for. Because of the size of the district, it is difficult to know how schools across the district are faring compared to the ones in my area.
- The school where I teach is an excellent one. I have been there nine years and am happy with administration and student bodies. I have been in education for many years and it is my opinion that teachers are not compensated for the enormous responsibility that they must carry.
- My school has the meanest cafeteria manager I have ever met. She intimidates my students. Even I feel intimidated by her. We have complained but nothing has ever been done. Also, we need more computers in the classrooms. We only have one. Bilingual campuses need both English and Spanish resources.
- Extra funds are spent on special education, ESL and Gifted and Talented (GT) but the majority of students are the average student. FBISD needs to help the average student also. Special programs for the average student are needed at the high school level for career needs. Many of the average students are not aware of all the career choices. There are too many parents who want their child in an honors class, but the child is not honors in that subject area. In some schools the percentage of honor students is the same or more than the percentage of average students.
- This is not a true honors program when a teacher has to make too many adjustments for the student that does not belong in an honors class.
- Summer school should be offered for remedial work in reading and math. This is especially important in elementary school. Administrators need to listen to the classroom teachers. We are the ones working with the students and yet our ideas are not taken seriously.
- FBISD does have wonderful ideas about advancing curriculum to meet the demands of our changing world. I am enthusiastic about the training I get in order to teach students using technology and my students are benefiting tremendously. However, the issue of student discipline is completely ignored.
- TEA has really made a huge mistake by not lowering class size in the Pre-K and Kindergarten classes. No more than 16 should be in these classes. In other elementary grades there should be no more than 20. The ACP program for teachers is a terrible program. They could possibly be effective for middle and high schools but are awful for elementary. Going overseas for teachers is generally not a good plan either.

- There are too many temporary buildings. Schools are not big enough. Rezoning is not done fairly. They are concerned with looking good more than rezoning schools in a fair and equal way. Teachers who discipline students are not supported by some of their principals. Principals sometimes are not willing to deal with some parents so they do not want to discipline students for descriptive and inappropriate behavior.
- I feel that FBISD does a pretty good job with educational performance. I feel that more special education teachers for the inclusion program are needed. This would meet these students' educational needs and maybe get special education teachers to stay instead of burning out and leaving the district.
- Walls and doors should close in all open-concept schools. If these schools are not architecturally sound to achieve this, then new schools should be built to replace them. The sound quality of these schools is poor, thereby affecting the quality of education for these students.
- I feel that as a whole, FBISD has lowered teacher moral each time we have in-service days. We are required to go above and beyond the necessary requirements by the state. As of now, all Pre-K, Kindergarten, first, second, and third grade teachers will be required to take a 3-hour college class called "Balance Literacy," within a 3-year period. For veteran teachers, this is demeaning. Especially if you teach at a school that has been ranked "Exemplary" for the last three years. I have seen many problems in Special Education over my 13 years with the district and this one is appalling.
- I have taught in four different districts and this district is the best so far. The expectation for teachers and students are high but we are equipped by our district to meet those challenges.
- As a fairly new teacher in FBISD, I am impressed with the district. I teach in an affluent area, and therefore do not see the "down side" of the district. I have been pleased so far with staff development and continuing education opportunities in the district.
- I believe that overall our district is outstanding for students, parents, teachers and staff. Even so, I believe that they are always trying to improve.
- We need better computer instruction. Each school needs a computer teacher. Regular classroom teachers can't be responsible for computer education as well as all other subjects, paper grading and TAAS paper work. Regular classroom teachers have more than enough responsibilities. Our computer teacher has taught zip because she has two schools and spends all her time doing technical things.
- The condition of many temporary buildings is extremely poor. If teachers are forced to teach in a temporary building all day then the

condition of them needs to be improved to provide a healthier and more positive learning environment.

- Very little guidance is provided to new or struggling teachers. Instead of receiving education and support from administration, they are criticized and persecuted until they are driven out of the district.
- The district is overloaded with top management. Money should be spent on students instead of administration salaries. Counselors need time to counsel, not just schedule tests.
- Cafeteria menus are high in fat and carbohydrates. In crowded schools students need more time to use restrooms. More rigid demands of elementary reading curriculum are needed. Students get to seventh grade and their vocabulary is insufficient. Syllabication and diacritical markings are especially bad. Bring back workbook and go entirely through them. Stress vocabulary development sequentially through twelfth grade. Get rid of coordinators, they don't improve instruction. House them at least on a low-performing campus to help kids.
- Parents' expectations of FBISD are very high. They are very demanding. We have a very multi-cultural campus. Teachers come early and stay late at both elementary and high school levels. Schools are all very crowded. Learning environments are taxed because of this. Pay for teachers is too low. It's hard to make ends meet. Builders have been constructing homes and apartments in the thousand in FBISD. Our schools are extremely burdened by this explosion of growth.
- Computer in the classroom has been a great help to teacher productivity. The "one-computer-per classroom" as a student tool in middle school, however, has not been successful. A 45-minute period with 25-30 students has not been a truly workable situation. With such a large student population, computer lab use is truly limited. The district has made great strides in making technology available to students, but has much further to go in meeting the goals as set forth.
- The first grade teachers are required to assess students constantly. We do this with a maximum number of students and no aide or additional help. We are so busy testing there is no time to teach. Therefore, the children are not getting the foundation they need. In addition, teachers are stressed out in Area I with the step program. They must collect and organize program data leaving no time to be creative. As a result, teaching is no longer fun and learning is stalled because everything is directed towards testing.
- The district is doing a good job serving high achieving students, but average students are often overlooked.
- There is far too much emphasis on TAAS and often accountability rating components.

- Teacher morale is not valued and teachers who raise concerns are labeled "inflexible" or "unprofessional."
- Recruiting new teachers to FBISD is very difficult because FBISD's salary scale is not competitive with area districts.
- Why is our superintendent's pay the third highest in Texas and the teacher pay is in the bottom of the state?
- Dr. Hooper has increased the number of administrator/superintendent positions by eight since his arrival at FBISD.
- Coaches should not be required to drive the bus! It is too much to expect and too much of a strain to: a) check the bus for readiness; b) obtain the bus; c) gather and supervise players; d) drive long distances; e) coach a game; f) drive home; g) handle inclement weather and delays; h) park the bus in dark, unguarded, and unsafe bus lots! FBISD is asking for a tragedy to happen by not supplying bus drivers!
- District Zoning Policy - Focus on Hunters Glen Subdivision. The students have attended three different schools (high schools) in five years. Why?
- At Willowridge High School, there were three different administrative/educational leaders in five years. These leaders have lacked an effective administrative staff to support them. A principal is no stronger than the people around him or her. A serious investment in resources for this campus is needed. Personnel at this campus may need additional compensation to prevent the drain on talent.
- Our students would be better served by using a nine-week grading period. Please, please, please give teachers some input about this! If we were listened to, I'm sure Dr. Hooper would see the strength of our argument.
- The New Teacher Mentor program has been 100% unhelpful for me. Mentors should be screened and evaluated relative to this role and better matching of mentors is necessary (i.e. same grade level and subject area as the protégé.)
- The focus on TAAS and exemplary status is severely detracting from our children getting a quality education. These are polar, not consistent, objectives and anyone in administration who puts TAAS above the quality-teaching that teachers want to do is hurting our children.
- Parents and children in this district need a full-day kindergarten. I understand the cost issue. The Extended Day Kinder Pilot program was a good compromise. Bring it!
- The way staff development is structured is effective and efficient. The quality of our staff development is generally excellent.
- We are fortunate to have beautiful, clean facilities and a wealth of resources to use for our students.

- The Teachers Center and Professional library are wonderful resources. Can we move the Teacher Center to a more centralized location?
- I see the way we as a district treat parents as extremely counterproductive. Parents in this district are led to believe that their child's grades are the teacher's responsibility and these students are not expected to take any responsibility for doing the assigned work correctly and neatly and on time. In fact, when they are not doing their work, we require teachers to send deficiency notices, call parent, give excessive time for makeup work and re-teach opportunities. We accept and perpetuate the idea that the teachers need to continue to do "one more thing" to get the student to produce passing work instead of demanding that the student take responsibility and get it done. We have created a system where we run scared from parents instead of being willing to articulate our expectations and practices to them and work with them in creating accountability in the student. We are creating a generation of students with little work ethic and an attitude of "its everyone else's fault" and "everyone owes me."
- FBISD needs additional staffing and better way of allocating them.

Appendix H

STUDENT SURVEY RESULTS

Student Survey Results
(Written/Self-Administered)
(n=1,199)

The student survey questionnaire included three sections. Part A of the survey contained questions about demographic data. Part B of the survey contained multiple-choice questions. The multiple-choice section asked students their opinions about seven of the 12 areas under review. The seven areas covered in the survey were:

- Educational Service Delivery and Performance Measurement;
- Facilities Use and Management;
- Purchasing and Warehousing;
- Food Services;
- Transportation;
- Safety and Security; and
- Computers and Technology

Part C of the survey questionnaire asked for comments. TSPR used student comments to identify important issues to be addressed during the review process. These comments do not reflect the findings or opinions of the Texas Comptroller of Public Accounts or the review team.

Summary of Survey Data

Nearly 1,200 Fort Bend Independent School District (FBISD) students completed and returned surveys of the 1,500 that were administered to juniors and seniors.

Half of the students who responded were female (50 percent) and half were male (50 percent). Forty percent were Anglo, while 22 percent were African American, 13 percent were Hispanic, and 18 percent were Asian. Another 7 percent classified themselves as "Other." Fifty-two percent of the students were juniors and 48 percent were seniors.

Narrative summaries for the multiple-choice questions are presented below:

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASUREMENT

Most students rated educational service delivery favorably. Nearly six out of 10 (57 percent) believed the educational programs meet the needs of college-bound students, and half (50 percent) felt it meets the needs of work-bound students.

More than 50 percent of the respondents rated all categories of educational programs favorably. Educational programs receiving the highest ratings included English/Language Arts (84 percent), Social Studies (81 percent), Science (79 percent) and Mathematics (79 percent). Students felt the most effective special programs were Advanced Placement (69 percent), Gifted and Talented (67 percent) and Library Service (59 percent).

