Mullin Independent School District

LEGISLATIVE BUDGET BOARD

Robert E. Johnson Bldg.
1501 N. Congress Ave. - 5th Floor
Austin, TX 78701

512/463-1200
Fax: 512/475-2902
http://www.lbb.state.tx.us

August 2, 2006

Mr. C. L. Hammond
Superintendent, Mullin Independent School District

Dear Mr. Hammond:

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

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

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

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

Respectfully submitted,

John O'Brien
Deputy Director
Legislative Budget Board

cc: Carl Greer   Suzanne Prosise
     Thomas Burrus   Troy Shelton
     Randy Sims   Lee Singleton
     Fred Daniel

Mailing Address: P.O. Box 12666 • Austin, TX 78711-2666

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EXECUTIVE SUMMARY

Mullin Independent School District's (MISD's) school review report noted 9 commendable practices and made 41 recommendations for improvement. The following is an Executive Summary of the significant accomplishments, findings, and recommendations that resulted from the review. A copy of the full report can be found at www.lbb.state.tx.us.

SIGNIFICANT ACCOMPLISHMENTS

- The district has planned bus replacements every two years and sets aside $5,000 monthly in a separate account to fund a replacement bus. The district has an aging fleet with half of its buses greater than 10 years old in 2004–05. The planned replacement and funding allows the district to upgrade its bus fleet while avoiding large, unexpected expenditures and costly financing.

- The district's compensation plan covers all district positions and links the positions to the state teacher salary scale. By using a percentage of the state scale as a benchmark, MISD can easily maintain consistent salary differentials between job categories and employee experience levels, and it allows the district to easily project salary costs during the annual budget process.

- The district has initiated a Family Literacy Program to encourage families and their students to become more involved in reading. The program is advertised in and around the district, takes place in the evening, and includes a dinner and various activities based on a theme such as Mark Twain or rhyming. The program's events involve teachers, administrators, and community members and focus on specific age groups.

- The district uses a comprehensive pre-referral packet to gather information when it considers the need for additional support services for students. An eight-page Educational Screening/Existing Evaluation Data form is provided to teachers who wish to make a special education referral and includes information such as general education concerns, the child's home language, attendance record, grades, achievement data, classroom-based assessments, samples of the student's work, and previous interventions and instructional modifications used with the student.

SIGNIFICANT FINDINGS

- MISD has not maintained a current district or campus improvement plan, which addresses strategies for improving the performance of its students.

- The district's planning process does not include adequate participation by district staff, sufficient evaluation of alternative solutions or sufficient implementation processes to ensure effective operations and accomplishment of stated goals.

- MISD lacks a system for managing the curriculum.

- The district does not provide teachers with curriculum guides or other similar documents to guide instruction.

- The district has not developed effective lines of communication with social service providers and agencies that work with students during the school day.

- The MISD business manager does not perform many of the management and professional duties associated with the position.

- The board does not receive summary financial reports in a timely manner and in sufficient detail for informed decision-making.

- The district does not have written bidding policies or procedures and may have failed to comply with state purchasing requirements in some acquisitions.

- MISD does not obtain food items through competitive procurement or use menu cycles to adequately control costs.

- The district's practice of providing free meals to teachers and staff diverts resources from the instructional program.

- The district does not have an energy management program to monitor energy costs and encourage conservation.

- MISD has not evaluated its ability to provide a quality education for its students over the long term given the district's decreasing student enrollment, poor student performance, aging facilities, and increasing per student operating costs.

SIGNIFICANT RECOMMENDATIONS

Recommendation: Update the improvement plan to improve student performance by using criteria outlined in board policy. The district has not maintained a current district or campus improvement plan, which addresses strategies for improving the performance of its students. School districts with only one campus, such as Mullin ISD, may develop a single plan instead of two separate ones. MISD last developed a campus improvement plan in 2003-04 with goals, objectives and strategies, but these components have not been evaluated to determine their effectiveness in improving student performance. In 2004-05, only 45 percent of all MISD students passed the Texas Assessment of Knowledge and Skills (TAKS) test compared to the state average of 62 percent. The failure to develop and maintain a district or campus improvement plan makes it difficult for the district to assess the effectiveness of its instructional programs in improving student performance. The superintendent should appoint a committee to establish and review the educational plans, goals, performance objectives, and major classroom instructional programs of the district/campus. The superintendent should ensure that the improvement plan includes a comprehensive needs assessment, measurable performance objectives, and strategies for improving student performance. To assist with analyzing scores on the state assessment, the TAKS, and other data necessary for completing the needs assessment, the superintendent should make provisions for the training of district personnel through Regional Educational Service Center XII (Region 12) in the use of the software program AEIS-IT. This program, offered by Region 12, can be used to analyze TAKS scores and other student performance-related issues.

Recommendation: Expand the budget process to include formal planning activities. The district's budget planning process does not include adequate participation by district staff, sufficient evaluation of alternative solutions, or sufficient implementation processes to ensure effective operations and accomplishment of stated goals. The superintendent has a clear understanding of the district's capital and maintenance needs, which he balances against available funding and develops strategies to address those needs. However, the current budget process does not address the long term needs of the district or address other issues such as instructional planning. District staff, including teachers, do not participate actively in the process. There are no school or department budgets which results in the principal and professional staff not knowing how much funding they have for the year. There is no formal budget calendar. The public does not have any opportunities for input into the budget process other than the public hearing held immediately before the budget is adopted. Goals within the district's improvement plan are not tied to the budget and are not formally monitored. This process should include the principal and teachers by having the principal working with teachers develop the initial budget. The district should also prepare a budget calendar for board adoption that includes multiple opportunities for the board, district staff, and the community to provide input earlier in the process. The district should develop formal multi-year planning activities that build on processes and documents that are already required such as the superintendent's goal setting process with the board and the district's campus improvement plan.

Recommendation: Adopt a board policy that provides direction on curriculum management. The district lacks a system for managing the curriculum. MISD teachers operate within a decentralized instructional environment. Out of 12 board policies that reference curriculum, only three have been developed to reflect local school board decisions, and of those, only one is specifically intended for curriculum: a board policy that targets only elective instruction. The lack of a cohesive district strategy regarding curriculum is reflected in the day-to-day operation of the district's instructional program. Classroom observation is inconsistent and feedback to teachers regarding the quality of instruction is limited. Lesson plans are required, but are of varying quality and are used primarily as planning guides for substitute teachers. The district should adopt a board policy that provides direction on how the curriculum is to be managed. The policy should include statements that define the curriculum, outline the curriculum development process, require written documents in all subject areas and courses, coordinate the curriculum with instructional materials and assessment procedures, provide for staff development, and connect the budget process to the district's curricular priorities. The district should obtain copies of curriculum management policies from other districts, determine which policy elements are appropriate for MISD, and adopt or adapt a policy for local use.

Recommendation: Purchase curriculum guides in core areas for an initial review and develop a schedule for purchasing additional guides for all grades/subjects if appropriate. The district does not provide teachers with curriculum guides or other similar documents to guide instruction. According to district teachers, the documents

used to guide instruction in MISD are textbooks and the Texas Essential Knowledge and Skills (TEKS), the statewide curriculum guidelines. The lack of curriculum guides forces teachers to find other resources to help organize the specifics of what is to be taught and then tested. This practice can cause curriculum to not be aligned across subjects or grades and often results in a fragmented curricular transition for students, whereby teachers can spend a large portion of the class year teaching material that was covered in the previous grade. The district should purchase at least one curriculum guide in each core area from five different grades or subjects. Teachers representing their grades/subjects should review the guides prior to and following the guide purchase and make recommendations regarding their use in the district. Assuming teachers determine the guides are appropriate for use, the district should develop a schedule for purchasing guides for all grades/subjects in the district and budget funds accordingly.

Recommendation: Expand efforts to help foster children improve academically through proactive intervention. The district has not developed effective lines of communication with social service providers and agencies that work with students during the school day. MISD has a significant number of students in foster placement, but the district has not developed effective lines of communication with social service providers, agencies that work with students during the school day and members of the local foster care community. The district may not be aware of information regarding the students enrolling in the district, and does not use a number of resources and intervention strategies aimed at meeting the educational needs of foster children. Examples include the lack of coordinated visits by agency staff, caseworkers and advocates which may remove a student directly from class on a weekly basis and failure by the district to determine placement or identify the need for additional support for foster children new to the system. The district should improve communication with the foster care community, increase district staff knowledge about the foster care process and the children entering the district and develop tailored strategies to address the identified needs of these children. Additionally, MISD should build lines of communication by joining the Schools and Private Agencies Consortium that meets quarterly and appoint a fulltime staff member, possibly a special education teacher, to be the district liaison with the foster care community and serve as the advocate for these children in the district and the foster community.

Recommendation: Require that standard accounting activities are performed on a timely basis to ensure the district complies with all applicable laws and regulations. The MISD business manager does not perform many of the management and professional duties associated with the position. For example, transportation reports were not prepared correctly or filed by the proper deadline in December 2005, bank statements are not reconciled for all accounts on a monthly basis, inventory records are not reviewed or updated as assets are acquired or retired and exception lists of items not found during the biannual inventory are not addressed, and monthly financial statements are not provided to the Food Service manager to efficiently manage operations. In some cases the business manager may not be aware of changes in reporting requirements, standard business practices that affect district day-to-day business operations, or the need for timely reporting. The district should ensure that the business manager has the needed experience and skills to fully perform all the duties of the position. Training should be provided in various business courses by an organization such as the Texas Association of School Business Officials or the regional education service centers.

Recommendation: Prepare summary financial reports for all budgeted funds for board approval and provide that information in board packets prior to the board meeting. The board does not receive summary financial reports in a timely manner and in sufficient detail for informed decision-making. Board members do not receive summary monthly financial reports as part of the board packet before board meetings. The current report is a one page listing by function showing budget, period expenditures and year-to-date expenditures, and remaining budget. While these financial statements provide some information and are reviewed by the superintendent at the board meeting, they do not provide enough information for informed decision-making. Information is not presented for the other funds such as food service, special programs such as special education, or grants such as the TARGET grant. Key information such as the amount of general fund support is also not available on a monthly basis. The superintendent's secretary should prepare this information, and the superintendent and business manager should review it. The business manager should prepare a written analysis of any budget to actual variances of 5 percent or more. This practice will allow sufficient time for board members to review the information and prepare questions.

Recommendation: Develop and implement a structured bidding process that ensures compliance with state laws. The district does not have written bidding policies or procedures and may have failed to comply with state purchasing requirements in some acquisitions. The review team analyzed vendor payments for aggregate purchases exceeding $25,000 in 2004-05 and identified the purchase of 93 computers totaling $52,452 under the district's TARGET grants and $54,772 for food items which were not bid in compliance with the Texas Education Code, which provides specific guidance to school districts on the legal requirements for purchasing goods and services. MISD should develop a process that includes written procedures based on the existing board policy, Purchasing and Acquisition CH (LEGAL) regarding appropriate competitive bidding of products and services and monitoring of purchases for compliance by the vendor during the entire process. The district should ensure that the designated purchasing agent for the district, the business manager, oversees any purchases that meet or exceed $25,000.

Recommendation: Develop a menu cycle and obtain all food and supplies through competitive procurement. The district does not obtain food items through competitive procurement or use menu cycles to adequately control costs. The Food Service manager prepares menus each month based on available food items rather than by a more efficient menu cycle that could provide substantial advantages by reducing time planning menus; standardizing production, service, and purchasing; allowing work schedules to be reused; and making forecasting more accurate. The district has chosen to purchase from food vendors with whom they have had good relationships and service in the past, without going through a competitive procurement process. The Food Service manager should begin by designing a menu cycle for a school year, identifying work schedule requirement needs, and purchasing food items through the competitive procurement process. Region 12 offers free comprehensive training courses in menu development and menu cycles.

Recommendation: Eliminate district funding of meals for teachers and staff members and use the additional funds to expand the MISD instructional program. The district's practice of providing free meals to teachers and staff diverts resources from the instructional program. The district sees this practice as one of its recruiting strategies for teachers and as a way to encourage teachers and staff to eat in the school cafeteria with students. The cost to the district in revenue lost for providing these meals free of charge in

2004–05 was $21,928, or about 26 percent of all meals served. By providing free meals to teachers and staff, the district is using funds that could be used to address the instructional needs of its students. In addition, the free meals provided to staff may increase the district's potential risk of noncompliance with federal wage reporting guidelines from the Internal Revenue Service as an employee taxable benefit. The superintendent should include the elimination of the free meals in the budget planning process and obtain board approval. Teachers and other staff members should continue to be encouraged to dine in the cafeteria with students. The current cost of $2.50 per adult lunch meal and $1.00 for breakfast is a reasonable meal price for teachers and district staff.

Recommendation: Implement an energy management program to reduce energy costs. The district does not have an energy management program to monitor energy costs and encourage conservation. The district does not have any procedures in place related to energy management, has not performed any energy audits of its facilities to identify possible savings, and has not made students and staff aware of the importance of conserving energy and its financial impact on the district. The energy management program should include an energy audit to identify potential savings, guidelines for energy conservation, and energy education programs aimed at including students as active members in the conservation efforts. The program should have the following elements: making a commitment, setting goals, creating an action plan, implementing the plan, evaluating progress, and recognizing achievements. District management could obtain information from the State Energy Conservation Office (SECO) regarding energy conservation and energy education programs. MISD should consult with various providers to conduct an energy audit to identify all high energy consumption equipment and establish a plan for replacement.

Recommendation: Expand planning efforts to address long term educational and operational issues. MISD has not evaluated its ability to provide a quality education for its students over the long term given the district's decreasing student enrollment, poor student performance, aging facilities, and increasing per student operating costs. All of these factors limit the district's ability to offer the variety of courses typically found in Texas schools, especially the diverse course offerings found in many larger schools. While student enrollment has grown by 5.3 percent regionally and by 10.0 percent statewide, student enrollment in MISD has declined by more than 28 percent since 1999–2000. MISD

makes efforts to meet the needs of its students and the expectations of the community and parents, but MISD students average 21 percentage points below the state and regional averages for all Texas Assessment of Knowledge and Skills (TAKS) tests. The district's current instructional program offers no advanced courses, such as Advanced Placement or career and technology courses. Almost half of the district's total facility square footage is over 50 years of age, and annual operating costs per student are around twice or more the state average. The district should expand its planning efforts to address long term educational and operational issues. Planning efforts should focus on identifying the instructional programs that all students need to be successful as adults regardless of the source of the specific course offering. Once the district identifies these programs, planning efforts could focus on the development of quality basic courses to be offered in the district and the development of possible shared services arrangements or inter-local agreements with other districts to provide access to advanced or specialized courses. The principal and counselor should also develop a process to identify distance learning courses and courses in other nearby districts that might supplement MISD offerings. If the current trends in student enrollment, student performance, and operating costs do not improve, MISD could consider other alternatives including working with nearby districts to explore transfer of specific grades or school programs such as the Computer and Technology Education (CTE) program, where the number of students enrolled in MISD may not justify offering that grade or type of instructional program in the district.

GENERAL INFORMATION

- MISD is located in Central Texas along U.S. Highway 183 in Mills County. The town reached its highest population of 750 in 1910, but has seen a gradual decline to only 175 residents in 2000.

- Despite a regional student enrollment increase of 5.3 percent, MISD's current student enrollment of 104 has seen a decrease of more than 28 percent since 1999-2000. The district has a relatively diverse student population (64.1 percent Anglo, 28.1 percent Hispanic, 6.3 percent African American, and 1.6 percent Native American) and has a large population of economically disadvantaged students (88.3 percent).

- Mr. C.L. Hammond, who retired from the district in June 2003, now works part-time as superintendent.

- MISD has 40.3 full-time equivalent staff, of which 19 are teachers.

- In 2004-05, MISD received an accountability rating of Academically Acceptable by the Texas Education Agency. All MISD schools met Adequate Yearly Progress for 2004-05.