Fewer than half of the respondents felt the following special programs were effective: Special Education (49 percent), Student Mentoring (37 percent), Career Counseling (35 percent) and College Counseling (39 percent). Correspondingly, for these same questions, a high percentage of respondents rated the program with a "no opinion", which typically means that they did not have enough familiarity with the program to rate it favorably or unfavorably.

Sixty-two percent of the respondents said FBISD provided them with a high quality education, and 51 percent said that the district has high quality teachers. Sixty-five percent of the respondents said teachers seldom leave their classrooms unattended. Lastly, seventy-six percent felt they had access to a school nurse when needed.

FACILITIES USE AND MANAGEMENT

Sixty-three percent of the students who responded to the survey thought schools were clean. Over two-thirds (67 percent) of students felt the district promptly and properly maintains buildings and 58 percent felt the district handles emergency maintenance promptly. Moreover, 52 percent felt the district repairs are made in a timely manner.

PURCHASING AND WAREHOUSING

Sixty-six percent of student respondents said that textbooks were issued in a timely manner. Fifty-six percent of the students responding to the survey said there were enough textbooks in their classrooms compared to 34 percent of the respondents who felt there were not enough textbooks. Forty-nine percent of the students responding felt district textbooks were not in good shape compared to 35 percent who felt they were. Fifty-nine percent of the students responding to the survey felt the school library met their needs for books and other resources.

FOOD SERVICES

Students were not satisfied with food services in the district. Nearly half (47 percent) of the students that responded to the survey said cafeteria food did not look and taste good, while 28 percent said that it did. Forty-six percent of student survey respondents said that food was served warm. However seventy-nine percent said that they do not have enough time to eat. Sixty-five percent of survey respondents felt they ate lunch at the appropriate time of day, but only sixteen percent of the respondents said they had to wait in line no longer than 10 minutes. About half (53 percent) said campus staff maintains discipline and order in school cafeterias. And, 47 percent felt the school breakfast program was available to all children and 41 percent had "no opinion" about the school breakfast program.

TRANSPORTATION

Only 22 percent of FBISD students responding to the survey regularly ride the bus. As a result, a high percentage of student survey respondents (60 percent or higher for most survey questions) had "no opinion" about transportation services.

Of those students that did respond, 39 percent said their bus stop is in walking distance of their home. Similarly, 35 percent thought the bus stop near their house was safe, while 36 percent felt the school drop-off zone at school was safe. Twenty-five percent of respondents said that the buses depart and arrive on time and 23 percent felt buses arrived early enough for students to eat breakfast at school. Twenty-six percent of the respondents felt the length of their bus ride was reasonable.

Less than one-fourth (24 percent) of the student respondents said the bus driver maintains discipline on the buses and 25 percent said bus drivers let them sit down before driving off. Fewer than a quarter (22 percent) of the students said the buses were clean, and 25 percent said buses seldom break down.

SAFETY AND SECURITY

Nearly two-thirds (64 percent) of the students who responded to the survey felt safe and secure at school. More than half of the respondents (57 percent) said school disturbances were infrequent. Fifty-nine percent felt that gangs were not a problem in FBISD. However, many students felt that drugs (54 percent) and vandalism (45 percent) were problems in the district. Students were mixed on their opinions about equitable treatment for misconduct. Thirty-nine percent of the student respondents did not believe the district disciplines students fairly and equitably for misconduct and 35 percent felt that they did.

More than half (54 percent) of the students thought security personnel had a good working relationship with principals and teachers, and 50 percent believed students respect and liked security personnel. Less than half (42 percent) felt the district had a good working arrangement with local law enforcement.

COMPUTERS AND TECHNOLOGY

Students were satisfied with computer technology in the district. Sixty-eight percent of the students who responded felt computers were new enough to be useful for student instruction. Nearly the same percentage (65 percent) felt they have easy access to the Internet. More than half of the students (57 percent) felt the district offers enough basic computer classes and 47 percent felt the district offers enough advanced computer classes.

Half (52 percent) of the respondents said teachers were knowledgeable enough to use computers in the classroom effectively. Less than half (46 percent) felt they had regular access to computer equipment and software in the classroom.

PART A: DEMOGRAPHIC DATA

1.	Gender (Optional)	Male	Female			
		50%	50%			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other
		40%	22%	13%	18%	7%
3.	What is your classification?	Junior	Senior			
		52%	48%			

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.	8%	49%	20%	19%	4%

2.	The needs of the work-bound student are being met.	7%	43%	32%	15%	3%
3.	The district has effective educational programs for the following:					
	a. Reading	14%	55%	20%	9%	2%
	b. Writing	16%	60%	13%	8%	3%
	c. Mathematics	22%	57%	9%	9%	3%
	d. Science	22%	57%	11%	7%	3%
	e. English or Language Arts	23%	61%	10%	5%	1%
	f. Computer Instruction	18%	50%	17%	11%	4%
	g. Social Studies (history or geography)	20%	61%	12%	5%	2%
	h. Fine Arts	20%	51%	20%	7%	2%
	i. Physical Education	17%	49%	25%	6%	3%
	j. Business Education	13%	44%	32%	9%	2%
	k. Vocational (Career and Technology) Education	13%	39%	37%	8%	3%
	l. Foreign Language	19%	51%	15%	10%	5%
4.	The district has effective special programs for the following:					
	a. Library Service	14%	45%	22%	13%	6%
	b. Honors/Gifted and Talented Education	21%	46%	26%	5%	2%
	c. Special Education	13%	36%	47%	3%	1%
	d. Student mentoring program	8%	29%	46%	12%	5%
	e. Advanced placement program	21%	48%	23%	6%	2%

	f. Career counseling program	7%	28%	37%	19%	9%
	g. College counseling program	8%	31%	29%	21%	11%
5.	Students have access, when needed, to a school nurse.	25%	51%	10%	11%	3%
6.	Classrooms are seldom left unattended.	15%	50%	16%	15%	4%
7.	The district provides a high quality education.	13%	49%	20%	13%	5%
8.	The district has a high quality of teachers.	11%	40%	23%	18%	8%

B. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
9.	Schools are clean.	14%	49%	10%	19%	8%
10.	Buildings are properly maintained in a timely manner.	15%	52%	15%	13%	5%
11.	Repairs are made in a timely manner.	11%	41%	22%	19%	7%
12.	Emergency maintenance is handled in a timely manner.	12%	46%	28%	10%	4%

C. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
13.	There are enough textbooks in all my classes.	12%	44%	10%	27%	7%
14.	Students are issued textbooks in a timely manner.	13%	53%	13%	17%	4%

15.	Textbooks are in good shape.	3%	32%	16%	35%	14%
16.	The school library meets students needs for books and other resources.	10%	49%	15%	17%	9%

D. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
17.	The school breakfast program is available to all children.	11%	36%	41%	7%	5%
18.	The cafeteria's food looks and tastes good.	4%	24%	25%	27%	20%
19.	Food is served warm.	6%	40%	23%	22%	9%
20.	Students have enough time to eat.	2%	11%	8%	31%	48%
21.	Students eat lunch at the appropriate time of day.	7%	58%	16%	11%	8%
22.	Students wait in food lines no longer than 10 minutes.	4%	12%	12%	30%	42%
23.	Discipline and order are maintained in the schools cafeteria.	5%	48%	22%	16%	9%
24.	Cafeteria staff is helpful and friendly.	6%	28%	27%	25%	14%
25.	Cafeteria facilities are sanitary and neat.	7%	43%	27%	15%	8%

E. Transportation

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
26.	I regularly ride the bus.	8%	14%	29%	14%	35%

27.	The bus driver maintains discipline on the bus.	6%	18%	62%	8%	6%
28.	The length of the bus ride is reasonable.	5%	21%	62%	6%	6%
29.	The drop-off zone at the school is safe.	9%	27%	60%	1%	3%
30.	The bus stop near my house is safe.	10%	25%	60%	2%	3%
31.	The bus stop is within walking distance from our home.	12%	27%	56%	2%	3%
32.	Buses arrive and depart on time.	5%	20%	62%	8%	5%
33.	Buses arrive early enough to eat breakfast at school.	6%	17%	64%	7%	6%
34.	Buses seldom break down.	6%	19%	64%	6%	5%
35.	Buses are clean.	4%	18%	61%	9%	8%
36.	Bus drivers allow students to sit down before taking off.	7%	18%	60%	8%	7%

F. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
37.	I feel safe and secure at school.	9%	55%	16%	14%	6%
38.	School disturbances are infrequent.	7%	50%	19%	18%	6%
39.	Gangs are not a problem in this district.	15%	44%	24%	12%	5%
40.	Drugs are not a problem in this district.	6%	18%	22%	29%	25%
41.	Vandalism is not a problem in this district.	4%	25%	26%	30%	15%

42.	Security personnel have a good working relationship with principals and teachers.	9%	45%	36%	5%	5%
43.	Security personnel are respected and liked by the students they serve.	9%	41%	26%	15%	9%
44.	A good working arrangement exists between the local law enforcement and the district.	5%	37%	48%	7%	3%
45.	Students receive fair and equitable discipline for misconduct.	5%	30%	26%	21%	18%
46.	Safety hazards do not exist on school grounds.	4%	27%	36%	24%	9%

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.	9%	37%	11%	30%	13%
48.	Teachers know how to use computers in the classroom.	7%	45%	16%	23%	9%
49.	Computers are new enough to be useful for student instruction.	12%	56%	14%	12%	6%
50.	The district offers enough classes in computer fundamentals.	9%	48%	22%	15%	6%
51.	The district meets student needs in classes in advanced computer skills.	8%	39%	28%	17%	8%

52.	Teachers and students have easy access to the Internet.	14%	51%	12%	15%	8%
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Appendix H

STUDENT SURVEY RESULTS

PART B: VERBATIM COMMENTS (PART 1)

The narrative comments below reflect the perceptions and opinions of the survey respondents.

- I think the educational performance is good and the teachers are great.
- FBISD is the leading independent school district in the state but some students feel that the education is unequal.
- I believe that no teachers should tell their students about their bad personal lives, it disrupts the student's train of thought. We should have more computer programs and no student should be punished for protecting him or her from another student attacker, because running to a teacher could make problems worse in some cases.
- In order for kids to continue in school, they have to feel protected and want to learn.
- I think FBISD is the best district I've been to.
- The teaching is reasonable depending on the school and size of class. I think the district should start putting maybe two teachers in overcrowded classrooms to give proper guidance.
- FBISD does not meet the needs of the students to advance in their own particular way. Schools in FBISD only teach students to follow tradition and not follow their dreams.
- School lunches are not good. We should have longer lunches and the food is not appetizing.
- I think FBISD is a good and safe school unlike other schools in Houston.
- The periods of the school days are too long and time is wasted. Most students have jobs or after school activities that they wish to handle after school.
- I feel we need more vice-principals so those two principals do not have the responsibility of disciplining one-third of the school. This leads to very little personal time and personal circumstances are not taken into consideration.
- FBISD is discriminating towards students' individuality and makes the students be a person they are not. If schools would relax student individuality maybe then they would come to school and not think it's so boring.
- I think the vocational education is excellent. The Metal Trades program is very good. More hands on training, which gives us more experience with the equipment allows us to react quicker to emergencies and we learn how to use the equipment more

efficiently. The book helps us on the basics and it covers important subjects.

- I don't like the amount of time we have to eat in the cafeteria. The food is occasionally cold and doesn't taste good.
- The concerns I have are with the food served. Students should receive healthier food because I personally do not eat certain food.
- Traffic control in the parking lots at the end of the school day is needed.
- FBISD is not as bad as other districts, but I feel that certain aspects can be improved. I feel that more certified Math teachers who have the patience and capability to teach students are needed. Most Math teachers are either impatient or uninformed when a student needs help. Many students are not adequately prepared for college in mathematical aspects. I feel that mathematics is FBISD's greatest weakness.
- I believe FBISD should improve their Math department by demanding better-qualified teachers. FBISD should not put all their concerns on dress codes but on whether or not the students are receiving accurate education.
- I am very pleased with FBISD. I think the problems are few. Teachers allow a lot of misconduct to go by them and students are able to disrespect them very much. I think the teachers should discipline the few students who are extremely out of hand in a harsher way. Drugs are very much circulating all through the district.
- There are a few teachers that don't seem to know how to teach. They use the same examples from the book and just rewrite them on the board without giving any new ones for us to try out.
- I feel as a student that I am forced to conform. I feel like my creativity is stifled and should not be if the district spent less on sports and more on problems. There should be classes advocating freethinking and creating.
- I think that FBISD has the best education performances throughout the state.
- The counselors at Austin High School seldom attend to all students, partly because there are way too many students at this school and partly because they are lazy. Computers here are awful. Internet access is slow and often freezes up, and makes for a difficult computer lab experience. The food is horrible.
- Rules and regulations concerning the dress code are somewhat questionable as far as treatment of all students. The athletics department receives too much funding when not truly needed.
- I feel that students need more time between classes to get from one classroom to the next. The hallways are too crowded and that makes it extremely difficult to get where you need to go.

- Our schools are too crowded. The principals are not very friendly. The counselors do not offer enough support in decision-making. They do not prepare students early enough for college. We went into the college search blind and we did not know how to approach it, or even where to start.
- There is a huge gap between levels of classes between honors and advanced. When you drop an honors class to advance it is a huge gap, so you end up bored to death or if you go up from "A" in an advanced class to barely a "C" in honors classes.
- Lunch is the main problem in the district. Our lunch lines are way too long. They sell the same type of food almost every day. However, our greedy school has one of the lines selling the food as an "a la carte," which means more money. Since there is a long line to get food there is no time to eat.
- I have received an excellent education here but lately classes are becoming boring. Teachers need more interesting ways to catch our attention, not to mention interest.
- The senior teachers are really awesome. They go out of their way to help the students. The burgers here taste like rubber.
- At Kempner High School the computer and science departments are horrible. At Hodges Bend Middle School the discipline is horrible. I literally was scared to go to school there because of the fights, etc. but then, that was four years ago. Kempner High School has less of a discipline problem. Overall, I learned the most in Math and English classes. The Fine Arts department at FBISD is wonderful and many kids including myself enjoy it.
- I believe that we are the best school in the world.
- I am basing my answers from the educational section on competitions Kempner competes in. Although the students are part of the honors Advance Placement program, Kempner has a tendency to rank low. In addition, the counselors are often inaccessible, due to meetings, lunch or socializing. When you do get in touch with your counselor, he/she is often ignorant of scholarships and colleges to attend. Part of the problem is that students are not allowed to see counselors, and they are often gone during lunch, and leave at or before 2:30. Furthermore, when students need police officers, they are hard to reach. Also, the breakfast menu is sometimes inappropriate (for example, pizza for breakfast). However, the main problems are inexperienced teachers and inaccessible counselors. An inexperienced teacher often has disciplinary problems and often assigns little homework.
- School food needs to be drastically improved. Not everyone is rich enough to eat anymore.
- Because of the houses being built around, mice have infested the school. I think it's unsanitary and we can be exposed to disease and

something has to be done to stop this. We need more time to eat or more lines because we always wait 20 minutes to get lunch.

- I think that FBISD is a joke and needs better teachers that don't try to dominate the whole classroom, and don't abuse drugs.
- I think we should be allowed to have hoop earrings and grow facial hair.
- Please don't ask anyone to write down his or her race. If we want to stop racism and segregation, we need to be called Americans. This will build pride and a strong nation.
- We need a better variety of foods. Our lunches need to be longer, at least one hour. More janitors are needed for the bathrooms to keep them cleaner.
- I would like to have more freedom at Stephen F. Austin High School. There is too much, way too much disciplinary action.
- I am a varsity football player and we always have practice. Mostly every football player is late up to the second period. I think they should give more extra minutes to get ready.
- I think we don't have enough time in between classes to go to the restroom and when you ask your teacher for permission they say no.
- The school program seems to be more focused on making comments or whatever than helping the students. Many students feel like they have to bargain with the faculty and staff and counselors to get the fair treatment they deserve. I think you should run the school less like a business and more like a school where the main focus is we, the students.
- The thing most difficult at this school is the ridiculous handout of parking permits and the size of our parking lot. The parking lot needs to be at least twice the size. Parking permits should be distributed to students in extra curricular school activities first since they have no bus. Students with a driving permit, not a valid license, should not be issued a parking permit.
- I believe that there should be at least three computers in each class. I also believe that teachers should actually teach the students before they give students work to do. The line in the cafeteria is all the way out to the middle of the cafeteria.
- We need to have more flexible dress code. The parking lot needs to be bigger. Cut down the trees and make the area a parking lot and add another entrance. We should put more money into less popular athletics such as golf. Overall, FBISD is doing an excellent job.
- There is unfair treatment in FBISD. My friend got 20 days Behavior Learning Center (BLC) for supposedly drinking on a trip. I think our school promotes the spread of illness, for example, they do not count sick days. Therefore, people come to school ill and spread their sickness. Half our school is on drugs but their biggest worry is dress code. There are also male teachers who call girls in

for dress code. I believe that is inappropriate because as a girl I feel vandalized. I do not think that girls should be pulled out in the manner they do. This school takes away all students' rights. I believe there are a lot of people and parents that would agree.

- We were all smoking on a school trip and got three days suspension but two students only got one day. We all should have received the same punishment we deserved.
- Austin High School is a very populated school and we are concerned about lunch. Thirty-minute lunch is not enough for all the students in Austin High School.
- Some teachers are real airheads because they don't know the subjects they teach. Principals don't do anything about it and they don't take students seriously when we say that teachers are unsure of themselves.
- If someone skips school, what is the point of suspending them for it? We need to bend to the overcrowding of school. Hire teachers that can actually teach. Build more parking lots for students.
- The school lunch is packed and we waste all our lunchtime standing in line just to buy lunch.
- We need more parking spaces and should be able to wear backless shoes.
- We need a new parking lot so all the people can drive to school. Most of the teachers are more worried about enforcing stupid school rules like dress code and closed bottled water than to teach a class. While the teachers are worried about all these rules they get stressed out because the students argue with them. Also, many students get in car accidents in our parking lot because there are very few entrances and exits. Some teachers at our school are just working for the pay and don't care about the students' learning. Teacher is one of those jobs where you really have to want to be one or else it won't work. Also, most of the schools in our area have seven classes a day unlike our school. We have six, which makes it very hard for people in athletics.
- I don't like getting an unfair punishment for something I didn't do because of what a teacher says.
- I want you to really care about what all of us say on these surveys and make changes that need to be made.
- Our counselors don't care about a thing we do; they couldn't care any less about each student. Our cafeteria food is gross; the thicker nuggets are raw in the middle sometimes. And the food is way too expensive for what we get. We need better food.
- I think the district is doing fine, except it needs a few improvements. I believe that people need to have more respect for each other. We are kind of disciplined in the food court. School repairs are needed in a timely manner.

- I think that FBISD is doing a pretty good job of keeping up with the education.
- There is a need for more qualified teachers in the computer area. We need teachers that can better cater to the needs of advanced students, so the students are able to increase their knowledge and not suffer from the lack of teacher support.
- The educational programs are for the most part good. One complaint I have is that there are few strong teachers. I have been fortunate, but when a bad teacher does cross my path it can greatly disturb my academic performance. I feel that many teachers dislike their job and do not want to teach. Also, many core subjects, such as health, are only offered on an academic level only and I don't enjoy being grouped with ignorant people because it's a graduation requirement. I suggest sitting and listening.
- Security and cameras are the greatest thing. I feel safer than I was before.
- It is too crowded in hallways and more parking spaces are needed. Consider building schools with plenty of space because of the fast-growing community. It is not safe to have small hallways and staircases with so many kids trying to get to their classes.
- The cafeteria lines are outrageous and students are rarely given enough time to eat unless they bring lunch from home. I also found a piece of glass in food purchased from the Mexican line.
- The parking lots at schools need to be bigger and lunch lines need to be extended. The dress code is ridiculous and backless shoes should be allowed.
- Austin High School has great faculties and classes. Although we are strong in these areas, I strongly believe eating lunch at 10:50 a.m. is outrageous. A few things can be changed to better satisfy the students, but as for now, the educators and education are wonderful. And to me, that is the most important aspect of school. Austin is awesome to wake up at 7:30 to attend. I feel special and important when I'm here.
- I feel I will be prepared for college next year, and will reflect fondly upon my years at FBISD. The only area I would suggest be improved is classes that are labeled Advanced Placement (AP) be monitored to ensure that all the information that is addressed on the test be covered in the classroom.
- For some period there is no lunch served especially since there is no time to eat breakfast at home. Having Saturday detention and BLC just for tardiness isn't right especially for good students (teachers even count students tardy when they aren't in their seat). There is not enough time between classes. Students should get a warning before being dealt with. Cafeteria food for last lunch is cold and sometimes is not enough. Students shouldn't get in trouble for kissing. Parking should not have to be paid for.