- The district had an Above Standard Achievement rating in the Financial Integrity Rating System of Texas for 2003-04.

- MISD has an overall TAKS passing rate of 41 percent, which is 21 percentage points less than the state average for 2004-05.

- The district's property wealth per student (Weighted Average Daily Attendance) is $102,077.

- The district is in Regional Education Service Center XII (Region 12). The district relies on Region 12 to provide the following services: teacher recruitment, professional development, and technology support.

- The district has a significant number of students in foster placement, making up about 30% of the total student population.

- The legislators in Mullin ISD's district are Senator Troy Fraser and Representative Sid Miller.

SCHOOLS
- Mullin Elementary School (Pre-K–6)
- Mullin High School (7–12)

FINANCIAL DATA
- Total actual 2004-05 expenditures: $2.1 million
- Fund balance: 14 percent or $300,179 of 2004-05 total budgeted expenditures
- 2004-05 Tax Rate: $1.37 (Maintenance and Operations)

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

At the end of the chapters, a page number reference identifies where additional general information for that chapter's topic is available. Each chapter concludes with a fiscal impact chart listing the chapter's recommendations and associated savings or costs for 2006–07 through 2010–11.

Following the chapters are the appendices that contain general information, comments from the Community Open House and Focus Groups, and the results from the district surveys conducted by the review team.

The table below summarizes the fiscal implications of all 41 recommendations contained in the report.

FISCAL IMPACT

	2006–07	2007–08	2008–09	2009–10	2010–11	TOTAL 5-YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
Gross Savings	$29,226	$37,049	$37,049	$37,049	$37,049	$177,422	$0
Gross Costs	($18,044)	($19,055)	($19,055)	($19,055)	($19,055)	($94,264)	($8,211)
TOTAL	**$11,182**	**$17,994**	**$17,994**	**$17,994**	**$17,994**	**$83,158**	**($8,211)**

CHAPTER 1

EDUCATIONAL SERVICE DELIVERY

MULLIN INDEPENDENT SCHOOL DISTRICT

CHAPTER 1. EDUCATIONAL SERVICE DELIVERY

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

The effectiveness of a district's instructional technology efforts depends, in part, on training and support for district staff, maintaining current technology infrastructure, planning for future technology needs, and making preparations for emergencies affecting technology. A district's staff development efforts should place a strong emphasis on technology applications and their integration into the curriculum and classroom instruction.

In 2005–06, Mullin Independent School District (MISD) served 104 students in multiple buildings on one campus. Fifty-one of the students were in grades PreK–6, 13 students in grades 7–8, and 40 students in grades 9–12. In 2004–05, the student population was 37.7 percent Anglo, 44.7 percent Hispanic, 14.2 percent African American, 3.0 percent Asian/Pacific Islander, and 0.3 percent Native American. Thirty-one (29.8 percent) of the district's students were foster care placements. Twenty-nine students were identified special education of whom 11 (37.9 percent) were foster care children. Eighty-eight percent of the students were economically disadvantaged compared to the state average of 54.6 percent.

The district is in Mills County, a predominately rural/ranching area in central Texas, in Regional Education Service Center XII (Region 12). In 2004–05, only 62 of 1,031 Texas school districts (6.0 percent) had a smaller student enrollment than MISD. Peer districts the review team used for comparative purposes were Cranfills Gap, Lazbuddie, Oglesby, and Star ISDs.

ACCOMPLISHMENTS
- The district initiated a Family Literacy Program to encourage families and their students to become more involved in reading.

- The district uses a comprehensive pre-referral packet to gather information when it considers the need for additional support services for students.

FINDINGS
- The district has not maintained a current district or campus improvement plan, which addresses strategies for improving the performance of its students.

- The district lacks a system for managing the curriculum.

- The district does not provide teachers with curriculum guides or other similar documents to guide instruction.

- The district does not link staff development activities to student performance needs.

- The district does not provide guidance and counseling services that meet the needs of all students, particularly special populations including special education students and foster children.

- The district has not developed effective lines of communication with social service providers and agencies that work with students during the school day.

- The district lacks a process for the timely development or revision of its technology plan.

RECOMMENDATIONS
- **Recommendation 1: Update the improvement plan to improve student performance by using criteria outlined in board policy.** The superintendent should appoint a committee to establish and review the educational plans, goals, performance objectives, and major classroom instructional programs of the district/campus. The superintendent should ensure that the improvement plan includes a comprehensive needs assessment, measurable performance objectives, and strategies for improving student performance. To assist with analyzing scores on the state assessment, the Texas Assessment of Knowledge and Skills (TAKS), and other data necessary for completing the needs assessment, the superintendent should make provisions for the training of district personnel through Region

12 in the use of AEIS-IT. This software program, offered by Region 12, can analyze TAKS scores and other student performance-related issues. Purchasing the program license and the training staff requires no expenditure of local funds. Federal monies already coming to the district can fund these expenses.

- **Recommendation 2: Adopt a board policy that provides direction on curriculum management.** The policy should include statements that define the curriculum, outline the curriculum development process, require written documents in all subject areas and courses, coordinate the curriculum with instructional materials and assessment procedures, provide for staff development, and connect the budget process to the district's curricular priorities. The district should obtain copies of curriculum management policies from other districts, determine which policy elements are appropriate for MISD, and adopt or adapt a policy for local use.

- **Recommendation 3: Purchase curriculum guides in core areas for an initial review and develop a schedule for purchasing additional guides for all grades/subjects if appropriate.** The district should purchase at least one curriculum guide in each core area from five different grades or subjects. Teachers representing their grades/subjects should review the guides prior to and following the guide purchase and make recommendations regarding their use in the district. Assuming the teachers determine the guides appropriate for use, the district should develop a schedule for purchasing guides for all grades/subjects in the district and budget funds accordingly.

- **Recommendation 4: Develop a process that links staff development activities to identified student performance needs.** The district should use information gathered from the improvement plan needs assessment to determine the areas of critical need for staff development. The district should develop an umbrella-staff-development plan and include it in the district's improvement plan. Each professional staff member should develop an individual staff development plan based on campus and student performance needs identified in the improvement plan and the teacher's individual performance assessment. Teachers could have opportunities during the workday to plan how to meet the identified needs of students by analyzing their work and designing new lessons and ways of teaching. The

use of substitute teacher can allow for cross-grade or cross-subject meetings of teachers. Master teachers can assume the role of mentors for other teachers, assist in developing best-practice instructional strategies, design and teach model lessons, and conduct workshops.

- **Recommendation 5: Provide guidance and counseling services that meet the needs of all students, particularly special populations including special education and foster children.** The district should review the guidance and counseling services it provides to MISD students to ensure they align, to the extent possible, with the services outlined by TEA. The counselor should be responsible for teaching the school developmental guidance curriculum, and the counselor should assist teachers to incorporate guidance-related information into the regular curriculum particularly at the elementary level.

- **Recommendation 6: Expand efforts to help foster children improve academically through proactive intervention.** The district should improve communications with the foster care community, increase district staff knowledge about the foster care process and the children entering the district and develop tailored strategies to address the identified needs of these children.

- **Recommendation 7: Reconvene and permanently establish the technology planning committee to review the district's technology plan, recommend revisions, and provide leadership for support of ongoing technology initiatives.** The committee should include the principal, technology coordinator, librarian, one or more teachers, students, parents, and community members. This committee should give its attention to determine the appropriateness of the goals, objectives, and strategies the most recent plan contains. With assistance from Region 12, the district should identify the staff development necessary to improve staff's technology expertise from a developing level to a target level over a specified period.

DETAILED ACCOMPLISHMENTS

FAMILY LITERACY PROGRAM

The district initiated a Family Literacy Program to encourage families and their students to become more involved in reading. The library media specialist and master reading teacher began planning for the program in July 2005. All

grade level teachers, the art teacher, the yearbook sponsor, the principal, and the superintendent were on the planning team. District staff placed posters in community businesses and the post office to advertise the activities. Reminders were sent home with students two weeks prior to each event.

The district designed the first program, Rhyme Time Carnival, for the families of newborns and children through grade 2. During a dinner provided for participants, parents received handouts containing suggestions and activities to help their children with their reading. Teachers and high school students from the library club and other clubs helped supervise the younger children. After dinner, parents and children participated in carnival activities.

Families of children in grades 3–5 participated in the second event, Family Adventure Night with Mark Twain. When they arrived at the school, parents received packets of information on how to develop, improve, and encourage reading. Following a dinner, families participated in various center activities located in classrooms. Some of the center activities included making books of pictures from Twain's books and stories at the Huckleberry Finn Center, making origami frogs at the Celebrated Jumping Frog of Calaveras County Center, and developing coats-of-arms at The Connecticut Yankee in King Arthur's Court Center. To help remember the evening, families had their pictures taken as they recreated Tom Sawyer's famous fence whitewashing scene.

Toddlers and children through grade 2 will be the focus for the third event, Family Reading Night. Children will be encouraged to come in pajamas and, after snacks, will enjoy readings by guest readers: a former state representative and his wife, an area kindergarten teacher, and the MISD superintendent. At the time of the review, plans were for this event to coincide with a book fair.

PRE-REFERRAL PROCEDURES

The district uses a comprehensive pre-referral packet to gather information when it considers the need for additional support services for students. The district's special education procedures manual states that the general education teacher is responsible for discussing, considering, and documenting all support service options available to all students in the district. If the teacher determines that the intervening services tried with students are not successful, the teacher may make a referral to the district's General Education Screening Committee for consideration of additional services.

To assist the committee in making its determination, the teacher must complete and submit an eight-page Educational Screening/Existing Evaluation Data form. The form includes information from the student's educational record such as general educational concerns, home language and language proficiency information, attendance record, grades, and achievement data. Other information that must be submitted includes current classroom-based assessments and observations such as samples of the student's work, a teacher rating of the student's behavior in several areas, an indication of the interventions and instructional modifications used with the student, health information, and information provided by the parent or adult student.

The information to be included on the referral packet is comprehensive and provides the district's screening committee with the data needed to make an informed decision regarding additional support services for students.

DETAILED FINDINGS

STUDENT PERFORMANCE (REC. 1)

The district has not maintained a current district or campus improvement plan, which addresses strategies for improving the performance of its students. Texas school districts are required to develop, evaluate, and revise district and campus improvement plans annually. Districts with only one campus, such as Mullin ISD, may develop a single plan. These plans are for guiding staff in the improvement of student performance. The last improvement plan developed in MISD was for 2003–04.

MISD Board Policy BQ (Legal), Planning and Decision-Making Process, outlines the procedures to be followed in developing plans for improving student performance. However, the district did not develop either a district improvement plan (DIP) or a campus improvement plan (CIP) in 2004–05 or 2005–06. A campus improvement plan was developed in 2003–04, but the plan's goals, objectives, and strategies have not been evaluated to determine their effectiveness in improving student performance. Likewise, the district did not conduct a needs assessment to help identify the gaps between the current and desired levels of student performance, nor has it disaggregated student performance data to identify and address student weaknesses. A committee appointed to develop the 2004–05 DIP did not complete its task. The only meeting through February 2006 related to development of a plan for 2006–07 was a faculty meeting to solicit interest from teachers in participating on the committee.

MISD participates in the P-16 Educational Improvement Consortia (PEIC), a project to develop and strengthen school-university partnerships, which involves 11 school districts, Tarleton State University, Texas A&M University, and the Texas Education Agency (TEA). Among the services the project provides to participating campuses are coordinating a needs assessment for school improvement, assisting with the development of an improvement plan, and identifying and assisting with the implementation of strategies to improve student performance. Region 12 offers the software program AEIS-IT that can analyze student performance on the state assessment and other data useful in conducting needs assessments and making informed decisions regarding the improvement of student performance. MISD has not taken full advantage of either of these services.

The performance of MISD students, as measured by the TAKS, does not compare favorably with those of students in the peer districts, region, and state. The TAKS is used to assess student progress on statewide curriculum guidelines, the Texas Essential Knowledge and Skills (TEKS). TAKS is administered locally in each district in the state, scored externally under contract to the TEA, and returned to the local district for analysis and use. Tests are administered in reading and mathematics in grades 3–9; in Reading/English Language Arts in grades 9 and 10; in writing in grades 4 and 7; in science in grades 5, 10, and 11; and in social studies in grades 8, 10, and 11.

The state does not report test scores when the number of students taking the test at a particular grade is small in order to protect student confidentiality. The small number of students in certain grades in MISD and the peer districts prevents comparisons among MISD and its peers by test and

grade. However, the review team was able to compare the TAKS scores for all grades tested. As **Exhibit 1-1** shows, MISD student performance was the lowest compared to the four peer districts in math, science, and social studies; second lowest in reading/English language arts; and in the middle when compared to the peer districts in writing. MISD scores were lower than those in Region 12 and statewide in all individual test subjects and for all tests combined.

Failing to develop and maintain a district or campus improvement plan makes it difficult for the district to assess the effectiveness of its instructional programs in improving student performance. An improvement plan delineates the objectives and strategies and the means for evaluating the district's success of reaching its instructional student performance goals. Without a plan, the district's ability to adjust programs to improve student performance becomes fragmented and unfocused.

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

The district should update the improvement plan to improve student performance by using criteria outlined in board policy. The superintendent should appoint a committee to establish and review the educational plans, goals, performance objectives, and major classroom instructional programs of

EXHIBIT 1-1
PERCENTAGE PASSING TAKS
MULLIN, PEER DISTRICTS, REGION 12, AND STATE
2004–05

DISTRICT	READING/ELA	MATH	WRITING	SCIENCE	SOCIAL STUDIES	ALL TESTS
Cranfils Gap	88%	66%	89%	44%	90%	55%
Lazbuddie	79%	75%	75%	60%	>99%	58%
MULLIN	**71%**	**53%**	**88%**	**35%**	**71%**	**41%**
Oglesby	90%	79%	97%	79%	81%	67%
Star	54%	56%	43%	43%	85%	36%
REGION 12	**84%**	**71%**	**89%**	**65%**	**88%**	**62%**
STATE	**83%**	**72%**	**90%**	**66%**	**88%**	**62%**

SOURCE: Texas Education Agency, Academic Excellence Indicator System (AEIS), 2004-05, (Sum of all grades tested).

the district/campus. The superintendent should ensure that the improvement plan includes a comprehensive needs assessment, measurable performance objectives, and strategies for improving student performance. To assist with analyzing TAKS and other data necessary for completing the needs assessment, the superintendent should make provisions for the training of district personnel through Region 12 in the use of AEIS-IT. This software program, offered by Region 12, can analyze TAKS scores and other student performance-related issues. Purchasing the program license and the training staff requires no expenditure of local funds. Federal monies already coming to the district can fund these expenses.

CURRICULUM MANAGEMENT (REC. 2)

The district lacks a system for managing the curriculum. Normally such a system is based on board policy that addresses how the curriculum is designed, delivered, monitored, and evaluated. Although MISD has several policies referencing curriculum development or design, none contains the elements critical to providing districtwide direction for curriculum management.

The lack of a curriculum management system is reflected in the decentralized instructional environment that teachers operate in within the district. Teachers use textbooks and TEKS to determine the scope and sequence of what they will teach. Classroom observation is inconsistent, and feedback to teachers regarding the quality of instruction is limited. Lesson plans are required but are of varying quality and serve primarily as planning guides for substitute teachers.

The district contracts with the Texas Association of School Boards (TASB) for its policy development. TASB codes all policies according to seven major areas of school operations: basic district operations, local governance, business and support services, personnel, instruction, students, and community and government relations. All policies designated as (Legal) or as (Exhibit) have been developed by TASB to comply with the various legal entities that define local district governance. Policies developed by or for a local district to reflect local school board decisions are designated (Local). TASB issues periodic policy updates to assist districts in keeping their policies current.