- There is not enough foreign language. They teach all other foreign language except "Chinese" and "Japanese." At my school, if we want to take those languages, we have to drive 25 minutes away to another campus that offers those languages. This school is really crowded. Students need to be diverted to other schools. Computers need to be upgraded. We are using (480s) with Windows 95. More parking is needed. Students who are participants in extra curricular activities must have a ride home. Students are forced to park in the streets next to the school, then the school calls the cops to issue parking tickets.
- I feel that there is a heavy amount of drug use and drinking on and off campus. I think that we should have drug screening and tests and use dogs to cut the drugs down.
- Educational performance is good in FBISD. Other factors are disturbing but it does not affect the educational performance.
- Computers are too slow. Lunch lines are too long and there is not enough time to eat.
- The biggest need for high school students is information about college and scholarships.
- I just moved to the FBISD, and from what I've seen, the district is very dedicated to the education of the children.
- There are too many people in lunch lines and when it is time to sit down and eat, it's time to go. More people serving food are needed. It would be helpful for kids who don't have computers at home if the library had one.
- The zero-tolerance rules forces innocent people to be punished. If someone attacks you and you defend yourself, you are suspended.
- We need to upgrade our computers; it takes about 5-8 minutes to start the computers and they often freeze and we need more electives. This school is great but it could be better. We need to get some fast food products to be sold in school.
- The school district is not good. Teachers are rude and disrespectful, they have no compassion for us, and we are not treated as adults but two years old. I dread coming to this school every morning and I dread it so much I usually don't come. That is how much I hate the school district.
- I think there should be a longer lunchtime because the school has a lot of students by lunch. There are not enough lines and there should be one time to eat. Some people get their lunch five minutes before class starts. Teachers cut in line before students. I don't think it is right that teachers get to eat before us. We have as much right as they do. When we are late to class, they count us tardy.
- Six classes a day becomes a major hindrance, seven or even eight with block scheduling would be beneficial to everyone. Less money should be given to Band and sports, and more to actual school related causes, such as computers, technical studies and

anything that actually matters. Morale shouldn't account for half of the school's spending budgets.

- The tardy rule is not fair; teachers take it too far. Good kids are made to look bad. The principals are on a power trip in this school. They are prejudiced and if you get in trouble once they tried to get you for everything the rest of the year, they watch you.
- I still believe that the parking lot at Austin High School is too small and unsafe. We need at least one more exit from the student parking lot to relieve traffic and decrease the possibility of accidents due to small space. There is enough land behind the football field, which is school property and could be used to expand the area. I also think that not enough information is available about out-of-state colleges. The fine arts department for example, theater is not funded enough and not acknowledged as much as more popular activities such as Band, therefore it actually ends up making less money too, since it is self-earned by producing plays.
- There is not enough time for Pre-calculus tutorial. There is not enough time for help and only one teacher is available. There are hundreds of students who show up for tutorial every time the day before test.
- The district needs more technical advanced classes, which means more computer classes and hands-on career interpretation. For example, robotic engineering class of some sort.
- The time you give us for lunch is very short. The lunch lines are incredibly long and by the time I finally sit down to eat, I only have five minutes. And after lunch my fourth period teacher counts it as tardiness.
- The problem is that the administrators spend too much time preventing imaginary problems and don't take enough time to fix existing ones. Austin High School is way too crowded. Passing period and lunches need to be extended. Stop focusing on dress code.
- I feel that many students get in trouble for something they didn't do. The teacher is always looked at as being right when in fact they did something wrong. It is overlooked when the teacher is wrong because the students are always thought to have done something wrong. This makes me very angry.
- These teachers don't understand or cooperate with the students. They always accuse students of stupid things. If they want us to respect them, they have to give us respect too. In order to earn respect you have to give respect.
- The people serving food in the lunch line are not wearing hairnets.
- I truly feel that the district is trying to reduce overcrowding of school. I also believe that they will try to solve the problem that the majority of the students complain about.

- Teachers are only good when they are being evaluated.
- Dress code is a minor thing the board needs to worry about. They should worry about more of teachers/students relationship in class.
- Lots of teachers are disgruntled to students and hold grudges.
- The only problem I see is lunch. We are understaffed at our school, and it does not give us enough time to eat because one line is so long.
- The only real problem is the lack of resources, for example, I wanted to read a book but we didn't have it, but I didn't give up, I had a librarian order it from Elkins. Most students would have given up.
- We need faster computers. It takes way too long to get something from the Internet.
- Overall, I feel we have a pretty good school, although we could use a little bit better cafeteria food. We could also use longer lunchtime.
- I feel that FBISD is one of the most outstanding school districts around. I do realize in filling out the survey that my problems are minor in respect to those in other districts, but they are still problems to me. First of all, college-bound students do have an opportunity to get a wonderful education, but recently, I have experienced a mishap with the U.S. History Department with our A.P. Exam less than a month away, we have experienced extreme insecurity that we will be tested over. At the rate we have been going we will not even be able to pass the end of course exam. Our teacher is an experienced educator, but this is his first year teaching U.S. History. All of my other teachers in the Social Studies department have been exceptional. In world geography, he takes time (at least once a week) out of class to tell us that we are the reason that we are not going to cover everything on the tests. I think that is an unfair statement. Next, mathematics has also been a hard thing at Dulles. In tutoring with another teacher from Austin High School, she told me that Dulles math teachers are known for being unreasonable and unintelligent. I do not doubt for a moment that these people are intelligent, but rather have trouble relaying the information to the students. Also, the issue of lunch, I do not feel that we need an hour for lunch, but rather 45 minutes just so we have enough time to get through the line to eat. Many members of the cafeteria staff are rude. Also, the food looks watered down, books are not always in great condition, and lastly, another set of counselors should be hired to do the paper work.
- I feel we should have at least 45 minutes to eat lunch. I feel we should have big lunches, one with freshmen and sophomores and one with junior and seniors.
- I think the educational performance of FBISD is pretty good, but some teachers here are not good. So I think that the district should

look over the teachers and their teaching skills to see if they are efficient and timely before having them. I think our school is less strict on the students' clothes, such as buckle shoes. I don't see why buckle shoes cause a problem. I also think that we should have uniforms from Monday to Thursday and on Fridays, it would be whatever we wanted to. It will decrease the number of tardies in the morning. I personally wouldn't mind having uniforms Monday to Thursday.

- The teachers do not at all care about what is going on. They feel as if they are the only class we have so we get about two hours of homework for each of the seven classes.
- We did not finish the AP U.S. History program; therefore, I do not feel accurately prepared for the AP test because we did not get through the curriculum. There should be a way to monitor this. Engineering Graphics should be counted as a computer credit. I have learned a tremendous deal about AutoCAD, library, computer and Internet. Internet use is not easily accessible because of the rigid system implemented for passes. If I wanted to do research during lunch, I can't because of the rules about getting a pass.
- My only comment is that I believe that FBISD is the number one district in Texas. Keep up the great work.
- One of my teachers is one of the worst teachers I've ever had. He is a coach and should stick to coaching. Teachers are the majority problem all the time. We need good teachers in order for the students to get interested in school.
- More student rights are in order. I think if we have a bit of freedom we will be more productive students because there wouldn't be so much stress all the time.
- Two sets of counselors are needed. Also, more time to eat and bigger students' parking.
- I feel the time for school starts too early. Students have to wake up around 6:30 a.m. and they do not get enough sleep because they stayed up to do their homework.
- I feel that education in FBISD is excellent compared to the other districts in Houston. I strongly suggest that the only problem in some high schools is unqualified teachers who teach a hard subject. Those teachers bring grade point averages down so the students do not get a gain from a class that means nothing because of the teacher.
- I have a problem with teacher observing. It is not right that a teacher can prepare a good lesson plan for one day and get a good evaluation when the rest of the year they do not adequately teach the material needed for the AP and end-of-course exam. Other students at different schools have an unfair advantage because they had a competent teacher. Also about the backless shoes, lets focus on the real issues, like drugs and violence, and quality of

education, instead of petty issues like parents who think they know what's best for all the districts' children. I am a good student with good grades and have never been in trouble, but yet I still can't wear my sandals to class. It's ridiculous.

- It's not bad, but the computer courses and other college courses should be taught much better and more information so that the student would be ready for college with a good understanding of the subject, especially computer courses.
- Please stop sending other students' discipline referrals home to my parents.
- We need more time to eat and more teachers, as well as more computers. Instructors do not know how to use the computers. Some teachers seem to express prejudice around the students.
- You forgot to mention how the librarians are. In my opinion librarians are not very rude; they get attitudes quick.
- During lunch, when we finally get our warm food, and by the time we get to the tables to eat, our food is cold. The temperature in the hall is freezing.
- From personal experience, my parents and I have not been pleased with Dulles administration. I think they should spend more time focusing on students' education than harsh discipline actions and dress code policies.
- We need more time to eat.
- All I want is to be able to get through the halls without having to get a D-hall and get more sleep.
- I can only comment on the upkeep of the restrooms. Sometimes there is no toilet paper or soap. Sometimes people don't flush.
- We need more computer classes.
- There is need of different variety of healthier foods at school lunch since we aren't allowed to leave campus. I am also very upset that the temperature in the classroom is so inconsistent. They need to be warmer and not go from hot to cold so often.