The eight MISD policies that reference curriculum development or design include:

- EGA (Legal) Curriculum Development: Innovative and Magnet Programs

- EHA (Legal) Curriculum Design: Basic Instructional Program

- EHAA (Legal) Basic Instructional Program: Required Instruction (All Levels)

- EHAB (Legal) Basic Instructional Program: Required Instruction (Elementary)

- EHAC (Legal) Basic Instructional Program: Required Instruction (Secondary)

- EHAD (Legal) Basic Instructional Program: Elective Instruction

- EHAD (Local) Basic Instructional Program: Elective Instruction

- EHB (Legal) Curriculum Design: Special Programs

Planning and Decision-Making Process, BQ (Legal) and BQ (Local), and Instructional Resources: Instructional Materials Selection and Adoption, EFA (Legal) and EFA (Local), refer to the curriculum but do not refer to curriculum management. Out of 12 policies that reference curriculum, only three have been developed to reflect local school board decisions and of those, only one is specifically intended for curriculum; a board policy that targets only elective instruction.

Well-written policies establish standards for the development and implementation of the curriculum and the evaluation of programs. The lack of policies that define curriculum management makes it difficult to establish districtwide instructional intent. This deficiency causes teachers to rely on their own resources in planning and delivering instruction, which contributes to poor articulation of the curriculum, that is, understanding what is taking place in the curriculum before and after each grade level or course. Poor articulation can result in difficult transitions for students from one grade level to the next, an unnecessary repetition of content from one grade or subject-in-sequence to another, and development of gaps in the curriculum that cause poor student performance on local or state assessments.

Many districts, including Roma ISD, Port Aransas ISD, and San Angelo ISD, include well-written policies on curriculum management in their policy manuals. Usually codified as EG (Local) Curriculum Development, such a policy establishes common standards for what is to be taught, how it is to be presented in written form, and how it should be evaluated.

The district should adopt a board policy that provides direction on curriculum management. The policy should

include statements that define the curriculum, outline the curriculum development process, require written documents in all subject areas and courses, coordinate the curriculum with instructional materials and assessment procedures, provide for staff development, and connect the budget process to the district's curricular priorities. The district should obtain copies of curriculum management policies from other districts, determine which policy elements are appropriate for MISD, and adopt or adapt a policy for local use.

CURRICULUM GUIDES (REC. 3)

The district does not provide teachers with curriculum guides or other similar documents to guide instruction. Guides, because they represent the board-approved curriculum, communicate the expectations of the board and the community to staff. Guides serve as work plans for teachers and allow principals to monitor the teaching process and resulting learning process productively.

According to district teachers, the documents they use to guide instruction are textbooks and TEKS, the statewide curriculum guidelines. TEKS are state-developed standards that specify what all students should know and be able to do in all subject areas. TEKS establish and clarify the degree of proficiency expected of students at each grade level, helping teachers understand what is to be taught and tested in order to align with TAKS, the state's assessment program. Well-written curriculum guides are what teachers use to ensure that students reach the proficiency levels established by TEKS. These guides provide additional resources for teachers including student objectives, assessment methods, prerequisite skills, instructional materials and resources, and instructional strategies as well as describing suggested approaches for delivering content in the classroom.

The lack of curriculum guides forces teachers to find other resources to help organize the specifics of what is taught and then tested. While exceptional teaching may occur, it may not align across subjects or grades. This misalignment often results in a fragmented curricular transition for students, whereby teachers may spend a portion of the class year teaching material that the previous grade covered.

Districts make provision for curriculum guides in a number of ways. Many have extensive programs for training teachers in the process of guide writing and ongoing writing programs to produce new guides and maintain existing ones. Laredo ISD trained teams of teachers and administrators to draft subject-area standards using a variety of resources. The

academic standards developed serve as their curriculum guides. Other districts purchase guides either independently or working through their regional education service centers. Region 4 maintains a catalog of curriculum guides from districts throughout the state and nation that districts may purchase.

Houston ISD developed and recently begun making available its instructional planning documents, Clarifying Learning to Enhance Achievement Results (CLEAR). According to Houston ISD, CLEAR defines the objectives for each grade and course by providing:

- a detailed explanation of what should be taught to meet the intent of the objective,

- prerequisite knowledge and concepts,

- strategies, activities, and ideas for effective instruction,

- examples of appropriate assessments for the objectives, and

- connections to other objectives.

The documents can be used as is or with minor modifications, customized to meet specific district requirements, or as a foundation upon which to build a localized curriculum. In addition, the Houston ISD is developing lesson plans correlated to the guides and will be available in the near future.

The district should purchase curriculum guides in core areas for an initial review and develop a schedule for purchasing additional guides for all grades/subjects if appropriate. The district should purchase at least one curriculum guide in each core area from five different grades. Teachers representing their grades/subjects should review the guides prior to and following the guide purchase and make recommendations regarding their use in the district. Assuming the teachers determine the guides appropriate for use, the district should develop a schedule for purchasing guides for all grades/subjects in the district and budget funds accordingly.

The review team based the fiscal impact of purchasing curriculum guides for all grades/subjects in the district on the purchase price of CLEAR guides, which are $250 per unit or subject per grade. Starting in 2006–07, the cost for the guide review is calculated based on the purchase of five guides, one each in reading, English/language arts, mathematics, social studies, and science at five different grades for a total cost of $1,250 (5 x $250). The cost in 2007–08 through 2010–11 is calculated to be $13,000 based

on 57 core subjects currently offered in the district (minus the 5 guides initially purchased) multiplied by $250 per guide for a cost of $3,250 annually ($250 per guide x 13 guides per year), or $13,000 total for four years ($3,250 x 4).

STAFF DEVELOPMENT (REC. 4)

The district does not link staff development activities to student performance needs. While most MISD staff participate in a variety of staff development activities, the district gives only limited attention to the appropriateness of the activities relative to the improvement of student performance.

Region 12 provides the majority of professional training activities attended by the staff. The district's August 2005 pre-service training schedule dedicated four days to services provided through Region 12 including Web-accessed Comprehensive Curriculum Assessment Tool (WebCCat), TEKS to TAKS, gifted and talented, and an update on the Success for All program. Each staff member, with the approval of the principal, selects staff development activities to participate in during the year. The P-16 Educational Improvement Consortia also provides some staff development. . Under a Technology Applications Readiness Grants for Empowering Texas (TARGET) grant, seven teachers participated in 16 hours of online training as a prerequisite for receiving laptop computers.

Twenty-three MISD non-administrative/support professional staff received credit from Region 12 in 2004–05 for approximately 585 staff development hours, or approximately 26 hours per individual. However, the hours credited to each person and the number of workshops attended for those persons receiving credit ranged from one to 105 hours credited and one to 17 workshops. The staff members who received no credited hours in 2004–05 on their professional growth records were those hired in late August and did not participate in the district's pre-school in-service workshops. **Exhibit 1-2** indicates the range in the number of workshops attended and hours credited for the 23 MISD staff.

As **Exhibit 1-2** shows, 12 of 23 staff, or 52.1 percent, attended five or fewer workshops. This resulted in 19 or fewer total hours of credit per individual. Of those 12 staff, five attended one workshop and three attended two workshops. At the other end of the continuum, three staff members attended 56 workshops and were credited with over 266 professional development hours. The discrepancies among staff in the number of workshops attended as well as hours credited indicates little or no planning is occurring when compared to the professional development activities staff is choosing to attend.

As a further example, MISD has a large number of special education placements, yet few of the district's professional staff participate in staff development activities related to intervention strategies. The purpose of pre-referral intervention is to identify instructional strategies that positively affect students having difficulty in the general education setting and eliminating the need for a referral for special education testing. Interviews with staff indicate that the general education teacher is to use discretionary judgment in deciding when to implement the initial intervention strategies, which strategies to implement, and the time needed for the student to respond. To help ensure that teachers are implementing the appropriate intervening services, the special education procedures manual recommends that the principal or counselor discuss possible instructional alternatives with the teacher prior to a referral to the General Education Screening Committee. If, in the teacher's opinion, the strategies are not working, a referral may be made to the committee for consideration for other services including a full and independent special education evaluation.

EXHIBIT 1-2
WORKSHOPS ATTENDED AND HOURS CREDITED
MISD PROFESSIONAL PERSONNEL
2004–05

NUMBER OF WORKSHOPS ATTENDED	NUMBER OF CREDITED HOURS AND ATTENDING STAFF					
	0–19	20–39	40–59	60–79	80–99	<99
5 or less	12	6	0	0	0	0
6-10	0	0	2	0	0	0
11-15	0	0	0	1	0	0
16-20	0	0	0	0	1	1

SOURCE: Region 12 Professional Growth Records, 2004-05.

No MISD teacher was credited with any intervention strategy-related workshop on their 2003–04 or 2004–05 staff development record. Without ongoing training in the selection and use of intervention strategies, the district cannot assure that teachers will have the knowledge to make informed decisions about the range and appropriateness of intervention strategies available for use with students.

Failing to align staff development efforts with the identified needs of students can result in a fragmented approach to improving student performance. For example, identifying instructional strategies to improve math or reading scores must be followed by staff development efforts to implement the strategies effectively and by feedback to determine the effectiveness of the strategies. . The goal of staff development is to identify the needs of the campus or system, build a plan to meet those needs, and then connect what is learned through the staff development effort to what is being done in the classroom in order to improve student performance.

Research indicates that staff development produces the greatest returns when it is coherent and sustained over time, focuses on student learning, engages students, and incorporates higher-order thinking. Studies confirm that the content of training experiences is more relevant to improved student academic success than is the amount of time teachers participated in staff development. A 2003 study at Tarleton State University supports the concept that one component of effective school systems is a districtwide approach to staff development. The study compared 975 Texas districts, including 341 with enrollments of less than 190, on 15 school effectiveness indicators derived from the state's 2003-04 Academic Excellence Indicator System (AEIS). One conclusion of the study was that leadership in the 125 most effective districts, regardless of size, is committed to quality staff development. Similarly, the Louisiana Staff Development Council found one characteristic consistently present in each of 12 high-poverty, high-performing schools in the state was the use of many types of job-embedded staff development such as coaching, mentoring, examination and reflection on student work and instructional practices, and visitations to other classrooms and other schools.

The North Central Regional Educational Laboratory (NCREL) has developed a four-step, 48-item checklist to assist school districts in planning and organizing quality programs. Additionally, Region 12 provides services for identifying, conducting, evaluating, and recording staff development efforts that can be linked to the improvement of student performance.

Smithville ISD conducted an extensive analysis of student assessment data and then trained principals and teachers to disaggregate and analyze school and classroom student data using the software program AEIS-IT. District staff used the results of the analyses to develop staff development programs. Kerrville ISD and North East ISD use small study groups to conduct action-research directed at improving student academic performance. The issues addressed by the study groups are closely linked to the schools' campus improvement plans. Teachers in Spring ISD develop individual Professional Development Plans as a part of their evaluations. Each plan specifies an instructional behavior the teacher is to work on during the year, the activities by which the behavior will be improved, and the evaluation procedures that will indicate the plan has been accomplished. Schools in the Lackland ISD include a staff development plan in their campus improvement plans. The components of the plan include an evidence of need, activities or strategies to meet the identified need, the action plan by which the strategies are to be accomplished, and indicators of how the plan is to be monitored.

The district should develop a process that links staff development activities to identified student performance needs. The district should use information gathered from the improvement plan needs assessment to determine the areas of critical need for staff development. The district should develop an umbrella-staff-development plan and include it in the district's improvement plan. All professional staff should develop an individual staff development plan based on campus and student performance needs that are identified in the improvement plan and the teacher's individual performance assessment. In addition to attending classes or workshops, other types of training that can be considered include cooperative planning; coaching; visiting model schools; writing curriculum; and making direct application to the classroom of information, materials, or strategies obtained at a conference. Teachers could have opportunities during the workday to plan how to meet the identified needs of students by analyzing their work and designing new lessons and ways of teaching. The use of substitute teacher can allow for cross-grade or cross-subject meetings of teachers. Master teachers can assume the role of mentors for other teachers, assist in developing best-practice instructional strategies, design and teach model lessons, and conduct workshops.

If sufficient time cannot be arranged during the school day, faculty can use after-school time to design or attend activities

directly related to improving student performance. After-school faculty meetings devoted exclusively to staff development can be scheduled at appropriate times during the year. Instructional retreats, planned as half- or full-day meetings, on or off campus, can be scheduled on student holidays to assess progress and make any necessary modifications.

GUIDANCE AND COUNSELING (REC. 5)

The district does not provide guidance and counseling services that meet the needs of all students, particularly special populations including special education students and foster children. A majority of the counselor's contacts with students are group counseling of secondary students and assisting them with planning for post-secondary education. The counselor focuses only limited attention to teaching the guidance curriculum, assisting teachers to incorporate guidance-related information into the regular curriculum, or working with special populations.

MISD employs a certified counselor on a part-time basis. During the fall, the counselor worked a 120-day contract and was in the district 3 days a week, usually on a Tuesday through Thursday schedule. The schedule was adjusted for the spring semester to a 96-day contract with 2 days in the district. The structure for providing guidance and counseling services is informal with no set schedule for meeting with students or staff. Due to a scheduling conflict, the counselor taught a civics class during the fall semester.

In 2002, the Texas Legislature passed Senate Bill (SB) 518, which amended TEC Section 33.005 to require all school counselors to work with school faculty and staff, students, parents, and the community to plan, implement, and evaluate a developmental guidance and counseling program. In addition, TEC Section 33.006 (2) requires that the program include "a responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk."

In 2004, in response to SB 518, TEA revised A *Model Developmental Guidance and Counseling Program for Texas Public Schools: A Guide for Program Development Pre-K-12th Grade*. The publication includes a recommended job description for counselors containing 33 standards organized under eight domains: program management, guidance, counseling, consultation, coordination, student assessment, professional behavior, and professional standards.

MISD uses a 1999 counselor's job description developed by TASB's Personnel Services. It contains 18 responsibilities in six areas: guidance, consultation, assessment, program management, administration, and professional. During the review, district staff suggested that adding three responsibilities to the job description and deleting two others would more accurately reflect current responsibilities. **Exhibit 1-3** shows a comparison between the 19 indicators in the modified MISD job description, plus the three that the district suggested should be added, and those in the 2004 TEA publication. As the exhibit shows, the current MISD job description does not include responsibilities reflective of those required by law and the TEA document.

The district provided the review team with the counselor's work schedule for August through December 2005. A tally of each activity or event noted on the schedule under one of the 19 responsibilities on the district's modified job description indicated that most contact with students was at the secondary level. Of 26 notations regarding contacts with one or more students, an overwhelming majority of these were with students at the secondary level. The percentage of special education students enrolled in the district is higher than the percentage in the state, Region 12, and the peer districts. However, only limited references to working with special education staff, parents, or students were noted. There were no references to working with specific foster children or dealing with issues relating to that group of students although the percentage of foster children enrolled in the district is high.

The work schedule indicates that most of the counselor's fall activities, exclusive of those associated with the teaching assignment, were related to nine of the 19 counselor responsibilities. **Exhibit 1-4** shows the nine indicators and the percentage of all activities represented by each.

Comparing the MISD job description to the TEA's model job description shows a lack of comprehensiveness in the district document. The district's job description includes less than two-thirds of the responsibilities in TEA's model job description. Analyzing the counselor's work schedule reveals that 72.6 percent of the counselor's activities concentrate in two of six responsibility areas on the district counselor job description: guidance (52.9 percent) and administration (19.7 percent). Including activities related to the fall teaching assignment, 66.6 percent of the counselor's activities were related to three areas: providing guidance to individual and groups of students to develop education plans and career opportunities (29.9 percent), teaching a civics class (24.1

EXHIBIT 1-3
COMPARISON OF COUNSELOR DUTIES AND RESPONSIBILITIES
TEA AND MISD JOB DESCRIPTIONS

TEA COUNSELOR JOB DESCRIPTION	MULLIN ISD COUNSELOR JOB DESCRIPTION
DOMAIN I: PROGRAM MANAGEMENT	
Plans, implements, evaluates, and promotes a balanced comprehensive, developmental guidance and counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support components. (3 standards)	Plan school guidance and counseling programs to ensure that they meet identified needs. Develop and coordinate a continuing evaluation of guidance program and make changes based on findings.
Promotes balanced provision of self-confidence development; motivation to achieve; decision-making, goal-setting, planning, and problem-solving skills; interpersonal effectiveness, communication skills, cross-cultural effectiveness; and responsible behavior. (1 standard)	Not Addressed
Manages program personnel and/or program resources. (1 standard)	Not Addressed
Collaborates with school personnel, students, parents, and the community to plan, implement, evaluate, and promote continuous improvement of a developmental guidance and counseling program. (1 standard)	Help teachers incorporate guidance-related information into existing curriculum.*
Advocates the school developmental guidance and counseling program and counselors' ethical and professional standards with school personnel, parents, students, and the community. (1 standard)	Not Addressed
DOMAIN II: GUIDANCE	
Plans structured group lessons to deliver the Guidance Curriculum effectively and in accordance with students' developmental needs. (1 standard)	Not Addressed
Conducts structured group lessons to deliver the Guidance Curriculum effectively. (1 standard)	Teach school developmental guidance curriculum to students.*
Involves students, teachers, parents, and others to promote effective implementation of the Guidance Curriculum. (1 standard)	Not Addressed
Accurately and without bias guides individuals and groups of students and parents to plan, monitor, and manage the student's own personal, and career educational development including provision of information regarding post-secondary opportunities. (2 standards)	Set up visits to colleges and technical schools and recruiters to the MISD campus.** Plan career and financial aid nights.** Provide guidance to individuals and groups of students to develop education plans and career awareness.
Uses accepted theories and effective techniques of developmental guidance to promote the career, educational, personal, and social development of students. (1 standard)	Not Addressed
DOMAIN III: COUNSELING	
Uses accepted theories and effective techniques to provide individual and group developmental, preventive, remedial, and/or crisis counseling. (2 standards)	Counsel individuals and small groups.
DOMAIN IV: CONSULTATION	
Consults with parents, school personnel, and other community members to help them increase the effectiveness of student education and promote students success. (1 standard)	Consult parents, teachers, administrators, and other relevant people to enhance their work with students.
Consults with school personnel, parents, and other community members to promote understanding of student development, individual behavior, the student's environment, and human relationships. (1 standard)	Not Addressed
Collaboratively provides professional expertise to advocate for individual students and specific groups of students. (1 standard)	Not Addressed

EXIBIT 1-3 (CONTINUED)
COMPARISON OF COUNSELOR DUTIES AND RESPONSIBILITIES
TEA AND MISD JOB DESCRIPTIONS

DOMAIN V: COORDINATION	
Coordinates people and other resources in the school, home, and community to promote student success. (1 standard)	Work with school personnel and school district residents to obtain resources for students.
Uses an effective process when referring students, parents, and/or others to special programs and services. (1 standard)	Use an effective referral process to help students and others use special programs and services.
DOMAIN VI: STUDENT ASSESSMENT	
Adheres to legal, ethical, and professional standards related to assessment. (1 standard)	Not Addressed
With the assistance of school personnel, interprets standardized tests results and other assessment data to guide students in individual goal setting and planning. (1 standard)	Participate in planning and evaluation of campus standardized testing program.
	Interpret tests and other appraisal results appropriately.
Enhances the work of school personnel and parents in guiding student goal setting and planning by promoting understanding of standardized test results and other assessment data. (1 standard)	Not Addressed
DOMAIN VII: PROFESSIONAL BEHAVIOR	
Demonstrates professionalism, including a commitment to professional development. (1 standard)	Participate in professional development to improve skills related to job assignment.
Advocates for a school environment that acknowledges and respects diversity. (1 standard)	Not Addressed
Establishes and maintains professional relationships with administrators, teachers, and other school personnel, parents, and community members. (1 standard)	Maintain a positive and effective relationship with supervisors.
	Communicate effectively with colleagues, students, and parents.
DOMAIN VIII: PROFESSIONAL STANDARDS	
Adheres to legal standards including school board policies. (1 standard)	Comply with policies established by federal and state law, State Board of Education rule, and board policy in guidance and counseling area.
Adheres to state, district, and campus standards, regulations, and procedures. (1 standard)	Compile, maintain, and file all required physical and computerized reports, records, and other documents.
Is committed to current professional standards of competence and practice. (1 standard)	Not Addressed
Promotes and follows ethical standards for school counselors. (1 standard)	Model behavior that is professional, ethical, and responsible.
Demonstrates professional and responsible work habits. (1 standard)	Not Addressed
Use professional written and oral communication and interpersonal skills. (1 standard)	Not Addressed
Not Addressed	Help administer TAKS and other programs assigned such as Red Ribbon Week and Pennies for Patients.**

*Deleted from job description by MISD staff.
**Added to job description by MISD staff.
Source: A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools, Texas Education Agency, Revised 2004 and MISD Counselor Job Description 4/13/99.

EXHIBIT 1-4
DISTRIBUTION OF COUNSELOR ACTIVITIES

MISD COUNSELOR JOB DESCRIPTION		
RESPONSIBILITY	**INDICATOR**	**PERCENTAGE OF TOTAL ACTIVITIES**
Administration	Help administer TAKS and other programs assigned.	16.7%
	Plan career nights and financial aid nights.	3.0%
Assessment	Interpret tests and other appraisal results appropriately.	3.0%
Consultation	Consult parents, teachers, administrators, and other relevant people to enhance their work with students.	15.2%
Guidance	Provide guidance to individuals and groups of students to develop education plans and career awareness.	39.3%
	Counsel individuals and small groups.	13.6%
Professional	Participate in professional development to improve skills related to job assignment.	7.6%
Program Management	Plan school guidance and counseling programs to ensure that they meet identified needs.	1.5%

SOURCE: MISD Counselor Job Description 1999 and Work Schedule, Fall 2005.

percent), and helping administer TAKS and other assigned programs (12.6 percent).

Current, well-written job descriptions delineate the duties of staff and are essential to establishing an appropriate clustering of responsibilities. Without a clear description of the duties and responsibilities for each position within the organization, there can be no clear understanding by the individual of the role to be filled or by the superior and subordinate of how performance will be assessed.

Smithville ISD created the Student Assistance Program (SAP) to help address the needs of students with problems that were interfering with academic performance. Campus-based committees usually composed of a counselor, nurse, special education and grade level or content area teacher, and administrator review information submitted by teachers, parents, community members, peers, or the students themselves. The committee develops a plan for action and refers the student for on-campus assistance such as counseling or mentoring. For problems outside the scope of the school, parents are provided recommendations for assistance from agencies outside the school. Karnes City ISD encourages its counselors to meet with teachers during conference periods for the purpose of updating teachers on specific problems

with students. Several districts such as Gruver ISD and Quanah ISD put a variety of information on their websites in order to provide access by parents and community members in addition to students and staff.

Brownsville ISD has developed guides at the elementary, middle, and high school levels to support the delivery of guidance and counseling services. These guides provide a framework for instruction, recommend appropriate skill-development activities, suggest materials to support instruction, and correlate to the state curriculum, the TEKS.

The district should provide guidance and counseling services that meet the needs of all students, particularly special populations including special education and foster children. The district should review the guidance and counseling services it provides to MISD students to ensure they align, to the extent possible, with the services outlined by TEA. The counselor should be responsible for teaching the school developmental guidance curriculum, and the counselor should assist teachers to incorporate guidance-related information into the regular curriculum particularly at the elementary level.

FOSTER CHILDREN (REC. 6)

The district has not developed effective lines of communication with social service providers and agencies that work with students during the school day. The district may not be aware of information regarding the students enrolling in the district, and it does not use a number of resources aimed at meeting the educational needs of foster children.

Like most Texas districts, MISD has students that receive mandated support services from governmental or community agencies. Unlike most Texas districts, the district has a significant number of students in foster placement (31 out of 104 students). Eleven of these children (38 percent) are designated as special education. Agencies have placed these children primarily in large family homes that contain three or more foster children. The foster children come from outside Mills County, many from the Austin, San Antonio, and Waco metropolitan areas.

According to a recent report by the Texas Comptroller, national research on foster children has repeatedly indicated that foster children tend to do poorly in school. They experience frequent interruptions in their schooling, many times due to changes in placement. They often are absent from class due to court-ordered family visitations, court appearances, counseling, and medical appointments. Foster children are more likely to be assigned to special education classes and sometimes have emotional or behavior problems that affect their academic performance. Research on older foster children by the Foster Care Work Group, *Connected by 25*, found that foster children often enter independence without access to any formal system of support. According to the study, these children are much more likely to be unemployed, homeless, use drugs, be jailed, or have a child within 12 to 18 months of leaving the system than other young people who have not been in foster care.

At this period, neither TEA nor the district maintains academic information regarding TAKS scores or post graduation efforts on foster children. However, anecdotal stories told by administrators, teachers, and foster parents confirmed that many of the MISD foster children face one or more of the issues noted above.

While these children face many problems that are beyond the control of the district, the district needs to do more in support of these children. The district currently lacks services that are tailored to foster care student needs. The areas where improvement could occur include:

communications with the members of the foster care community; information regarding the individual needs of these students; and district strategies and interventions designed to improve academic performance.

District staff expressed frustration with the current level of communication between the district and the foster care community. Staff members stated in interviews that the lack of cooperation from service providers and the lack of information regarding foster children entering the district negatively affect the instructional process and the academic performance of the foster children.

Foster children often arrive with little or no information concerning their previous academic performance, including basic information such as attendance in special education classes. Detailed student information, which would help the school ensure that it provides appropriate services, is not shared despite the benefit this would have in transitioning a student to the new school.

Foster children are removed from their school classes for a variety of reasons. Many MISD foster children receive multiple services or have court-mandated family visits or court appearances. At MISD these services range from counselors and therapists that follow up with students to address any behavioral, social, or emotional issues to court appointed special advocates and caseworkers that are monitoring the status of students in particular cases.

At times, these agencies need to interact with students during the school day. These visits are not coordinated with the district to minimize disruption to the student's studies. Administrators indicated that the visits are generally unscheduled, with agency staff arriving and then insisting to see the student. Counseling-related service providers, as well as advocates and caseworkers, come monthly. However, because a student may receive services from multiple providers and the visits are not coordinated, a different provider may remove a student from classes weekly. There are no agreements between the district and agencies, and no meetings to coordinate visits, which would minimize disruptions to the student's classes and district operations.

Administrators also noted that agencies do not provide the district with notice that information to be shared with the student may be upsetting. Staff provided examples to the review team in which some providers removed students from class, delivered bad news, and then returned the student to class. District staff expressed frustration at the disruptions, the effect on the student who is no longer in a learning

mood, and the effect on the student's classmates, who may also become upset.

In addition, MISD administrators also said that agencies have information about students that it does not share with the district that may affect campus security or safety. District staff understood that specifics about the student could not be relayed because of privacy concerns, but that general information such as situations or actions that might trigger a student to "act out" was not shared. Staff relayed examples in which the missing information hampered the district in providing an appropriate response to a student problem.

MISD offers foster children entering the district a safe refuge and prides itself on providing caring support that helps these children grow academically. Yet the district has not documented efforts to address the special needs of this population except for those children who attend special education classes. The district may wait six to eight weeks after a child enters the system to determine placement or to identify the need for additional support. If a child enters the district with documents from the previous district, such as an Individual Education Plan (IEP) for a special education student, MISD accepts that IEP and does not perform a formal analysis of its own.

Other school districts in the area participate in a Schools and Private Agencies Consortium that works collaboratively to address the high concentration of special needs students placed in small school districts. This group has met quarterly since 2000, usually in Brownwood, approximately 20 miles west of Mullin. The group includes representatives from private child-placing agencies; superintendents, principals and other staff from school districts; representatives from state agencies such as the Texas Department of Protective and Regulatory Services (TDPRS), and staff from its Child Protective Services (CPS) program. Fifteen school districts participate in the consortium, including Goldthwaite, Brownwood, Bangs, and Early. These quarterly meetings address specific concerns of the districts and serve to build lines of communications and trust among the participants. During on-site work at the district, the review team did not receive any indication that MISD staff were aware of this Consortium's existence.

The consortium developed a memorandum of understanding among these entities as a guideline for what it expects from the child placing agency, foster parents and school staff. The agreement specifies that the principal at the school where a child is placed receives a pre-enrollment packet, the packet

includes academic and behavior information, and it identifies special needs of the child before the child is enrolled in the school. The MOU has the support of Department of Family and Protective Services and TEA. The district may refuse to enroll a child if the agency does not provide the pre-enrollment packet information. The principal is responsible for ensuring that confidentiality issues are appropriately protected within the school setting.

The state program overseeing foster children, Child and Protective Services (CPS), assigns an education specialist to each CPS region to provide a number of services for the students and the districts. These services include staff development for teachers regarding how to best use information provided in CPS child case records; proper coding and reporting for PEIMS; and identification of caseworkers to attend Admission, Review and Dismissal meetings. The education specialist can also serve as a resource for the district where emergency-child-placement transfers could be detrimental to the academic performance of the child.

The lack of communication or coordinated visits affects district operations as well as student learning. With advanced notice, teachers can modify lesson plans and reschedule testing to accommodate the visits and to minimize the affect on a student. Sharing information about the needs of a student with district staff can allow them to develop effective methods to help the student, while maintaining the campus safety. With adequate information, the district may also reduce the disruptions to other students.

Many Texas school districts are creatively addressing the needs of at-risk students, other than foster children. Round Rock ISD (RRISD) and Nacogdoches ISD (NISD) developed intervention strategies that identify at risk students early in the year based on benchmark scores or other criteria. At Westwood High School in RRISD, a committee of administrators and teachers meets biweekly to develop strategies to address the needs of identified children. These needs may include academic, health, or social issues. Examples of interventions include purchasing eyeglasses for a child with vision problems, tutoring, or assigning a mentor.

At McMichael Middle School in NISD, a Disciplinary Academic Resource Team (DART) addresses the needs of seriously at-risk students by analyzing problems, identifying root causes, and developing custom solutions for each student. The DART team includes the principal, assistant

principals, school nurse, a diagnostician, social workers, counselors, and the NISD chief of police. The team meets twice monthly to identify students with continuing problems that have not been addressed and creates a tailored program to address possible causes. For example, the program may identify previously unnoticed learning disabilities or may change the student schedule to enhance daily success.

The district should expand efforts to help foster children improve academically through proactive intervention. The district should improve communications with the foster care community, increase district staff knowledge about the foster care process and the children entering the district, and develop tailored strategies to address the identified needs of these children.

MISD should join the Schools and Private Agencies Consortium that meets quarterly in Brownwood. The superintendent and principal should obtain board approval to participate in the memorandum of understanding (MOU) with the consortium participants and use the pre-enrollment packet to gain knowledge of the children before they enter the district. Other staff members such as special education teachers should attend the meetings in rotation if the information provided appears to be useful to a broader audience.

The district should appoint a fulltime staff member, possibly a special education teacher, as the district liaison with the foster care community to serve as the advocate for these children in the district and the foster community. This position should receive training from the CPS education specialist for the region. Working with the specialist, the district liaison should develop better district communications with the foster community, coordinate and attend the quarterly meetings of the consortium, and provide focus for the foster children interventions in the district. In addition, the district liaison should work with the principal to develop written guidelines regarding the appropriate handling of information from the pre-enrollment packet within the school setting to ensure that the district protects the privacy of the student. A key role for this position would be to work with case managers and caseworkers to schedule appointments with foster children at times that do not harm their instructional program.

MISD should hold meetings with all foster parents and providers to get their input and to ensure that they are aware of the new guidelines and the advantages they offer. The district may enforce the pre-enrollment packet guidelines by not enrolling students whose foster parents or providers do not provide the information before enrollment. The superintendent, principal, designated liaison, and counselor should attend the quarterly meetings.