Appendix H

STUDENT SURVEY RESULTS

B. VERBATIM COMMENTS (PART 2)

- I think that the parking lot security should be changed. The security guard does nothing but stay in his booth and watch television. He does not regulate his responsibility.
- I think foreign language should have been emphasized more because different ethnic groups play a large role in today's society.
- For the safety of the students' property, as well as the students, cameras need to be installed in the school parking lot to protect unknown vandals from student vehicles because school does not have such surveillance.
- I think FBISD has done a fabulous job. I feel that I cannot get a better education outside of FBISD. Everything is very organized and the educational environment is impeccable. FBISD has done a good job in preparing me for my future. I have no complaints about this district.
- Everyday, my bus has to go through Sugar Creek to drop off five people and it takes 40 minutes. I don't know why we can't get a separate bus. It is very unreasonable to share the same bus as the Sugar Creek students. Sometimes we have to sit three to a seat, which is very uncomfortable for nearly an hour.
- We should not install video surveillance inside the student parking lot.
- One comment on safety and security. Our school (Dulles High School) should install security camera in the student parking lot to have 24-hour recorded surveillance. Countless cars are being vandalized and nothing is being done to solve the problem.
- I enjoy coming to school. However, the computer class needs to be upgraded. It's too slow. It takes 5 minutes to start the computer.
- I think that Dulles High School has a great curriculum with a majority of capable, compassionate teachers. However, if I would like to offer a word of advice. Please become 100 percent sure of teachers' lecturing and teaching abilities prior to placing them in a teaching position. It is essential for the students to have a professor who possesses ample knowledge in the area that he or she is professing.
- FBISD provides a very high quality education to its students.
- Not enough individual attention to students in the classroom. Teachers have an overwhelming number of students in one class. We don't have enough access to computers or the Internet. Counselors are never available to students. They are also rude when we are trying to ask questions about schedules, courses and

college information. I feel I received no help with college decisions and financial aide.

- Some of the teachers do not know what they are teaching. They either do not have enough training in the first place or don't care enough to actually teach. It is really sad when student's correct teachers in class and all the teacher can do is be speechless. The counselors are not helpful enough. They don't make students feel welcome and they don't know enough information about colleges and other services.
- My counselor is a very insufficient counselor. I feel that I cannot depend on him or ask for any kind of help. The reason they are there is to help students in any kind of need.
- Our cafeteria lunch lines are unsupervised. There is no discipline and the students cut in line so much that it is difficult to get my food in time to eat. Cafeteria lunch workers who watch the lines allow this to go on and the principals don't discipline the students either. I no longer buy my lunch at school because I am tired of being treated bad for speaking up when people walk in front of me.
- I believe that our school would be better if the assistant principal and other faculty members were nicer. Also, some cashiers in the cafeteria need to be friendlier.
- The district is not open enough about allowing parents to accompany kids to extra curricular events. Also the kids knowledge of rules is not known. This leads to further insubordination.
- The fact that Algebra II is only offered as an advanced class is unfair. Algebra II is a requirement for most universities and if you don't take it that makes colleges doubt your performance. I am a very smart college-bound student, but I have some trouble in math. I tried to work in the class, and I truly believe that if it had been offered at an academic level I would have mastered the class. It bruised my self-confidence to realize that the district is saying if you can't take Algebra II at an advanced level, you aren't college material.
- I strongly feel that some of the teachers at this school have favorites and don't care about some of the students' welfare and whether they learn or not. The principals do not care either. Dulles High School administration is very unprofessional at times and if you do anything wrong the rest of the teachers who have heard anything about you misjudge you. I'm glad I'm graduating.
- I have been to a Houston ISD (HISD) school and am now attending a FBISD school. It's a little different at FBISD. This district seems to have more discipline than HISD.
- I believe that sometimes principals concentrate on minor problems and severely punish people who do things that are not as big as most of the stuff that is going on. People who commit major

offenses are not concentrated on as much as they should be. If someone is tardy 3 times or something as little as that receives "in school suspension," which cuts back on ones learning. In school suspension should be for people with major discipline problems and who skip class or something.

- There needs to be an improvement in the counseling department. They aren't very helpful and do not help with questions about college. I'm very disappointed in how our tax dollars are spent on this. There needs to be a change in this area. The cafeteria food could also be more nutritious. The quality of the food is also very poor.
- The library should stay open longer after school has let out, so students have access to computers.
- Great district in all aspects. Some teachers should work on their attitude and language towards students. If they can't be patient with certain students then maybe they should find another profession because they do not need to be working with students.
- FBISD is a fair and easygoing school system, but has unfair rules. Some principals don't listen to their students with sincerity, and want to help them. Also freedom of choice in friends, boy/girl friends and colleges that you would want to bring to the prom or any school function should be allowed. Saying a person cannot bring their date because they are "different" is just ignorant.
- I feel that FBISD is doing a great job with all their schools. In my opinion I think that high and middle schools need to get uniforms. [Children] won't be pressured to buy name brand clothes to be accepted by their classmates.
- I feel some teachers need to be seriously reconsidered. I feel I was given the opportunity to expand my knowledge in a few classes. The attitude at Dulles High School is awesome.
- It is difficult to give generalizations as my school contains a spectrum of teachers, counselors and administrators that range from helpful and compassionate to indifferent and blatantly rude. All in all, I've always been able to get what I needed.
- I think the administration tends to coddle the children with discipline, yet is very hard on honors students who don't have problems. I have personally seen the school law enforcement officer fraternize with known drug-dealing students and that sets a very bad example. Also, I feel that the officer and administration is more concerned with achieving a "good" Dulles High School rather than viewing each student on a case-by-case basis.
- I think that certain teachers should be given tests over their own subjects to see if they fail. If they fail, the teacher should be put on probation and a committee should determine whether his/her teaching license is revoked. We are tired of listening to teachers

with cookie cutter curriculum who can't back up what their notes say.

- I think that certain teachers should be given tests over their subjects.
- FBISD needs to pick qualified teachers to instruct the students. Some teachers do not know how to prepare the students for AP exams. Furthermore, more teachers should have some classes or programs that will enhance the students. Counselors should definitely spend more time on each student to discuss further college and career plans.
- Some programs at school do not receive as much attention or funding as others. There are not enough German textbooks for my class of 12, but in my French class, each person has his/her own textbook and workbooks. Those classes are not offered more than one period per day. Therefore, students who are interested, but have conflicting schedules cannot take these classes. Also, snacks are not allowed in the classroom.
- I have found numerous mysterious objects in my school lunch that has stopped me from eating in the cafeteria. Everything else at school is pretty acceptable, but there needs to be some work done with the food. Food in the cafeteria tastes poorly. Also, why do you need on identification to use a word processor or the computer? I can understand needing identification for the Internet, but Microsoft Word?
- All the personnel and people in disciplinary areas are very rude. The people who teach hardly know what they are doing and it is obvious that they are only here to get their paycheck. Occasionally, there is an exception, but hardly ever. The teachers don't like what they do. How can you be expected to respect people who look at you like you are a problem? No wonder people hate school.
- The library facilities are not available for student use. The only time we are allowed in the library is for a school project, and not simply to study. The librarian is very rude to students. The Counseling Department is uncooperative. I am a graduating senior who needed help with college applications in the fall, but the counselors were unavailable. This is a serious problem that should not be ignored.
- The school librarian is rude, unappreciative, and unhelpful. The counselors don't help at all. Students should not have to make an appointment to talk about a problem. The registrar is rude, uncooperative and unreliable.
- The library is terrible. Everyone at our school hates going there because the librarians are so rude. There is a balance between good and bad teachers at my school. The best teachers are the ones who will get personal and get to know their students. I think we should stop the three-day exemption rule for seniors. I make all A's and

even though I'm sometimes absent, I have to take exams and it is ridiculous.

- Dress code is too strict.
- We have very little access to computers even though we have so many computers.
- I love Clements High School and enjoy going there.
- I don't like Clements High School all that much.
- I think Clements High School is trying to come down too hard. For example, a lot of doors get locked after a certain time in the morning, but all the students and personnel have to do to is knock. Someone will open it. Why lock the doors in the first place? Identification badges are easy to copy. Not everyone wears them anyway. I think unless they enforce their policies better, they need to get rid of them. All this safety stuff is pointless.
- I don't like it that if you do not like a teacher you can't change them even if your parents agree and give permission. Need more veggies in the cafeteria.
- Principals should respect the students and the students will show more respect to the principals.
- Most principals are rude and extremely disrespectful on purpose to the students and show no disregard for their feelings.
- I feel that FBISD goes a little overboard on certain disciplinary actions and certain rules. Other than that it's all good. It is okay as far as the district goes.
- I think the educational performance is good here.
- I think the rules about dress code are a little unfair because I've seen teachers with backless shoes on and some male teachers have facial hair.
- I feel that disciplinary action is extremely unfair in this school district. Please let me give you an example. I was involved in a fight this year because a girl started to hit me in my face and kick me because of rumors. I lost my exemptions, which really upset me because I try my best in school and someone was allowed to destroy it for me.
- I feel FBISD is a great school district. I feel that some things can be changed and some things are being changed. I feel FBISD has a lot of poor quality administration and that is an issue that should be fixed quickly.
- Here at Clements High School, we have a lot of problems with students taking drugs. Ever since I've been here, I've noticed that teachers just look the other way. I've also noticed that teachers usually write up the people who don't really cause trouble. The troublemakers just get warned.
- I think that school badges are pointless and only are there to get students into trouble and make them get detention for not having

an identification badge on. Teachers and students need to have a better relationship.

- Some of my teachers know what they're talking about, but they can't explain it well to the class. We need more computer classes so all four grade levels can go to the class, rather than just sophomores and seniors.
- The authority is paranoid over school shootings and takes it out on us. The food in the cafeteria is very terrible.
- School starts too early and the bus comes to my house at 6:40 am. The computer technology in this district is poor.
- I feel that the education is fine, but TAAS is emphasized too much at middle and elementary schools levels. They need more college vocational programs for students. I don't think identification tags are going to save us from bullets. They are supposed to keep people that don't attend our school from coming here, but so far no progress has been made. It is preposterous.
- Get teachers that aren't lazy and that actually teach what they are supposed to.
- High schools need to be less oriented about college entrance and more on college preparation.
- FBISD is a great school district with a few problems. Some teachers are worn out by their jobs/career. It could be mandatory to interview them and force them into early retirement if necessary. There are also administrative conflicts, but I'm sure that is entirely personal. And I still think that identification badges are dumb along with the whole prayer in school thing.
- The district should hire teachers with good character. They should be compassionate and have time for their students. There should be a way for all students to get to school just because I live less than two miles from the school; I can't ride the bus.
- I think that overall it's a good school district, but the thing that I think this school needs is changes in discipline and the teachers. It's too unfair and hard compare to other schools.
- It is not fair how Clements High School is so much academically harder than all the other Fort Bend schools which prevents several Clements students to not ranked very well, when they could be ranked much higher at other Fort Bend schools.
- I feel at times that the teachers worry more and spend more time worrying about tardiness than teaching class. I feel the tardy policy should be changed.
- I feel that many times that teachers and administrators spend too much time on discipline. Focus on our education to prepare students for college.
- I am very pleased with FBISD. The only thing I feel we need is more computer classes, not different ones. We just need more teachers for the computer classes we already have.

- We should have longer off-campus lunch. I don't mind having to wear identification tags, but they are way too strict on them.
- Identification tags are not helping me.
- The tardy policy is ridiculous, I don't like the teacher's enthusiasm, and they are not excited about teaching students.
- There is too much pressure about college. Counselors make it seem like life is over if you do not attend college.
- The lunch line has a serious problem, at all schools the time should be longer.
- I feel that security does not do their job the way they should be. It's a waste of money to have them just to sit around their office.
- It's really cold in my English class and I know that it's not a problem, but the main concern is the food in the cafeteria. Sometimes it's cold and sometimes it's not cooked all the way.
- It is great. I love it. But it could be better. The only problem is food in the cafeteria.
- We need more money for the schools.
- I feel FBISD should help kids get into the college of their choice.
- Need to get school roofs fixed faster because the students are getting sick of the smell and noise.
- Fort Bend has a great school system, yet I believe the exemption policy needs to be changed. The old way was the best way. Lunchtime should be longer because of the long lines.
- I like the programs here. It is very well planned and we get the education that we need. Discipline is dumb.
- The FBISD is a good school district that helped me feel a sense of responsibility. Lunch schedule should be longer.
- The education in the district is very good. The problem lies in students who are snobbish and conceited. We just need more morals and positive reinforcement.
- I don't understand how the district can afford to make identification cards and install security cameras, but not have toilet paper in the restrooms.
- In my personal opinion I cannot conceive of a better environment in which to spend seven hours a day than Clements High School. However, I attribute absolutely zero of this to the FBISD school district itself as I have found that the motivating actors and enriching agents are the other students and in some capacity the teachers. The educational performance of FBISD can be described as lousy, though somehow I have come away with a good taste in my mouth. Wonder why that is.
- So many programs have been implemented to fertile ends that they begin to interfere with education. Teachers endlessly complain about pointless training sessions over technology that they can't use because it is forever on the fritz.

- For the most part, Clements is a good school. Teachers are fair and competent. It is a safe school where I feel protected. I just think that the administrators should not execute such severe punishments for such trivial problems as backless shoes. Also, the building is well kept. Expect for the bathrooms. They need locks on all doors and operating sinks. The cafeteria ladies are very nice. Counselors need to help college bound students more.
- There are only a small handful of good teachers. Most of them don't know how to teach and it's obvious that they don't want to be here. Teachers are absent frequently and we rarely do anything in class, we're all totally unprepared for the AP. And the identification badges have no use.
- Too much emphasis on note taking and regurgitating; we should focus more on lab experience, etc. Maybe there could be a new level of classes established for people willing to learn somewhat on their own instead of relying so much on the teachers who just give notes everyday.
- My government/economics teacher is an absolutely deplorable excuse for an educator. She often leaves the class for 15-30 minutes. She rarely, if ever, lectures or teaches. She spends most of her time going on the Internet while giving us simplistic worksheets that teach us nothing. I sincerely believe she should be replaced.
- I want to know how the district spends its money. I think our school could use many improvements (better restrooms). Also, I would like to see more money spent on the students.
- Many of the teachers are helpful, but my senior year has been a waste of time. I have never had so much time to do other homework from other classes.
- I feel that FBISD provides a safe environment for a challenging education. I feel that for the conscientious student there are many opportunities to learn.
- Absences due to required college interviews should not be counted against exemptions.
- Your chief mistake is not allowing upper-level teachers to teach. Ignorant bureaucrats are trying to run schools from a desk in Austin. This doesn't work as proven by the governments' handling of the Vietnam War. Learn a lesson; let teachers choose the books they want to teach. Don't restrict what is taught. Get off the power trip, and give some thought to the students.
- Identification tags aren't very useful, but it does make you feel a little bit safer.
- The business computer teacher at Clements High School is an awful teacher.
- I think that the teachers and principals of this school are on a power trip. They are always writing kids up for the littlest reasons.

- The only problem this district truly has is its response to district repairs. It is either they are not repaired correctly or the repairs are delayed.
- In my years here, I have come across some truly exceptional teachers-both exceptionally good and exceptionally bad. I think more screening needs to be in place and monitoring of class averages, etc. If the entire class, except one or two is failing it just might be the teacher and this is coming from an honors student.
- Better lunch food and variety is needed. We eat the same thing everyday (chicken, mashed potatoes, corn).
- Counselors need to help us more with college applications and scholarships. There is too much drug use at school.
- Dress code is a waste of time and money and inhibits learning.
- Student parking at Kempner High School is unbelievable. Too many students drive and park without car stickers and it is unfair to students who bought one to stay within district policy.
- I wait in line for food for 20 minutes and eat for 5 minutes, then I'm tardy to class. There is no control in the lunch lines and ladies are rude and slow at the registers.
- Principals are standing around like they are important and kids are walking by them breathing alcohol in their faces. I am here for an education. My mother will raise me, and monitor what I wear, not the school faculty. The air conditioner doesn't work half the time and there are roaches.
- Most front office faculty are extremely rude for no reason. Everyone needs to lose the attitudes. We are also two years behind on technology.
- Kempner High School is a poor excuse for a school and my children will not attend.
- There is not enough parking space at Kempner High School.
- Well, I feel as though 70-79 is a "C" average and 69-60 is passing is a ridiculous grading scale and is keeping student from receiving a good grade point average. There is a need for better lunch selections. I feel as though kids should be allowed to dress as they please because everyone is not the same no matter what. The cops mostly hassle kids. The janitors are easy to get along with.
- Parking should be assigned again, not first-come-first-served for teachers. Teachers are too worried about petty things, such as facial hair and the dress code and not educational needs.
- The educational performance of FBISD is horrible. All the educators care about is absences (making money) and what the kids are wearing. I think the educators need to be more concerned with the education of the students, I feel it's not a priority in the FBISD and that's why you come to school for an education not to be told what we can't wear. I think the dress code is ridiculous.

- Backless shoes? I can understand shorts or halters. Also, the thin straps on shirts -- I don't see any thing wrong with it. I also think the parking lot needs to be enlarged. There are major traffic problems between 7:00 a.m. - 7:45a.m. on Burney and Voss Road. Kempner needs to have more than one entrance/exit to the student parking lot. Maybe even a traffic light at Cougar Drive and Voss Road. Also, the bathrooms are always dirty and smell like cigarette smoke.
- Not enough student parking in the parking lot. Teachers and principals worry more about dress code than education and its totally ridiculous. Setting up a firewall on the Internet so we can't find certain web pages is just uncalled for.
- Need to relax the dress code. Need new parking arrangements.
- The whole entire Kempner High School staff is horrible and they are rude and not helpful.
- The dress code is too strict. There are more important things like drugs to worry about than the dress code. The parking is very bad for seniors. If you have off periods, and then return to the school, you have no place to park. We used to have assigned parking spots, and that was so much better. Also, getting out of the parking lot is horrible.
- I think the parking issue is a big problem. When you have first period off you have to park in the very back and walk even farther than you do before. When it rains we have to walk in the rain that is a long walk. It is just unfair to drive to school and walk so much. The school needs someone to direct traffic.
- Exemption rules do not meet college-bound students needs. Schools should be encouraging student visits because this is their future.
- The principles here are too strict. They need to lighten up and live life a little. If you do not like kids and how we act then you do not need to become a school official. Also, the dress code is lame. We are young adults and I don't see why we can't wear backless shoes without getting yelled at by someone. There will always be problems as long as all the officials see us as teenagers. They need to lighten up and quit being so grumpy.
- The point of offering exemptions to juniors and seniors is to promote good attendance. It works!! I know that myself and every junior or senior would not have as good attendance if the exemptions were not there. Now a student that has not exceeded their number of absences must still come for the test day. This defeats the whole purpose of exemptions. It needs to be back to the way it has always been. It has worked for all those years so why change?
- I think this stuff about the dress code is stupid. I also feel that all school is about is money. The district is so concerned about money

they forget about education because after all that's why we should be here not for money situation. Schools are becoming all about money. The students have no say cause you don't listen and don't care about education.

- Students should have better ways to access computers before and after school. We also do not have enough time to eat -- just an extra 15 minutes would be great. I also think we should have someone to help us find jobs for the future. I do think we get a better education here than I did where I used to live and it's a lot more challenging.
- I feel that in order to enhance educational programs more counselors need to be added so they will have enough time to meet with their students and talk to the staff. Overall, this is one of the best school districts in Houston,
- I think it is hard to find out information because if you ask a question, everyone tells you to ask someone else. Also no action is really taken on an issue if a parent does not show up.
- There are a lot of policies I do not like at or in FBISD. To describe them would take much more room than this. I am only happy that I will be out of FBISD very shortly and will no longer have to put up with the way you run things.
- I think the district should work with students, one-on-one about college.
- Please hire staff that has good people skills so that students and teachers can get along.
- Teachers spend too much time hassling with all the administrative tasks each day that it takes forever to start class. Many teachers hand out work sheets. They do not teach anymore because they play on the Internet all the time.
- When it comes to discipline they are so unfair. They'll be nice to one student, but to the other they'll be totally different. I just can't stand these principals in Kempner.
- I do believe that our school is safe and very responsible.
- The dress code has gone overboard. When there are students smoking in the bathroom, principals are standing in the hallway. I got written up twice for wearing backless shoes!!! Then every morning in every single restroom students are smoking. Do they get written up? No!! I do for coming to school with backless shoes, because it's a safety hazard when I can fall just as easily in high heeled backed shoes. Every thing else in the dress code is fine, but not shoes.