The district should use the services the CPS education specialist provides to increase its knowledge about foster children. The district should request that the CPS education specialist conduct staff development for all teachers and staff members about the foster placement process, the information available about the foster children, proper coding of the information in PEIMS, and how to work with the foster parents and the providers. The district should use the CPS education specialist as a resource or contact point with CPS in times of emergency.

The principal, working with the district liaison, should develop a process to analyze the needs of each foster child and other at-risk students as soon as the child is enrolled in the district. The district should consider developing an informal but rigorous assessment of the student's academic, health, and social issues within two weeks of the student's enrollment. After the assessment is complete, the district should develop tailored written strategies to address the identified needs of the child including but not limited to: individual tutoring; assignment of a district staff member to serve as a mentor; enrollment in classes outside of the district that better meet the needs of the student; and provision of additional health services. For example, if the student has a history of missing classes due to illness, the principal and district liaison could work with the foster parents to address any medical problems such as allergies and develop incentives to encourage the child to attend school. If the absences are due to family visitations or other mandated absences, the principal and district liaison could work with the CPS education specialist to determine whether absences are the only way to meet the child's needs. If that is the case, the child's teachers could develop ways for the child to make up the missed work. The district counselor and teachers should work with middle school and high school students to identify career goals and ways to meet those goals, such as distance learning or advanced classes in other nearby districts.

The goals of this proactive approach would be to ensure that all foster children in the district have the necessary support to succeed as students and later as adults. MISD offers a unique environment, a safe caring place for foster children. By expanding on the current traditional instructional program, the district could significantly expand the opportunities for these children.

The review team based the cost to implement this recommendation on a stipend and travel for a teacher to serve as the designated district liaison for the foster children. The stipend would cover the design and development of the additional support program and time during the school year to work with foster children and to attend meetings such as the Schools and Private Agencies Consortium. The estimated time to design and develop the program is the equivalent of 15 work days. The estimated time during the school year to work with students and service providers is the equivalent of two days per month. The time to design and develop the program and the time spent on the program during the school year will be in addition to regular teaching duties and performed outside of the school day. Using the daily average rate for a teacher with 5 years experience, or $155 per day, the cost would be $2,325 ($155 per day X 15 days)for the initial design and development of the support program and $3,100 ($155 per day X 20 days) for time spent during the school year to work with students and service providers. Other expenses associated with this recommendation are $500 for travel and approximately $100 ($5,425 X 0.0185) for benefits. For subsequent years the annual cost would be $5,236, including 10 days during the summer to continue developing the program for the next year ($155 per day X 10 days), 20 days during the school year for time spent working with students and service providers ($155 per day X 20 days), travel ($500), and benefits of approximately $86 ($4,650 X 0.0185).

TECHNOLOGY PLANNING (REC. 7)

The district lacks a process for the timely development or revision of its technology plan. The district has not made substantive revisions to its technology plan since the development of the Technology Plan 2004–07. No information was available to the review team to indicate what progress the district made in meeting the objectives outlined in the plan.

The initial Technology Plan covered a three-year period, 2004–07. A second plan, the 200507 Technology Plan, covers the remaining years of the 2004–07 Technology Plan and replaces the previous document. A comparison of the plans indicates few differences between the two except for some minor formatting and editorial changes. There were no changes to any of the plan components, including the goals, objectives, strategies, timelines, persons responsible, or evidences of completion. The timelines for three of the strategies in the Technology Plan 2004–07 ended by August

2004 but were transferred without modification or comment to the revised plan. These strategies are:

- Move keyboarding to the elementary school campus beginning at grade 3,

- Move Business Computer Information Systems (BCIS) to grades 7 and 8, and

- Collaborate with local agencies and Region 12 to implement an adult literacy program within the school environment.

TEA's approval of the Technology Plan 2005–07 will expire June 30, 2007.

MISD does not maintain an established committee to develop its technology plan. Currently, the district uses an ad hoc planning committee with changing memberships created solely to develop its technology plan. The 12-person planning committee for the 2004–07 Plan included the principal, librarian, two elementary and two secondary teachers, two students, two parents, and two community members. The committee for the 2005–07 Plan included 10 persons including the principal, librarian, two secondary teachers (one of whom also serves as the technology coordinator), one elementary teacher, one student, two parents, and two community members.

No agendas, minutes, or records of the number of times the committees met were made available to the review team. Additionally, no evidence was available to the review team to indicate the process used to monitor progress in meeting the plan objectives and to whom it was reported.

Only limited information was available to indicate whether any of the objectives or strategies were met. Of 23 strategies included in the 2004–07 plan, staff did not know or were uncertain regarding the progress made on 14 of the strategies and commented that "we're not very far along with that" or "that's been poorly done" on five of the strategies.

Objective 2.1 of the district's technology plans states: "The district will provide sustained professional development for teachers, principals, administrators, and school library media staff to further the effective use of technology in the classroom and the library media center." The district is in the final year of a three-year Technology Applications Readiness Grant for Empowering Texas students and teachers (TARGET), which provided laptops to the district's elementary and middle school teachers. A condition for receiving the computers was that the recipients complete 16 hours of online staff development related to reading,

mathematics, and technology applications. Seven current MISD teachers completed the training. Other technology-related staff development taken during 2004–05 and 2005–06 included six hours of training related to WebCCat taken by 21 professional staff members and six hours of other kinds of training taken by each of two staff members.

TEA developed the Texas Campus School Technology and Readiness (STaR) Chart to assist campuses and districts in determining the progress made in meeting the goals of the state Long-Range Plan for Technology. Uses of the chart include creating or updating the district's technology plan, measuring student and teacher proficiencies with regard to the integration of technology into subject areas, and assisting with determining staff development needs. An online survey completed by district staff is used to gather information. TEA released the results by campus in fall 2002 and by teacher in fall 2003.

The survey information is organized around four areas in the state technology plan—teaching and learning, educator preparation and development, administration and support services, and infrastructure for technology. Each area contains a number of teacher focus areas to which one of four levels of progress can be assigned based on a respondent's, or group of respondents such as a campus, knowledge and skills in the area. The total score on the self-assessment indicates if the respondent or group is at an early, developing, advanced, or target technology level. Staff development can help a teacher and campus progress to the next proficiency level. Some districts incorporate the STaR model into their technology plan to assist teachers in transitioning from a lecture oriented instructional format to one that helps students direct their own learning by using computers and technology.

The latest STaR Chart information available for MISD is for 2004–05 and provides survey results at the campus level. It indicates that the staff is at the developing technology level in all four of the areas surveyed. **Exhibit 1-5** shows a comparison of the indicators between a developing

technology and a target technology in each of the four areas.

Upon request, Region 12 provides individualized assistance to districts in the development and revision of technology plans to meet the recommendations of the state's Long-Range Plan for Technology. Assistance related to understanding the process for developing and submitting the local technology plan is available to school districts through TEA's Technology Planning and E-Rate Support Center.

The district should reconvene and permanently establish the technology planning committee to review the district's technology plan, recommend revisions, and provide leadership for support of ongoing technology initiatives. The committee should include the principal, technology coordinator, librarian, one or more teachers, students, parents, and community members. This committee should give its attention to determine the appropriateness of the goals, objectives, and strategies the most recent plan contains. With assistance from Region 12, the district should identify the staff development necessary to improve staff's technology expertise from a developing level to a target level over a specified period. Once each semester, the committee should meet to evaluate progress on implementation of the Technology Plan.

EXHIBIT 1-5
COMPARISON OF PROFICIENCY INDICATORS
DEVELOPING TECHNOLOGY AND TARGET TECHNOLOGY
TEXAS TEACHER STaR CHART

KEY AREA: TEACHING AND LEARNING

	DEVELOPING TECHNOLOGY	TARGET TECHNOLOGY
Affect of Technology on Teacher Role and Collaborative Learning	Uses technology in direct instruction and models basic technology skills for all students.	Consistently uses technology to guide student learning and provides a variety of learning environments.
Patterns of Teacher Use	Uses prepackaged supplemental applications or materials for technology integration and administrative tasks.	Works with students to utilize technology that is seamlessly and appropriately integrated in all learning experiences.
Frequency/Design of Instructional Setting Using Digital Content	Promotes students occasional use of technology for curriculum activities in various instructional settings including the classroom, library, or lab.	Promotes students' consistent use of appropriate technologies through the development and maintenance of a community of learners in the school environment and beyond.
Curriculum Areas	Uses technology occasionally to reinforce content.	Uses educational objectives and instructional strategies to emphasize the integration of learning and technology skills across content areas to meet individual needs.
Technology Applications TEKS Assessment	Is aware of the Technology Applications TEKS that are appropriate for content area and occasionally includes technology skills in planning and implementing classroom instruction.	Is knowledgeable and regularly integrates the Technology Applications TEKS as appropriate for content area and grade level areas.
Patterns of Student Use	Uses technology individually in teacher-guided activities with some accommodations for diverse needs.	Uses complex instructional activities to research and present authentic products consistently.

KEY AREA: EDUCATOR PREPARATION AND DEVELOPMENT

Content of Training	Has received training in integration of technology into instructional activities.	Learns, shares and mentors within professional learning communities.
Capabilities of Educators	Meets 20% to 40% of the SBEC Technology Applications Standards.	Meets 100% of the SBEC Technology Applications Standards.
Leadership and Capabilities of Administrators	Works with others to utilize and streamline technology proficiency.	Is recognized as knowledgeable in the integration of technology into instruction. Provides expertise to professional and community populations.
Models of Professional Development	Participates in large group professional development to acquire technology skills with follow up that facilitates implementation.	Creates communities of inquiry and knowledge building. Anytime, anywhere learning is available through a variety of delivery systems.
Levels of Understanding and Patterns of Use	Is at the adaptation stage of understanding.	Is at the invention stage of understanding.
Budget Allocated to Technology Professional Development	Minimal release time or funding for technology professional development.	Multiple opportunities are provided for technology professional development including before or after the school day, release time, and just-in-time assistance.

EXHIBIT 1-5 (CONTINUED)
COMPARISON OF PROFICIENCY INDICATORS
DEVELOPING TECHNOLOGY AND TARGET TECHNOLOGY
TEXAS TEACHER STaR CHART

ADMINISTRATION AND SUPPORT SERVICES		
Vision and Planning	Contributes ideas to campus/district technology plan when asked.	Collaborates with other professional in the implementation and revision of the district/ campus technology plan to ensure alignment to the state Long-Range Plan for Technology.
	Begins to align instructional planning to the campus/district technology plan.	
	Is aware of the state Long-Range Plan for Technology.	
Technical Support	Can communicate technical problems to appropriate personnel.	Provides just-in-time support for colleagues when technical problems arise, such as printing grade book reports and accessing files on network drives/servers.
	Is aware of campus procedure for technical support.	
Instructional and Administrative Staffing	Is provided additional instructional technology resources.	Collaborates to create new instructional technology resources and shares with campus/ district colleagues.
	Is aware of campus/district instructional support.	
Budget	Provides approximately $500 for technology in the classroom this year.	Provides more than $1000 for technology in the classroom this year.
Funding	Is upgraded at least every five years.	Is upgraded at least every three or less years.
INFRASTRUCTURE FOR TECHNOLOGY		
Students per Computer	Has between five and nine students for each Internet-connected, multimedia computer in the classroom and is aware that the replacement cycle established by the district/campus occurs every five years.	Has four or less students for each Internet-connected, multimedia computer in the classroom and on-demand access for every student as recommended by the state Long-Range Plan for Technology.
		Is aware that the replacement cycle established by the district/campus occurs every three years or less.
Internet Access Connectivity/Speed	Has direct connectivity to the Internet available on 50% of the Internet-ready computers in the classroom.	Has direct connectivity to the Internet available on all of the Internet-ready computers in the classroom.
	The computers run at a speed that prevents most delays.	The computers run at a speed that prevents most delays.
		Has access to wireless connectivity.
Distance Learning	Has some access to campus distance learning, such as web based/online learning, satellite based learning and two-way interactive video distance learning.	Has unlimited access to campus distance learning including web based/online learning, satellite-based learning and two-way interactive video distance learning.
LAN/WAN	Provided for teachers and students to access print/file sharing and some applications outside the classroom.	Provided for teachers and students to easily access wireless connectivity to print/file sharing, multiple applications and districtwide resources on the campus network.
Other Technologies	Has a computer designed for teacher use only.	Has a computer designated for teacher use only.
	Shares resources, such as TVs, VCRs, digital cameras, scanners, digital projectors, analog video cameras and classroom sets of programmable calculators.	A fully equipped classroom is provided with readily available technology to enhance student instruction including the use of new and emerging technologies.

Source: Texas Education Agency, 2004-2005 Texas Teacher STaR Chart.

FISCAL IMPACT

RECOMMENDATIONS	2006–07	2007–08	2008–09	2009–10	2010–11	TOTAL 5–YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
CHAPTER 1: EDUCATIONAL SERVICE DELIVERY							
1. Update the improvement plan to improve student performance by using criteria outlined in board policy.	$0	$0	$0	$0	$0	$0	$0
2. Adopt a board policy that provides direction on curriculum management.	$0	$0	$0	$0	$0	$0	$0
3. Purchase curriculum guides in core areas for an initial review and develop a schedule for purchasing additional guides for all grades/subjects if appropriate.	($1,250)	($3,250)	($3,250)	($3,250)	($3,250)	($14,250)	$0
4. Develop a process that links staff development activities to identified student performance needs.	$0	$0	$0	$0	$0	$0	$0
5. Provide guidance and counseling services that meet the needs of all students, particularly special populations including special education and foster children.	$0	$0	$0	$0	$0	$0	$0
6. Expand efforts to help foster children improve academically through proactive intervention.	($6,025)	($5,236)	($5,236)	($5,236)	($5,236)	($26,969)	$0
7. Reconvene and permanently establish the technology planning committee to review the district's technology plan, recommend revisions, and provide leadership for support of ongoing technology initiatives.	$0	$0	$0	$0	$0	$0	$0
TOTALS–CHAPTER 1	**($7,275)**	**($8,486)**	**($8,486)**	**($8,486)**	**($8,486)**	**($41,219)**	**$0**

CHAPTER 2

FINANCIAL MANAGEMENT

MULLIN INDEPENDENT SCHOOL DISTRICT

CHAPTER 2. FINANCIAL MANAGEMENT

School districts rely on sound financial management to ensure the effective and efficient use of resources and to plan for future needs. Effective financial management ensures that internal controls are in place and operating as intended, that technology is maximized to increase productivity, and that timely reports help management reach its goals. District administrators reduce the risk of financial loss by ensuring that the district has adequate protection against all significant losses with the lowest possible insurance premiums. An effective purchasing system allows a school district to provide quality materials, supplies, and equipment in the right quantity in a timely and cost-effective manner.

Mullin Independent School District (MISD) must manage its financial operations in conformity with the regulations and requirements of the Texas Education Agency's (TEA) Financial Accountability System Resource Guide (FASRG) and report their data to the Public Education Information Management System (PEIMS). Goods and services must be obtained according to the specifications of the users at the lowest possible cost, and within state laws and regulations including the state's purchasing and bid requirements, the Texas Education Code (TEC), and federal regulations, as they apply.

The superintendent and business manager are responsible for the financial management of MISD and are supported by the superintendent's secretary. The school board president and the board secretary sign accounts payable and payroll checks using signature stamps at each regular monthly board meeting. Board members approve the payroll as part of the monthly bills but do not see a listing by employee. The superintendent is the district's designated investment officer and makes investment decisions, while the business manager and the superintendent's secretary handle day-to-day cash operations and administer the state employee benefit plan. The business manager and superintendent (designated purchasing agent) are responsible for purchasing in MISD. The district uses the purchasing module of the Regional Education Service Center XII (Region 12) financial software (RSCCC) to prepare purchase orders. The budget is controlled and monitored at the district level by the business manager. The principal and other department heads do not have individual budgets for their school or departments.

ACCOMPLISHMENT

- The superintendent effectively monitors cash flows and discusses cash flows and balances at each monthly board meeting.

FINDINGS

- The district lacks internal controls based upon an effective separation of duties.

- The MISD business manager does not perform many of the management and professional duties associated with the position.

- MISD does not allocate sufficient resources to the instructional programs of the district.

- The board does not receive summary financial reports in a timely manner and in sufficient detail for informed decision-making.

- MISD does not have a policy for the periodic competitive procurement of external audit services.

- The district bank reconciliation process does not provide sufficient internal control to limit the risk of loss.

- The district does not maintain an accurate inventory of property costing less than $5,000.

- MISD's purchasing process is inefficient and lacks sufficient controls to ensure that all purchases are in compliance with state purchasing laws and the district is obtaining the best value possible.

- The district does not have written bidding policies or procedures and may have failed to comply with state purchasing requirements in some acquisitions.

RECOMMENDATIONS

- **Recommendation 8: Increase the effectiveness of internal controls by outsourcing the bookkeeping and payroll activities.** Organizations such as a bookkeeping firm or Region 12 can provide these financial services. Services provided should include monthly visits to the district by outside bookkeeping staff and should include data entry to the financial

system for payroll and accounts payable transactions, development of adjusting journal entries and budget adjustments, check preparation, financial reporting, and bank reconcilement.

- **Recommendation 9: Require that standard accounting activities are performed on a timely basis to ensure the district complies with all applicable laws and regulations.** The district should ensure that the business manager has the needed skills to fully perform all the duties of the position. Organizations such as the Texas Association of School Business Officials (TASBO) or the regional education service centers could provide training. The business manager should consider taking courses such as Financial Coding for Texas Schools, Introduction to Personnel, Purchasing Law, and Bridging the Gap between Payroll and Personnel. The district may also wish to consider additional courses that will help the business manager address other aspects of his position that includes transportation reporting and food service management reporting.

- **Recommendation 10: Ensure that sufficient funds are budgeted for instruction and special education and monitor actual spending on a monthly basis.** The superintendent should ensure that the budget includes sufficient expenditures in the appropriate functions to meet state requirements, and the business manager should monitor spending to ensure that the budgeted funds are spent as planned. This practice will help ensure that sufficient funds are actually spent. Monthly monitoring will provide enough time to make sound financial decisions regarding spending and prevent year-end expenditures that occur simply to use remaining funds.

- **Recommendation 11: Prepare summary financial reports for all budgeted funds for board approval and provide that information in board packets prior to the board meeting.** The superintendent's secretary should prepare the information, and the superintendent and business manager should review it. The business manager should prepare a written analysis of any budget to actual variances of 5 percent or more. This practice will allow sufficient time for board members to review the information and prepare questions.

- **Recommendation 12: Adopt and implement a policy that requires external audit services to be competitively procured every five years.** The

business manager should develop a request for proposal (RFP) that identifies district requirements including experience in the auditing of school districts. The business manager could identify and send the RFP to firms that are successfully performing audits for other area districts. When the district receives the proposals, the superintendent and the business manager should review the proposals and identify a firm for the board to consider. Consideration should be given to the firm's experience and district satisfaction with its performance as well as cost. This practice may reduce costs and provide greater independence on the part of the auditor.

- **Recommendation 13: Improve the district's bank reconciliation process to ensure sufficient internal control to limit the risk of loss.** The district should either train the school secretary or library aide to reconcile accounts monthly or use an outside party to perform bank reconciliations of district checking accounts. If the district chooses to use a district clerical position to perform the reconciliations, the business manager should perform the training. With better internal control, the board and the superintendent can rely on the information in the various district accounts, and it reduces the risk of loss due to possible theft or banking or errors.

- **Recommendation 14: Develop and implement an inventory process that effectively safeguards district assets.** The district should tag fixed asset items upon receipt in the district and add them to the fixed asset inventory. At least annually at the close of school, the business manager, working with the principal and teachers, should conduct an inventory of the fixed assets and determine the location and/or disposition of all items on the list. An annual inventory maintains accountability for assets and lessens the risk of misappropriation.

- **Recommendation 15: Implement a formal purchasing process with documented policies and procedures. The business manager should develop a comprehensive purchasing manual based on state procurement requirements and board policies.** The manual should identify when to request a purchase order, other types of payments, describe steps for initiation, approval and routing of the request, issuance of the purchase order, and the recording of the receipt of the goods or services. The policies and procedures should limit the use of a separate cash checking account and

require that all disbursements, except for emergency purchases, be made out of the accounting system.

- **Recommendation 16: Develop and implement a structured bidding process that ensures compliance with state laws.** The process should include written procedures based on the existing board policy, Purchasing and Acquisition CH (LEGAL) regarding appropriate competitive bidding of products and services and monitoring of purchases for compliance by the vendor during the entire process. The district should ensure that the designated purchasing agent for the district, the business manager, oversees any purchases that meet or exceed $25,000.

DETAILED ACCOMPLISHMENT

CASH MANAGEMENT

The superintendent effectively monitors cash flows and discusses cash flows and balances at each monthly school board meeting. In seven years as superintendent, the superintendent has taken the district from a deficit operating budget to a district with a fund balance at the end of 2004–05 of $300,179, or almost 14 percent of total expenditures ($2,166,475). This turnabout was accomplished despite a 25 percent decrease in student enrollment during the same period (139 students in 1998–99 compared to 104 students in December 2005).

The district financed all facilities improvements and bus purchases through the operating budget, since the district does not use bonded debt. During the spring of 2005, the district built two new classrooms costing $70,000 and has purchased two buses in the last four years. Other recent purchases include renovation of the cafeteria, new floor and ceiling in the high school, six new air conditioning units, and renovation of the gym floor. The superintendent sets aside approximately $5,000 monthly to purchase a bus at the end of the year out of local funds. The superintendent also plans on purchasing a new football field scoreboard and more emergency lighting. Board members and district staff frequently mentioned the financial management skills of the current superintendent as one of the strengths of Mullin ISD.

DETAILED FINDINGS

SEPARATION OF DUTIES (REC. 8)

The district lacks internal controls based upon an effective separation of duties. The superintendent functions as the chief financial officer for the district as he makes investment

decisions, approves purchases and expenditures, and is the primary person responsible for the budget. The business manager assists the superintendent and controls the district's regular checking accounts including the general fund, student activity, and payroll clearing accounts. The business manager reconciles the general fund and student activity checking accounts. The payroll clearing account is not reconciled. The business manager also receives and deposits athletic game receipts and adds and deletes positions in the payroll.

The superintendent's secretary, who is married to the business manager, is responsible for the petty cash checking account, which is not reconciled. Disbursements from this account totaled $30,343 in 2004–05. The superintendent's secretary is also responsible for processing concession receipts, processing the food service receipts, running payroll, and making entries to the accounting system. There is no other staff in the central office. The only other clerical positions in the district are the receptionist/library aide in the library and the school secretary who works at the high school.

Cash receipts are counted by a single individual, either the business manager or the superintendent's secretary, when received in the business office. The amounts are entered into the accounting records by the secretary who also prepares the deposit. Cafeteria receipts are sent to the business office weekly and usually range from $80–$90. The receipts are sent in a ziplock bag with an adding machine list or handwritten total. If the amount does not agree with the count, the secretary records the corrected amount as the deposit. Large differences are discussed with the Food Services manager for resolution.

Requests for reimbursement from the cash checking account are handled informally and usually approved by the superintendent. Receipts are not required in all cases and even when available may not indicate the reason for the purchase. The balance in this account is maintained at $4,000, and the account is replenished from the general fund checking account, usually on a monthly basis. Each check is entered in the check register and also entered on a manual log maintained by the superintendent's secretary. The items are recorded individually by account code on the reimbursement check from the general fund. This check for reimbursement is approved by the board with the rest of the accounts payable checks before the payment is made. The review team noted that the auditor appears to perform a 100 percent review of the cash checking account, which could serve as a compensating control for that account.

A basic internal control in a school business office is to separate financial duties among two or more unrelated individuals so that a single person is not responsible for all aspects of a financial or personnel transaction. For example, one person would establish an employee on the payroll system including pay amounts, account codes, and start and end dates for employment. Another position or department would actually pay the employee. This practice ensures that fictitious employees are not added to the payroll or that terminated employees are not kept in the system beyond their resignation date and their checks cashed without their knowledge or the district's knowledge.

Cash is counted in the originating department, a record is developed, and the cash and that receipt are forwarded to the business office for recording in the accounting records and depositing in the bank. The cash is counted again upon receipt in the business office as the deposit is prepared and any differences are promptly investigated. A different employee is responsible for reconciling bank statements to ensure accuracy. This internal control separates the cash receipting from the recording and the reconciliation so that one individual is not responsible for all aspects of the transaction.

The small number of staff in the MISD central administration and the circumstance that the business manager and superintendent's secretary are married creates a situation where it is difficult for separate and unrelated positions to handle the various aspects of financial and personnel transactions. The superintendent has addressed part of the issue by having board members actually sign the payroll and accounts payable checks before they are mailed or distributed. However, the same individuals or related individuals are responsible for receiving cash, recording it in the financial system, depositing funds in the bank, and reconciling the bank statements. Without effective separation of duties, a district increases the risk of loss due to misappropriation of funds or simple accounting errors. It also eliminates an important protection for district employees who handle financial transactions.

Most districts help ensure the effectiveness of internal controls by assigning different unrelated individuals to the receiving, recording, and reconciliation of financial and pay transactions. Even small districts can create adequate separation of duties.

Cranfills Gap ISD (CGISD), one of the peer districts for this review, has a fulltime superintendent and secretary in the central administration. There is no business manager position. This district uses Region 12 to provide all bookkeeping services for the district at a cost of $8,000 per year. The superintendent places accounting codes on purchase orders and time sheets for hourly employees at the time of approval. Two Region 12 staff members visit the district once a month and enter the information in the RSCCC system, prepare checks for all accounts, and run the monthly reports. The Region 12 staff members also prepare the bank reconciliations for the previous month while in the district. At the school board meeting, two board members sign district checks, as is done in MISD. The superintendent signs the activity fund checks.

All payments except for emergencies and utilities in CGISD are processed on a monthly basis, including travel reimbursements, UIL payments, and all other services. The district's contract with Region 12 provides additional days onsite if needed on an hourly basis. Region 12 helped to address bookkeeping issues and has helped the district strengthen its internal controls.

The district should increase the effectiveness of internal controls by outsourcing the bookkeeping and payroll activities. Organizations such as a bookkeeping firm or Region 12 can provide these financial services. The estimated cost to implement this recommendation is $8,000 annually based on monthly visits to the district by Region 12 bookkeeping staff and covers data entry to the financial system for payroll and accounts payable transactions, development of adjusting journal entries and budget adjustments, check preparation, financial reporting, and bank reconcilement.

Outsourcing the bookkeeping and payroll activities will also allow more time for the business manager to concentrate on other job responsibilities in the areas of purchasing, transportation and maintenance oversight, and food service financial reporting.

BUSINESS MANAGER ROLES AND RESPONSIBILITIES (REC. 9)

The MISD business manager does not perform many of the management and professional duties associated with the position. The business manager fails to ensure that standard financial activities are performed on a timely basis and that basic controls are in place. While the business manager is a member of the Texas Association of School Business Officials (TASBO), he does not have a school business background and has not taken courses to achieve certification

as a business manager. The job description for this position requires a master's degree, preferably in business, and five years experience in school business management.

The current business manager served as the Mills County chief appraiser and then began working for the district by filling in for the PEIMS clerk during a leave of absence. In August 1999, he went to work for the district on a fulltime basis as an administrative assistant to the superintendent. Upon the superintendent's retirement in June 2004 and change to a part-time superintendent position, he assumed the title of business manager.

Exhibit 2-1 shows some activities that a business manager typically performs and how MISD performs these functions.

Many of the standard school business activities described in the business manager's job description or assigned based on

the organization chart for that position are performed by the superintendent, external auditor, or not performed at all.

In some cases the business manager may not be aware of changes in reporting requirements, standard business practices that affect district day-to-day business operations, or the need for timely reporting. For example, members of the review team noted that:

- transportation reports are not prepared correctly and were not filed by the TEA deadline in December 2005;

- bank statements are not reconciled for all accounts on a monthly basis;

- inventory records are not reviewed or updated as assets are acquired or retired and exception lists of items not found during the biannual inventory are not addressed; and

EXHIBIT 2-1

MISD BUSINESS MANAGER ROLES AND RESPONSIBLITIES

TYPICAL BUSINESS MANAGER ACTIVITIES		HOW MISD PERFORMS ACTIVITY
Fiscal Management	Develop period cash flow analysis and determine cash available.	By superintendent
	Maintain district investment portfolio.	By superintendent
	Prepare monthly bank reconciliations for all funds.	Not prepared for all accounts
	Review and approve all purchase orders and check requests.	By superintendent
	Prepare journal entries and budget adjustments.	By external auditor only at year end
	Assist in the preparation of the budget.	By business manager
Policy, Reports, and Law	Implement required laws and regulations.	Duties shared with superintendent
	Prepare and evaluate monthly financial reports.	By superintendent
	Prepare and publish comprehensive annual financial reports.	By external auditor - this action is typical for small districts
	Prepare quarterly and final reports for all federal funds.	By business manager
Purchasing and Inventory	Maintain accurate and current inventory records.	Not performed
	Prepare bids and bid specifications.	By superintendent
	Receive and open bids.	By superintendent
	Maintain timely replacement cost-asset listing for insurance purposes.	Not performed
Transportation (not included in job description but part of duties)	Supervises the bus drivers and district mechanic.	By business manager
	Files required reports.	Not always performed in a timely manner
	Determine bus replacement policy.	By superintendent
Maintenance	Supervise maintenance worker.	By business manager
	Determine condition of buildings.	By superintendent
	Supervise repairs and renovations.	By superintendent

SOURCE: MISD Business Manager job description and interview, December 2005.

- monthly financial statements are not provided to the Food Service manager to determine the cost of food and labor needed to manage operations efficiently.

Many districts provide training opportunities for all business staff to ensure that their knowledge is up-to-date. Training makes staff aware of changes in various laws, rules, and regulations that affect day-to-day business activities and help ensure the district is complying with the Financial Accountability System Resource Guide (FASRG), purchasing laws, requirements set by board policy, the state, and other agencies. Regional education service centers, TASBO, and other organizations provide numerous training opportunities at reasonable costs for all facets of business and operations. For example, the business manager at Lazbuddie ISD is a member of TASBO and is certified as a Certified Texas School Business Specialist. This certification requires at least two years of experience and the completion of seven TASBO courses including three courses in a specific area such as finance or transportation.

The district should require that standard accounting activities are performed on a timely basis to ensure the district complies with all applicable laws and regulations. The district should ensure that the business manager has the needed skills to fully perform all the duties of the position. Organizations such as TASBO or the regional education service centers could provide training. The business manager should consider taking courses such as Financial Coding for Texas Schools, Introduction to Personnel, Purchasing Law, and Bridging the Gap between Payroll and Personnel. The district may also wish to consider additional courses that will help the business manager address other aspects of his position that includes transportation reporting and food service management reporting.

The estimated cost to attend these four courses offered by TASBO is $130 per course or $520 (4 x $130), plus travel

expenses of $250 per course or $1,000 (4 x $250). The total one time cost is estimated to be $1,520.

FINANCIAL PERFORMANCE (REC. 10)

MISD does not allocate sufficient resources to the instructional programs of the district. MISD did not spend the required percentages in instruction and special education to meet the performance standard for a superior rating in Financial Integrity Rating System of Texas (FIRST). TEA implemented FIRST to provide a way for the agency and the public to evaluate the quality of financial decision-making in Texas school districts. Districts are rated on various performance metrics related to financial management that point out where the district should focus efforts for improvement.

The district did not receive a superior achievement rating on FIRST for 2003–04 in part because the district did not spend at least 54 percent of its operating expenditures on instruction. In 2003-04 the district expended only 50.0 percent of operating expenditures on instruction.