Appendix H

STUDENT SURVEY RESULTS

B. VERBATIM COMMENTS (PART 3)

- The dress code is a little irresponsible. The backless shoe situation needs to go. Regardless of your shoes you can fall. Even trip on carpet. The clothes should be your own discretion. Sometimes clothes aren't made for everybody.
- I feel that dress code shouldn't be the main focus on education, I feel you should be comfortable at school and if that involves backless shoes and tank tops, I think you should be able to wear them.
- I think that the dress code has nothing to do with education and learning. We should be allowed to wear whatever we want to because we buy what we like. Also, tardies are a big problem because there is no way someone could set the rules for three a semester. There should be at least eight tardies per semester like in Austin.
- I do not agree with the exemption policy. In other school districts I've been to, you can exempt class when you're a freshman. They should strongly consider grade-averaging semesters. For example, first semester you make a 69, -second semester a 71, they average out to a 70 like in other districts.
- The faculty is more concerned with dress code than smoking in bathroom or fighting. Fights go on all the time but the faculty doesn't see it because they're getting girls on backless shoes.
- Too many teachers spend so much time working about simple petty dress code rules instead of getting rid of smoking in the bathrooms. Too many teachers don't teach because they want to, but because they have been teaching for the past 30 years and they don't know what else to do with their lives. Cafeteria food is terrible and now the school is so overcrowded. We have no time to eat. The parking lot is too small so seniors end up parking on the street.
- Backless shoes in no way affect the way any individual receives an education! Backless shoes are not a safety hazard or harm anyone. Students should be able to dress appropriately at school and still express themselves!
- There are greater problems at our school besides dress code, which seems to be the only thing enforced. Backless shoes are not affecting other students in any way so students should be free to wear them.

- I just think the dress code should be taken into consideration. I don't think backless shoes and untucked shirts are much of a distraction than we can't learn.
- Clean up the bathrooms and fix the faucets.
- I don't feel the school's policy pertaining to absences and exemption is fair. Many times, a student will encounter complications in their life causing them to take days off of school. Often they could be gone for two to three days but our schools do not allow any more than two days of absence to exempt. I feel I am a victim of a similar complication.
- I feel that the dress code is unreasonable this year because they have banned students from wearing backless shoes. The district said that they are a hazard. I feel that this is not true because stairs are hazardous anyway because of the way they are built. There have been many frequent accidents at our school from wearing shoes of all types.
- Our dress code is way too strict. I don't understand how we are unable to wear backless shoes. It is very hard to find a nice pair of shoes to wear to school that have backs on them. Also, the sandals like the Adidas ones should be allowed. They are very comfortable and we should be able to wear them.
- Some of the cafeteria workers are extremely rude and unsanitary. A girl dropped her sandwich on the ground and asked for another one. When my friend went in line for a sandwich, she was given the one that was previously dropped on the ground.
- I am very active in Future Farmers Association (FFA) and we need to support other clubs. The facility for our animals is falling apart. We need more support, I understand money is an issue but I feel bad when the choir receives more support than the FFA.
- There are too many hard classes and it's really hard for me to pass them. Especially algebra, which is required for graduation, because its advanced and very confusing.
- Drugs have become a major problem. Teachers have to let you use the computer in the library. Getting passes to go is not easy.
- This is a very big school and there is not enough room in getting from one class to another. Being here for exemptions is not right, just so people get paid for kids being here. God forbid if anyone loses money. No one should have to sit around and watch stupid movies.
- The food here isn't good. There are rodents. There is no access to computers. There are gangs. There are also a lot of drugs and alcohol.
- This is a good school but sometimes it's boring. I guess that that is my problem.

- We need more classes that teach computer aided drafting and graphic design. We also need more computer classes since our future is going to be all computerized. We need to learn!
- I feel that a lot of teachers at school are only teachers because they know how and it's a job to live off of. It seems as though most don't care about the students but care about how much information they can stuff in our heads. I personally have never been in any trouble with the law nor the school. I've never done any drugs or drink any alcohol whatsoever, but yet I get treated like I do. I've been told a few times that you look like a bad kid, but I've never once heard "Have a nice day."
- I wanted to be clear on the first question for seniors, the needs are met for college-bound students, but for juniors the needs are not met. About the sanitation of Kempner there are mice in this school. Drugs are also a very real problem here. I've gotten a buzz from just walking into the restroom.
- I really think that the school should put out money for ROTC and other extra curricular activities.
- This school overall is all right. I think we need to improve a little. They also need to encourage and help low performing students to excel.
- We have rats in three of my classes. A rat ran across the classroom. Also, my teachers are constantly asking for help on the computers.
- I feel that students that are juniors and seniors should be allowed to leave campus for lunch. If this is not possible, then at least increase the quality of food at lunch and allow more time to eat because we never have enough time to eat at lunch. By the time I get my food I never get to eat it. I end up wasting most of the food because I have to go to class. Also, students are seldom allowed to use the computers at school. Another problem is the lack of computer classes at school. Also, we do not have any parking spots available at the schools. It takes almost 25 minutes to get out of the parking lot. I want to leave school at 3:00 not 3:30.
- I really feel that there is one major problem in the school and that's the teachers. The teachers need to understand and be close to their students.
- There aren't enough textbooks and workbooks for some classes. Also, Elkins High School has a large number of rats. I also feel that we stand in line too long for lunch and then we don't have any time to eat. Half the time, one or two lines are closed so it makes the wait even longer. All this contributes to some problems. The most severe problem to me is that of the lunch time problem.
- It seems to me that our teachers do not know enough about computers. This makes it hard to do our work when it's on the computer. Besides lunchtime that is the only problem. Our

lunchtime is not long enough. Our teachers do not want us to eat in the classroom but we don't have enough time to eat.

- I personally feel that students nowadays need more help in math because I know when I was taking math courses they were very difficult. Teachers would work on it one day and another the next day. They would never go back to review until it is test time. If you didn't learn it in those 45 minutes, then they had an "oh well" attitude.
- There is not enough security. Drugs are a huge problem through out the schools. People are always talking about drugs in school. There is not enough discipline in the school. Also, there is not enough security in the student parking lot. The schools should be responsible if a student can get keyed in the parking lot. We pay to park there, pay way too much to park there.
- Teachers are on their computers too much. They need to be teaching. There are too many kids that have drugs on them or they are on drugs at school. They should clean up our school. When I walk in the doors, it looks dirty to me.
- FBISD is a very good school district. It has some weak points. For one, there's not enough parking spaces, not enough time to eat lunch, and lunch lines are too long. School is too crowded to have so little time to get to classes and the old tardy policy was much more effective. Teachers need to practice their lessons more before they try to teach it.
- The only thing that I did not think Elkins had that would have been nice is more advanced computer classes. I tried to take Computer Science II and the class had more students than computers. In that class you can't use new software that the working world uses. I also disagree with making me come to school even though I earned my right not to come. Counselors are nice and helpful.
- I believe someone should take the time and redo the idea behind facial hair. I think seniors should have the right to have well trimmed and maintained facial hair. Seniors are 18 years of age and they are considered adults. This is just a part of maturity.
- I think that students should be able to see a principal and counselor when they feel the need, not whenever the counselors feel like it. A lot of the times all we have is a quick question. It shouldn't take a week to ask a question. I also think that you should have more tardy allowance before receiving detention. If you have a flat tire or run out of gas, you shouldn't be punished for it.
- I think that the counselors need to help the needs of the seniors more than they do. They are often unfriendly and unhelpful to the students.
- Fort Bend needs to work on their English teachers, because I feel the teachers are not effective in teaching English so that the

students are prepared for college English. My freshman teacher was horrible and I learned nothing.

- Since I am facing going to Texas A&M next year, I feel that my education may have been lacking in some areas. I feel that our school emphasizes athletics and TAAS scores rather than providing programs to improve our learning experience at Elkins.
- We need better coaching staffs that care about our future in sports and will nurture our talents.
- The range of languages taught at my school is limited. Provide us at least with a class on Saturday or something for those of us who need to learn something other than Spanish or French. It would have given me a head start on my major.
- It may not have anything to do with FBISD, but I am just disappointed with the way things are so impersonal here. Sometimes things happen and people get away with them. I am a good student and a member of the Advanced Placement (AP) program. I think I am fortunate to get some exceptional teachers but the others are entirely too lenient. I have had students at the school steal from me and been verbally assaulted. After informing staff and campus police, they did nothing. I think this school lacks follow-through.
- Many teachers have been incompetent in dealing with students and issues arising in the classroom. Mice in many classrooms do not inspire cleanliness. Many teachers are inadequately prepared to deal with uncooperative technology in the classroom. Students are not getting the information they need through announcements. Security personnel do not always do what they should. Property and students are not always safe. When something happens security personnel do not do all they can to help the situation.
- Counselors are too busy with administration to help students in a personal way. Administrators do not know students. Money seems to be the top priority with administration rather than students parking permits and spaces. Some textbooks are too old to be relevant today. Problem students are not under control and all students are punished. Hallways are too congested and students are punished for being caught in that congestion. Cafeteria lines are so long that many students are just getting out of the line when it is time to go back to class.
- Some teachers do not realize how much students have to do as far as homework, extra curricular activities, and jobs are concerned. Some teachers need to understand this better and not assign as much outside classroom work. School is a stressful time.
- Counselors do not help with college admission and decisions at all because they are always too busy. I don't even bother asking them questions anymore because their mantra is to tell you the truth, I

really don't know. They are supposed to help us the students not be bogged down with clerical work.

- I have only been in FBISD for approximately a year and a half, thus I do not have as much experience as others. For the most part, I have been impressed with the education I have received minus a few incidents. FBISD is obviously a progressive district on the rise with only a few small kinks to still work out. As I said, most likely my largest complaint would be with the counseling service. They act as though they either don't know or simply don't have time to serve the students.
- The rules are becoming frivolous. They are starting to prevent good students from thriving.
- This is how I feel overall in response to the computer and vocational classes. I feel there are enough however, many people who need them are discouraged from taking them because they do not give students a good grade point average. Students not in AP classes need better teachers. I also feel that the teachers in the science department are not strong. One major problem is that the teachers don't care enough to teach well.
- Computers are being used by the teachers as big paperweights. Our district also has inequitable pay. If I remember correctly, our administration officials are paid very high compared to other districts.
- The science department is not as good as others. Not everyone is stupid. AP students do not need TAAS tutoring. There are too many students in the halls.
- We definitely need more parking lot security. The parking lot is not safe. People are not treated equally. Our teachers at Elkins High School are great or horrible.
- FBISD is not giving students enough time to leave lunch and also the schools are not well maintained.
- I don't agree with the breakfast program and more time between classes is needed.
- We need more time for lunch because some kids get in line so late that they don't have time to eat before class.
- I think school is good enough. But in the cafeteria, the services need to improve. Some staff is mean in the cafeteria.
- The policy with the library is absurd. It is for students to access it when they need to most. Some classes have three or less students using the library and the librarian still complains of overuse. The science department is traditionally very weak at this school and continues to lose staff.
- Overall I think we have a pretty good system. However, there are certain things that I feel need to be looked at in graduation requirements, such as the credit of speech required. I can understand that the district wants the student to have the

experience to speak in front of a crowd but it overlooks certain classes, which could also achieve that goal, such as theater. I am taking theater classes, but I am still required to take speech. This credit of speech is completely throwing off the schedule I wish to take next year and personally, I do not think it is truly necessary for my education.

- Generally, I think the educational performance of FBISD is satisfactory. I think some of the exemption policies need to be re-evaluated. I think the English department and the Fine Arts departments are great but the science and math departments are lacking. I also believe that the pay and treatment of the teachers is unsatisfactory.
- It is so far pretty good. Since I go to Elkins, I have been at a low-performing school for all three years because of attendance. That problem needs to be fixed because it makes our school look dumb because we are the only one in the district.
- Drugs and gangs and vandalism are definitely a problem. No school is perfect.
- Overall, the performance of this district is great. However, some schools seem to be less neglected than others. Also, some departments of learning such as in science and computer applications need to be brought up to date.
- I feel that the educational performance of Elkins is excellent. Although challenging at times I feel that it is greatly preparing me for college. My writing skills have improved tremendously and the history teachers know their history. The math teachers are shaky at times but overall they're okay. I feel that the English department is the strongest.
- Concerning Honor's AP classes, the science and mathematics fields are lacking. However, the English, Art, History and Social Studies are great. Our counselors provide us with little guidance concerning college careers or test dates due. They are obsessed with scheduling.
- When the school district enforces silly rules that are supposed to create a positive learning environment, what they are really doing is hindering the learning process.
- I believe that the honors AP courses are great. However, advanced students do not receive as good an education.
- On more than one occasion I have been into the nurse's office and he/she has been quite rude/unfriendly to say the least. I should think that a person feeling ill is at least entitled to kindness.
- I think I am getting a good education but some qualities about the school I dislike. Two examples are short length of time for lunch and some of the behavioral conduct going on at this school.
- I really dislike the fact that the school spends so much money on televisions and computers that teachers hardly use. Instead money

should be used for fixing other facilities. I also don't like how this district favors certain schools over others in terms of athletics, band, art and choir supplies and articles

- At Elkins High School, some departments are in need of funding as well as adequate teachers. The science department is in need most.
- Most of the computer technology is going to waste because many teachers do not know how to use information gained on the computer. Also, most students know much more about computers than what is taught in school. There should be some sort of advanced computer applications course for students.
- My big problem is that there is not enough funding for all programs. In a way, there is too much funding for sports and too little for the arts. Funding needs to be increased so that allocation can be more equal.
- Some of the teachers give assignments as if they are your only class. But that will help me in college. The educational performance in honors classes is good. There is a big gap between the different levels in school honors academic and advanced program.
- The faculty has a broad spectrum of teachers ranging from very good to poor.
- Education is fine. Give more money to sports such as baseball. The money we receive is embarrassing compared with other districts.
- I think FBISD is a great school district and they are very prioritized and care for their students.
- I feel that lunch is not long enough and that the classes are too far apart. We should have at least seven minutes between classes. Another concern is the quality of teachers. For example, one Spanish teacher here at Hightower can hardly speak English, so how can she teach us?
- All of the computers in the school are not new. There are long lunch lines. It takes more than 10 minutes to get your food and the lunch lines also serve the same food too often.
- I feel that the educational performance of FBISD is very good compared to HISD schools.
- At Hightower High School, it is very unreasonably strict. Many times I wonder if I'm not in a prison system. Most of the time, teachers give busy work rather than teach curriculum. If the school system had more hands on teaching and less bookwork, maybe the drop out rate will decrease.
- I do not think that the dress code should be so strict.
- The education is fine but we don't have enough time to eat our food and it's going to get worse when we add another grade level next year. Also I think that the administrators are harder on us than any other school. They are too scared to let anything happen before we do anything.

- I think that the educational performance is ok. Teachers need to be more understanding with students and treat us like teenagers and not like we are little children. I also think that there are too many rules that they want us to obey. If they were more understanding, there won't be as many problems from students.
- As far as transportation, I feel that the Hunter Glen area shouldn't pass up two schools to go to Hightower. In Hunters Glen 1 and 2, the buses are late taking us to school and are late taking us home. Computers should be upgraded to be faster. If this district is ranked eleventh in the nation in Internet connection, it should be faster.
- We need a better program for escorting honors, gifted and talented and advanced students and for providing these students with best possible teachers. Also, if a student takes internship eight periods, he should be able to adjust his schedule. Internship lasts seven periods so the student can still take computer classes.
- The district offers what every student needs to succeed. However, it is sometimes difficult if not impossible to use the resources available to the students up to their full potential. My reasoning behind this is my having to choose which critical course to drop next year so that I can play a sport. It's unfair.
- The levels of education at the earliest level are not strenuous enough. Students wouldn't have problems if basics were mastered before or during middle school. The TAAS scores across the district are pitiful in my opinion. Not all programs are available at all schools. Promises made are not always kept when it comes to course availability.
- The educational resources are reasonable with a few exceptions. But the overall attitude that the administrators have toward the students feels like that of a middle school. Especially in the way the principals are dealing with tardiness. Hall sweeps would not be necessary if the student actually respected the administrators instead of trying to please them.
- Education for Honor and AP is great, for all other classes it is very questionable. Also there is a drug problem on all of the campuses.
- I think that the foreign language programs as a whole need to be overhauled. Classes should be made more challenging and beneficial with real-life exposure to the language. Teachers should be required to be experienced with the subject and work with those at other schools to ensure comparable educational standards.
- I feel that we need more response, newer books to work with, more fundraising, and help like other schools.
- The librarians at Willowridge have very bad attitudes, as well as the lunch ladies, except for the cashier.
- With the exception of some teachers who spend more time assigning than teaching, I think that the district is doing well.

- We need more time to eat at lunchtime, cleaner schools, and more computer classes.
- It doesn't matter what my comment is about the educational performance of FBISD.
- I feel that the quality of education and skills are not being met not only by teachers but by the students who feel that technology skills are not adequate. I also think that lunchtime is too short for any human being to eat.
- The food is very cold at lunch and the staff has an attitude with students. We can't use the computer when we need to.
- Being a student in FBISD since pre-K, the district has provided a solid foundation of education. The problem is I quit learning in eighth grade. My interest in computers can not be associated with my education because the classes and resources are not available.
- I feel that the district needs to improve the wait in the lunch line and the length of time for students to eat.
- I feel that most students complain because they are used to complaining. I attended Willowridge High School and over the years FBISD has grown to be very safe. However, at every high school, drugs are a problem.
- HISD is better.
- FBISD needs to give this school more money to repair it. You spend so much money building new schools but what about this school, it is old and falling apart. You need to use the money to remodel our school instead of building and rezoning kids all over the district. They deserve to graduate from one school and not jump from one school to another. In closing, you should consider my comment and use it because sooner or later, this school will fall apart because the district refused to give money to remodel the school.
- The school is wonderful, but strongly consider a change or replacement of some teachers.
- I am glad that I am a senior because some of the teachers around here have some bad attitudes toward students.
- In Fort Bend County the district spends money on unnecessary things. Instead of building more schools why not fix and remodel the ones that already exist? Another thing, teachers do not care. They come to class and don't care if we understand or not. We need teachers that care about teaching and want to see their students better themselves.
- FBISD needs to improve on many things such as the hiring of teachers. They hire anybody. Most of these teachers can not teach at all. The security on school campuses and the school food in the cafeteria needs to be improved. Also, the time is not enough time to eat lunch.

- As a senior I have seen numerous events take place here at Willowridge. I play baseball and I am truly upset with the situation of coaches for our team. Many other schools in the district play year round, and have the same coach year round. I personally feel that coach-player relationships are not what they should be. It's hurting the building process of the team.
- I feel that one of my teachers, in fact, some of my teachers are not doing their job. I am an A-B honor roll student, I take English 4 and I haven't learned a thing in there. We complain about how she teaches, but she doesn't care. We have spent most of the year doing nothing. She gives us work and hasn't taught anything. I believe in having teachers that can help the student and actually teach something.
- I personally feel that broadcasting one school out of this district is very hypercritical. If you broadcast one for taking a student to jail you broadcast them all. Our school has always been last on the list. It was last in construction work sports, accomplishments, etc. and another thing, why is it the boys' varsity basketball team had to pay for their state rings? I feel that is not decent and should have been funded by the district. They worked really hard and should have been rewarded the correct way.
- We need more time for lunch, better food, better computers and give students another chance about disciplinary action. Willowridge need a better principal. Teachers don't give enough time on work.
- I feel that as a school in FBISD, we are not looked upon as being equal to the other Fort Bend schools.
- We need Business Management courses. The schools need windows and balconies. The environment the school provides is similar to that of a prison facility.
- I think that a strong in-depth look needs to be made in the mathematics, science and English teachers. These are core classes. If a student does not do well in fundamentals, he/she cannot be successful in the high level classes. More teaching needs to be done and less TAAS. This district is too TAAS-oriented. The only thing that the coaches worry about is TAAS. TAAS is not an accurate measure of a student's ability. Even though I am graduating, I still feel as though the district needs to reconsider some teachers who are not performing.
- There are some problems that really need to be taken care of right away. Others will get better over a period of time. Other than that, everything is all right.
- I believe that the district education could be greatly improved. Teachers need to be highly certified and qualified to teach Honors, AP, and Special Education. Racism and inappropriate acts not speech need to be eliminated by teachers, students and school staff.

- I feel strongly that my educational growth will occur in a higher institution of learning. High school curriculum has become redundant.