Exhibit 2-2 shows the FIRST rating (2003–04) for MISD and its peers, the percent spent on instruction for each district in 2003–04, and the latest accountability rating (2005) for the districts. Three districts received a "Superior" rating (highest rating), Mullin ISD received an "Above Standard" rating (second rating), while Cranfills Gap ISD received a "Substandard' rating.

In 2004–05, the district budgeted only 49 percent of its budget for instruction and spent 53.6 percent. Also, in 2004–05 the district did not spend 85 percent of its special education funds as required. The result is that the district may not be allocating the necessary resources to its instructional programs to achieve desired student performance.

EXHIBIT 2-2
PEER COMPARISON OF FIRST RATINGS, PERCENTAGE SPENT ON INSTRUCTION, AND ACCOUNTABILITY RATING

DISTRICT	FIRST RATING	PERCENTAGE SPENT ON INSTRUCTION	ACCOUNTABILITY RATING
Cranfills Gap	Substandard	54.1%	Academically Acceptable
Lazbuddie	Superior	57.5%	Academically Acceptable
Oglesby	Superior	63.4%	Recognized
MULLIN	**ABOVE STANDARD**	**50.0%**	**ACADEMICALLY ACCEPTABLE**
Star	Superior	65.7%	Academically Unacceptable

SOURCE: Texas Education Agency, Financial Integrity Rating System of Texas (FIRST) reports 2003-04, and AEIS Reports 2004-05.

MISD is rated Academically Acceptable and was lowest at 50.0 percent spent on instruction when compared to the peer districts. The lack of spending on instruction limits the ability of the district to address student performance issues and the ability of small districts such as MISD to offer specialized or advanced courses such as advanced placement (AP) courses or Career and Technology Education (CTE) courses leading to certification.

Most Texas school districts monitor expenditures to ensure that at least 54 percent of the budget is expended on instruction and that they meet all requirements for spending on special programs. Districts often include an analysis of School FIRST indicators as part of their budget planning process. The business manager or budget director then monitors spending on a monthly basis to determine if the district met its budget spending goals and to identify any shortfalls. Districts such as Bastrop ISD also ensure that adjusting entries and budget adjustments are promptly recorded so that the monitoring includes an analysis of all transactions.

The district should ensure that sufficient funds are budgeted for instruction and special education and monitor actual spending on a monthly basis. The superintendent should ensure that the budget includes sufficient expenditures in the appropriate functions to meet state requirements, and the business manager should monitor spending to ensure that the budgeted funds are spent as planned. This practice will help ensure that sufficient funds are actually spent. Monthly monitoring will provide enough time to make sound financial decisions regarding spending and prevent year-end expenditures that occur simply to use remaining funds.

FINANCIAL REPORTS (REC. 11)

The board does not receive summary financial reports in a timely manner and in sufficient detail for informed decision-making. The board does not receive summary monthly financial reports as part of the board packet received on the Wednesday or Thursday before the board meeting. Instead, the summary information is provided for the general fund only at the beginning of the regular monthly board meeting. This information is not complete as adjusting entries are not done until year end, and the district does not use encumbrances. Key information such as the amount of general fund support is not available on a monthly basis. Also, financial information is not routinely provided to the public.

The current report is a one page listing by function showing budget, period expenditures and year-to-date expenditures, and remaining budget. While these financial statements provide some information and are reviewed by the superintendent at the board meeting, they do not provide enough information for informed decision-making. Information is not presented for the other funds such as food service, special programs such as special education, or grants such as the TARGET grant. The district routinely supplements the food service fund annually with transfers from the general fund, but financial information on the food service operations is not presented to the board as part of its monthly financial information.

The objective of financial reports is to provide accurate and useful information that can be used in decision-making by the board and make the district's financial position understood by the community. The level of detail presented does not allow the board or public to gain an understanding of the overall financial condition of the district because it does not include all funds and does not provide any narrative information regarding variances of actual expenditures from the budgeted expenditures. It is important to identify under spending as well as excess spending. This circumstance is especially true in cases where the state has mandated spending requirements such as the spending of special education funds and other program funds. It is also true in cases of grant funding where delays in starting grant activities can impact the expected results of the grant.

Many districts provide monthly financial reports and other pertinent information to the board in the board agenda packets. The board approves the information either on the consent agenda or as a regular action item. Some districts make the information in the board packet readily available to the public at both the district's office and on the district's website.

The district should prepare summary financial reports for all budgeted funds for board approval and provide that information in board packets prior to the board meeting. The superintendent's secretary should prepare the information, and the superintendent and business manager should review it. The business manager should prepare a written analysis of any budget to actual variances of 5 percent or more. This practice will allow sufficient time for board members to review the information and prepare questions.

EXTERNAL AUDIT (REC. 12)

MISD does not have a policy for the periodic competitive procurement of external audit services. The current external audit firm located in Brownwood has performed the annual financial and compliance audit for MISD since 1994, and the district has not issued a request for proposals since then. The district spent $6,800 for audit fees in 2004–05. The auditor prepares the audit each year and posts all district adjusting journal entries at year–end, which limits the effectiveness of monthly budget reports, especially in food services. The district is unsure that the price of the audit services is competitive.

The Government Finance Officers Association (GFOA) and TEA in its Financial Accountability System Resource Guide (FASRG) recommend competitive procurement for multiyear engagements to provide continuity in the audit process and to reduce audit costs. The GFOA also recommends actively seeking all qualified firms available through the procurement process. Rotating auditors periodically can ensure the independence of an audit firm that reviews a district's financial record.

Cranfills Gap ISD used a request for proposals (RFP) process to solicit proposals from qualified auditing firms. The superintendent contacted other districts in the area to identify audit firms with school audit experience and sent RFPs to five or six firms. The district received four proposals and awarded the bid to the most qualified firm. The district has also used the firm to support district efforts to correct accounting problems.

The district should adopt and implement a policy that requires external audit services to be competitively procured every five years. The business manager should develop an RFP that identifies district requirements including experience in the auditing of school districts. The business manager could identify and send the RFP to firms that are successfully performing audits for other area districts. When the district receives the proposals, the superintendent and the business manager should review the proposals and identify a firm for the board to consider. Consideration should be given to the firm's experience and district satisfaction with its performance as well as cost. This practice may reduce costs and could provide greater independence on the part of the auditor.

BANK RECONCILIATIONS (REC. 13)

The district bank reconciliation process does not provide sufficient internal control to limit the risk of loss. Not all district checking accounts are reconciled monthly, and the ones that are reconciled are conducted by the employee who controls the account.

The business manager reconciles the general operating and student activity funds on a monthly basis. These accounts are under his control. The petty cash account and the payroll clearing account are not reconciled. None of the accounts are reviewed until year end by the auditor. The superintendent stated that he can determine the balances quickly if needed and sees no problem with the current process. The district's auditor has not mentioned the lack of effective bank reconciliations in his review. It appears from a review of the transactions during the review team's on-site visit that the auditor may be compensating for the lack of controls in part by doing a 100 percent review of transactions in the cash account.

Regular monthly bank reconciliations of all checking accounts by an employee or an agent of the district who does not have access to the accounts is one of the most basic internal controls used to limit risk of loss of resources due to misappropriation of funds. Without this control or a compensating internal control elsewhere, the board and the superintendent cannot rely on the information in the accounts and it places the district at risk of loss due to theft or banking or district errors.

A basic business practice in most school districts is the monthly reconciliation of all bank accounts. An employee who does not have access to the accounts or the accounting records related to those checking accounts performs this action. Small districts with a limited number of central staff rely on other staff such as a school secretary or hire an outside party to perform the reconciliations. This practice protects both the district and the employees who are responsible for the cash operations. Cranfills Gap ISD (CGISD) outsourced its financial functions in April 2005 to improve internal controls and reduce costs by eliminating the business manager position. The cost for bank reconciliations is included in the annual fees for the services. CGISD issued a request for proposals for the services and received three bids including two from accounting firms and one proposal from Region 12.

MISD should improve the district's bank reconciliation process to ensure sufficient internal control to limit the risk of loss. The district should either train the school secretary or library aide to reconcile accounts monthly or use an outside party to perform bank reconciliations of district checking accounts. If the district chooses to use a district

clerical position to perform the reconciliations, the business manager should perform the training. If the district selects an outside party to provide this service, the cost to implement this recommendation could be included in the cost to outsource all accounting functions discussed earlier in this chapter (Recommendation 1).

ASSETS UNDER $5,000 (REC. 14)

The district does not maintain an accurate inventory of property costing less than $5,000. The district uses a vendor to inventory fixed assets every two years. The vendor tags all assets with a value of $500 or more that were not tagged in the previous inventory. These items are added to the district's asset control listing. The first inventory was conducted in July 2002, and the inventory was updated in July 2004. The vendor prepared a list of exceptions that were items on the inventory in 2003 but that were not found in or were deleted from the 2005 inventory. This list included 87 items totaling $93,098, or approximately 10 percent of the total inventory. The business manager was not aware of the exceptions list and had not taken steps to determine the disposition of items on the list.

The review team reviewed the list of equipment shown for the distance learning lab, which includes an office for one of the coaches. Working with the business manager, the review team was unable to identify 26 items for that room. These items included computers, monitors, and laptop computers. The explanation provided was that the items had been gone for a long time. District staff does not conduct an annual inventory.

The district could lose property and equipment by not requiring inventories to be maintained. Since the inventory prepared by the vendor is not monitored, no one is responsible for the items costing less than $5,000. Items such as computers and video equipment typically cost less than $5,000 and are subject to theft. In the case of a fire or other major disaster, the district may lack adequate records to file an accurate insurance claim. If the district records cannot confirm the items lost in the disaster, the insurance company may not honor the claim.

Many districts maintain a separate inventory list of property costing less than $5,000 but more than a set amount, such as $250, and perform physical inventories annually to make certain that the district has internal control mechanisms to limit risk of loss. These districts also ensure they have adequate insurance coverage and the information necessary to file a claim if a loss occurs. District staff are assigned responsibility for items and are held accountable for any loss that occurs.

The district should develop and implement an inventory process that effectively safeguards district assets. The district should tag fixed asset items when they receive them and add the items to the fixed asset inventory. The business manager should obtain asset tags from its inventory vendor at an estimated cost of $100 to mark purchases that are identified as fixed assets upon receipt. The business manager should tag assets upon receipt and record the make, model, serial number, and description of each asset on a control sheet along with the tag number. The control sheet should also note the department or teacher responsible for the item.

At least annually at the close of school, the business manager working with the principal and teachers should conduct an inventory of the fixed asset and determine the location and/or disposition of all items on the list. If the person responsible for the items cannot account for the missing items, they should reimburse the district for the loss. Tagging and recording assets when they arrive provide an immediate control and accountability for assets. The transfer of assets such as computers and other expensive equipment should also be documented. An annual inventory maintains accountability for assets and lessens the risk of misappropriation.

PURCHASING PROCESS (REC. 15)

MISD's purchasing process is inefficient and lacks sufficient controls to ensure that all purchases are in compliance with state purchasing laws and the district is obtaining the best value possible. The current process is paper-driven from the purchase request through the approval of the purchase order. The process is labor intensive because it requires the preparation of a purchase order request and a purchase order and often results in duplicate payment processes (not duplicate payments) for the same purchase. Items paid through the district cash checking account must also be entered in the RSCCC financial system resulting in duplicate processing. In addition, MISD does not have a comprehensive purchasing manual to provide guidance for district staff or to provide training for new staff.

The superintendent approves two to three vendors annually for office and administrative supplies and requires district staff to select items from those vendors. District personnel who want to make a purchase for supplies or equipment select from the approved vendor catalog and complete a purchase requisition, which is forwarded to the business

manager for approval. If a school staff member has initiated the purchase requisition, the business manager may forward the purchase requisition to the principal for approval or may obtain verbal approval from the principal. If the purchase is over a certain amount, usually $100, the business manager forwards the purchase requisition to the superintendent for approval. The superintendent approves all but the most routine purchases. Interviews with district staff indicated that most requests are approved. District staff responsible for transportation and maintenance has some discretionary authority to purchase supplies but stated that at least verbal approval is obtained if the purchase is $25 or more.

If the purchase requisition is approved, the originator prepares a formal purchase order, which is then sent back to the superintendent's office for processing. Funds are not encumbered at the time the purchase order is entered into the system. The business manager estimated that the time between the approval of the requisition and the issuance of the purchase order to be a day or less if the superintendent is available.

Items are usually received in the central office, but there is no structured receiving process to document receipt of items to ensure that the requestor actually got the items. The same employee that is responsible for the preparation of the purchasing request also receives the item in many cases and initiates payment.

Purchases for many other items such as utilities, small consumable items for the central office, meals and food items, travel reimbursements, and other items requested by the superintendent are paid through a separate checking account that functions similar to a cash account. This type of checking account is often used to reimburse staff for small out of pocket expenses or for travel expenses where the cost of preparing a purchase order is not warranted. There is no standard form for approval of items to be paid from the account, but the superintendent initials approval on some receipts or travel requests and the items are paid by check. The account is reimbursed monthly by a check written from the general fund. All disbursements are entered individually by account code in the district's accounting system to ensure proper budget monitoring, but the vendor who was paid is not documented.

The review team reviewed the purchases made during 2004–05 and through October 2005 from this account and found that the district processed disbursements totaling $30,343 through the checking account. While most purchases were

for low dollar items, the review team noted that one item for paving totaling $5,936 was paid out of this account. Most of the items, such as consumable supplies and travel reimbursements, were not made through the district accounting system, which increases the steps to process and lessens the effectiveness of RSCCC reports such as vendor history.

The district has only two credit cards (Wal-Mart and Home Depot) that it uses for office and maintenance repairs. Three district personnel (superintendent, superintendent's secretary, and maintenance worker) have authorization to purchase at the both stores and the credit limit is $4,500 for Wal-Mart and $2,500 at Home Depot. Wal-Mart charges for 2004–05 were $2,252. Home Depot charges for 2004–05 were $1,667. The review team noted that none of the charges for that year were supported by documentation of actual receipts from the time of purchase, identification of the purchasers, or a statement or reason for the purchase. While most of the items were office, cleaning, or repair items, a few of the listed items such as a boombox and car and boat wash were not typical cleaning or repair supplies. A review of items from previous years showed purchases that included drinking glasses, popping corn, candy, curtains, shower rods, and a push mower—none of which are typical school purchases.

The current process is cumbersome, requires unneeded manual steps, and does not provide the appropriate level of internal control. The lack of documented procedures may create uncertainty among staff regarding the needed approval process or even a reluctance to request a purchase.

The extensive use of the cash checking account limits the effectiveness of the management reports available in RSCCC financial system because significant information about the purchase is not recorded. The current process could also result in aggregate purchases from the same vendors that exceed state procurement requirements.

Most Texas school districts rely on a structured purchasing process to make certain that purchases comply with state procurement requirements. Policies and procedures help ensure that supplies are purchased economically, readily available, and are received within a reasonable time frame. A number of small districts such as Bastrop ISD have developed purchasing manuals based on the purchasing components described by the TASBO in its School Business and Support Services competencies indicator system. The manual includes the needed steps for the originator to request approval of a purchase as well as the steps to document receipt of the

goods. The manual also documents the required approval process and the processing steps in the superintendent's office.

The district should implement a formal purchasing process with documented policies and procedures. The business manager should develop a comprehensive purchasing manual based on state procurement requirements and board policies. The manual should identify when to request a purchase order, describe steps for the initiation of a purchasing request, approval and routing of the request, issuance of the purchase order, and the recording of the receipt of the goods or services. The manual should also identify items such as travel reimbursements or utility payments that do not require a purchase order and describe the process for approval. The manual should specifically address the purchase of food items and ensure that food items such as candy are appropriate district purchases under district policy.

The policies and procedures should limit the use of a separate cash checking account and require that all disbursements, except for emergency purchases, be made out of the accounting system. All disbursements should be approved using a standard form developed by the business manager. The form should be signed by the requestor and approved by the superintendent or other administrator. Administrators and staff should not approve their own requests.

COMPETITIVE BIDDING (REC. 16)

The district does not have written bidding policies or procedures and may have failed to comply with state purchasing requirements in some acquisitions. During 2004–05 the district bid the following items: milk products (Gandy's, no amount listed), a portable building with two classrooms (ILCOR, $70,000), and air conditioners for the cafeteria (Roundtree Electric, $19,571.58).

Section 44, Subchapter B, of the Texas Education Code (TEC), governs purchasing by Texas school districts. Sections 44.031 and 44.033 provide specific guidance to school districts on the legal requirements for purchasing goods and services. MISD board policy CH (Legal) includes these requirements. **Exhibit 2-3** shows the TEC requirements for purchases.

The review team analyzed vendor payments for aggregate purchases exceeding $25,000 and identified three vendors where the total purchased exceeded the state threshold and were required to be bid. The three purchases included the

purchase of 93 new computers in 2004–05 under the district's TARGET grants, a new classroom building, and food items.

The 93 computers, totaling $52,452, were not bid. According to the business manager, the entire process was managed by the former high school principal who is no longer employed by the district. The review team analyzed the files and could not determine the basis for the selection of the vendor. The price paid did not include typical charges to install the computers and provide support. District staff stated that some of the computers never worked or had recurring problems. The review team checked computers in two classrooms and found that in one classroom one out of four computers was not functioning properly, and that two of the four computers in the other room did not function properly. Problems included lack of operating system software, Internet access, and hard drive problems. The computers purchased were refurbished computers at a cost of $250 each and included a one year warranty that expired in September 2005. The vendor made one trip to the district during the warranty period to address issues but did not return despite repeated requests. None of the attempts to obtain warranty service were documented, nor was payment withheld to ensure compliance.

The new classroom building was bid as required. Two bids were received (for $70,000 from ILCOR and $97,585 from R and B Construction), and the bid was awarded to the lowest bidder. According to the business manager the building was constructed according to the specifications and there were no problems during the process. The teachers using the building did not cite any problems in the construction of the building.

Some food items such as milk are bid annually, and the latest bid was awarded to Grandy's Dairies. The district spent $7,314 on items from this vendor in 2004–05. The review team was unable to document the process to award the bids due to the lack of a bid file on the items. According to the superintendent, the Food Services manager is allowed to select the vendor based upon the manager's judgment regarding prices and the responsiveness of the vendor. The business office does no monitoring to ensure that the items purchased meet the terms of the bids. The district spent $54,772 in 2004–05 with Ben E. Keith Foods – DFW Division. However, the review team was unable to document that these items were purchased based on approved bids.

The district fails to comply with state bids laws and may purchase goods that do not meet the needs of the district or

EXHIBIT 2-3
TEXAS EDUCATION CODE PURCHASING REQUIREMENTS

	PURCHASES OF $25,000 OR MORE	PURCHASES OF PERSONAL PROPERTY BETWEEN $10,000 AND $25,000
TEC Section	44.031	44.033
Procurement Methods	Competitive bidding	Those procurement methods for purchases at or more than $25,000
	Competitive sealed proposals	
	Request for proposals	or
	Catalog purchase	Obtain price quotes from at least three vendors from the vendor list established by the district
	Inter-local contract	
	Design/build contract	
	Contract to construct/repair using construction manager	
	Job order contract	
	Reverse auction	
Exceptions	Produce and vehicle fuel	Produce and vehicle fuel must be purchased using the purchasing methods above
	Sole source	
	Professional services	
	Emergency repairs	

Source: Texas Education Code, Sections 44.031 through 44.033.

may not be the best value for the district. An administrator or district employee that knowingly violates this section of TEC could be guilty of a misdemeanor offense.

Many school districts have strong effective controls and staff assigned to the oversight and monitoring of purchases to ensure compliance with the competitive procurement requirements. This process includes reviews of vendor purchases from the previous year to determine whether any vendors received more than the threshold amount of competitive procurement from the district. Bastrop ISD reviews its vendor history annually to ensure that all district purchases meet state requirements and board policy.

The district should develop and implement a structured bidding process that ensures compliance with state laws. The process should include written procedures based on the existing board policy, Purchasing and Acquisition CH (LEGAL), regarding appropriate competitive bidding of products and services and monitoring by the business manager of purchases for compliance by the vendor during the entire process. The procedures should be tailored to address the district's limited number of administrators.

The district should ensure that the designated purchasing agent for the district, the business manager, oversees any purchases that meet or exceed $25,000.

FISCAL IMPACT

RECOMMENDATIONS	2006–07	2007–08	2008–09	2009–10	2010–11	TOTAL 5–YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
CHAPTER 2: FINANCIAL MANAGEMENT							
8. Increase the effectiveness of internal controls by outsourcing the bookkeeping and payroll activities.	($8,000)	($8,000)	($8,000)	($8,000)	($8,000)	($40,000)	$0
9. Require that standard accounting activities are performed on a timely basis to ensure the district complies with all applicable laws and regulations.	$0	$0	$0	$0	$0	$0	($1,520)
10. Ensure that sufficient funds are budgeted for instruction and special education and monitor actual spending on a monthly basis.	$0	$0	$0	$0	$0	$0	$0
11. Prepare summary financial reports for all budgeted funds for board approval and provide that information in board packets prior to the board meeting.	$0	$0	$0	$0	$0	$0	$0
12. Adopt and implement a policy that requires external audit services to be competitively procured every five years.	$0	$0	$0	$0	$0	$0	$0
13. Improve the district's bank reconciliation process to ensure sufficient internal control to limit the risk of loss.	$0	$0	$0	$0	$0	$0	$0
14. Develop and implement an inventory process that effectively safeguards district assets.	$0	$0	$0	$0	$0	$0	($100)
15. Implement a formal purchasing process with documented policies and procedures.	$0	$0	$0	$0	$0	$0	$0
16. Develop and implement a structured bidding process that ensures compliance with state laws.	$0	$0	$0	$0	$0	$0	$0
TOTALS–CHAPTER 2	**($8,000)**	**($8,000)**	**($8,000)**	**($8,000)**	**($8,000)**	**($40,000)**	**($1,620)**

CHAPTER 3

DISTRICT MANAGEMENT

MULLIN INDEPENDENT SCHOOL DISTRICT

CHAPTER 3. DISTRICT MANAGEMENT

School districts rely on effective management structures and administrative processes to support the mission of the districts, providing quality education for their students. The school board and superintendent function as a leadership team to meet student needs. The board sets goals, objectives, and policies for school district operations, approves the plans, and provides the funding needed to achieve the district's goals and objectives. The superintendent manages district operations and recommends the staffing levels and amount of resources necessary to carry out the board goals and directives developed through the planning process.

School districts have a multi-layered community that must be involved in an effective two-way communication process. Community members, including students, parents, non-parent residents, taxpayers, businesses, other political subdivisions, and special interest groups must be heard and their concerns addressed. If the community is to respond appropriately to the district's needs and concerns, it must also be well informed about issues facing the district. Effective two-way communication enables school districts to win the confidence, support, and involvement of their local communities.

Personnel management is an important component of an organization's financial and operational structure. Educational services are provided by personnel, and compensation costs are a substantial part of a school district's budget. In 2004–05 the average Texas school district payroll cost was 72.6 percent of its budget. Payroll comprised 70 percent of the Mullin Independent School District (MISD) 2004–05 budget.

Personnel management includes development of salary and benefit programs, recruitment and retention of skilled staff, and compliance with a variety of state and federal laws. Daily personnel activities must comply with state and federal legal requirements in areas such as minimum wage, overtime, discrimination, certification, contracting, and termination. Recruitment efforts must attract employees with the skills, experience, and attitudes desired by the organization. Compensation programs carefully balance staff and organizational needs. As a result, personnel management plays a critical role in the success of an organization's mission.

MISD's superintendent retired from the district in June 2003 and now works part-time as superintendent as well as serving as the district's director of Special Education. There is a fulltime business manager and a fulltime principal who is responsible for the elementary and secondary schools. The bus drivers and maintenance worker report directly to the business manager. The professional support staff (counselors, nurse, and librarian), Food Service manager, custodians, and coaches report directly to the superintendent. Special education staff report directly to the superintendent, and teachers and aides report to the principal. **Exhibit 3-1** shows the current organization structure in the district.

There is no separate community involvement function in MISD. The superintendent and the principal are the primary district staff focused on community outreach although all district staff such as the Food Service manager and the librarian help coordinate community events.

The number of community members and parents in this district is small. One of the distinguishing characteristics of the district is the large number of foster children. Foster children comprise almost 33 percent of the student body, 31 foster students out of 104 students. There are only 39 sets of parents in the district with six sets of foster parents responsible for the foster student population.

The business community itself is small, consisting of a garage, a tire store, an antique shop, a grocery store, and a part-time café. Only one of the teachers lives in the district. Most district staff, including teachers, the superintendent, the business manager, and the principal reside outside of the district. Many of the taxpayers in the district work in Brownwood or Goldthwaite. There are several large ranches in the county but many of these ranches have retired, out-of-town, or out-of-state owners. There are no large businesses in the district.

There is also no dedicated human resource function in the district. Personnel and payroll duties are assigned to various administrative positions including the district superintendent, the superintendent's secretary, the business manager, and the principal. The district has a staff of 40, and 47 percent of all positions are teachers. The teaching staff is degreed and 17 percent hold master's degrees.

EXHIBIT 3-1
MISD CURRENT ORGANIZATION STRUCTURE
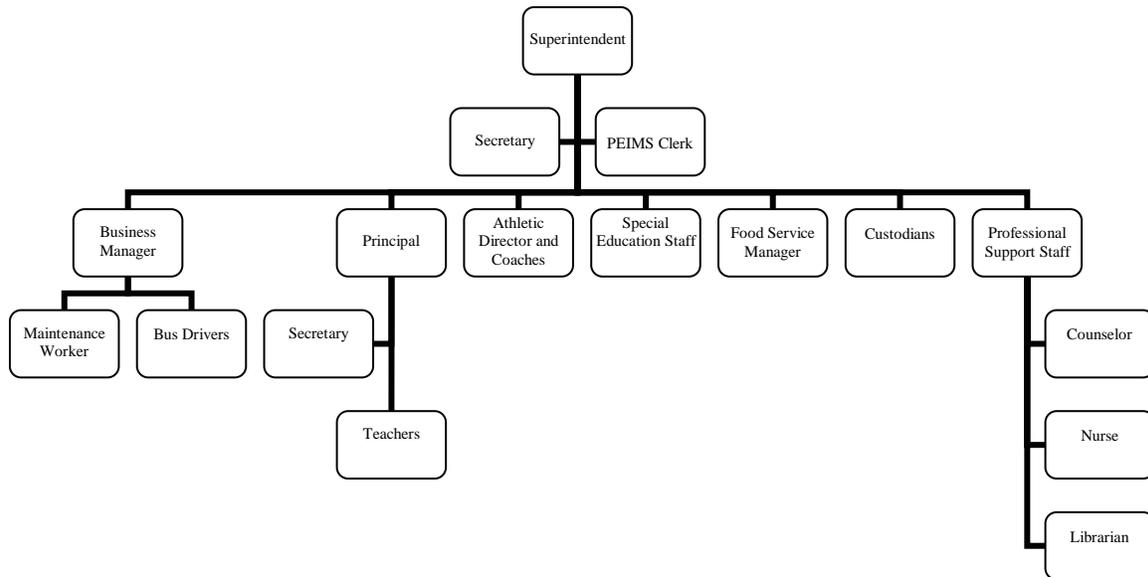
SOURCE: MISD Superintendent, December 2005.

MISD extensively uses Texas Association of School Board (TASB) human resource products to maintain compliance with state and federal regulations. The district adopts TASB job descriptions and position classifications. The board uses the TASB policy-maker program for district policy manuals and handbooks. District policies and position descriptions are updated when TASB updates its materials.

MISD pays teachers according to the state teacher salary schedule. Math and science teachers receive additional compensation through the state's master teacher program. MISD also provides benefits such as health insurance and retirement through state programs.

ACCOMPLISHMENTS

- On Veterans Day, November 11, 2005, the district honored community veterans in an event that included a flag retirement ceremony.

- The district's compensation plan covers all district positions and links the positions to the state teacher salary scale.

FINDINGS

- The district's planning process does not include adequate participation by district staff, sufficient evaluation of alternative solutions or sufficient implementation processes to ensure effective operations and accomplishment of stated goals.

- MISD's website lacks both the content and updated information to communicate with parents, community members, potential employees, or students effectively.

- MISD's employee evaluation process does not contain key elements that communicate expectations to employees and ensure that evaluations are current and annually applied to all district employees.

- The district lacks a payroll recordkeeping process that adequately documents compliance with federal and state regulations.

- MISD lacks a review and quality assurance process for its personnel files to ensure they are appropriately maintained, placing the district at risk for violation of state or federal regulations.

- MISD lacks a procedure to ensure all legal posting requirements are met.

- MISD has not evaluated its ability to provide a quality education for its students over the long term given the district's decreasing student enrollment, poor student performance, aging facilities, and increasing per student operating costs.

RECOMMENDATIONS

- **Recommendation 17: Expand the budget process to include formal planning activities.** This process should include the principal and teachers by having the principals and department chairs in the school develop the initial budget. The district should also prepare a budget calendar for board adoption that includes multiple opportunities for the board, district staff, and the community to provide input earlier in the budget process. The district should develop formal multi-year planning activities that build on processes and documents that are already required such as the superintendent's goal setting process with the board and the district's improvement plan.

- **Recommendation 18: Improve and keep current the information provided on the district website regarding school and district activities, training, and staff resources.** Overall responsibility for the website should be assigned to a teacher with a demonstrated interest in the project. This teacher should also ensure that all required information is posted promptly. Students working under supervision could develop content including information about school events to keep parent and community members informed.

- **Recommendation 19: Develop an employee evaluation process that includes expectations for each position, a schedule for performance appraisals, and the conducting of annual appraisals as an evaluation measure for teachers and administrators.** The district should develop its evaluation process around identified tasks and expectations for each position. The annual appraisal process is an opportunity to update district job descriptions, which then provide employees with basic position expectations. The business manager should develop an evaluation form that allows supervisors to evaluate employee performance against the documented tasks in the job description. With assistance from the business manager and principal, the superintendent should develop an annual evaluation calendar that includes an opportunity for employees to comment on the continued accuracy of their respective job description and provides for evaluations within the required 15-month period for administrators. As part of the annual evaluation, employees may be asked to provide a list of functions they performed but are not included in the job description and identify any tasks not currently performed. To ensure evaluations are completed according to the calendar, the superintendent should update each supervisor's job description to reflect this requirement.

- **Recommendation 20: Develop a central tracking process for hours worked in non-exempt positions that includes accurate and approved time records, clear definition of all pay programs, and maintenance of all uncompensated leave in a central location for appropriate accounting treatment under federal and state regulations.** The business manager and superintendent should develop a list of all compensation mechanisms and submit it annually to the board for approval as part of the budget process. The list should define the type of compensation, which position receives the compensation, and how each program will be administered. After all compensation types are identified and adopted, the business manager should review the list to ensure the proper tax and accounting treatments are applied. The district should also develop a centralized documentation process for earned compensation. Non-exempt employees should be required to submit signed time sheets that appropriate supervisor reviews and approves. Compensatory leave accruals should be documented centrally in the district's financial records. Since timesheets will reflect overtime hours, accruals and use of compensatory time could be maintained as part of the payroll process, which would assist in quickly and easily identifying any end-of-year balances.

- **Recommendation 21: Implement a process to regularly review and update personnel files by using a checklist that identifies all file requirements.** Using the Texas Association of School Boards (TASB) checklist for comparison, the business manager should modify the existing personnel checklist to include references to any specific district forms or requirements. This document should be used for both its current purpose and as a reference for review of personnel files. The business manager should update the checklist as the district receives updates from its TASB personnel service or becomes aware of changes in state or federal laws that the checklist must address. For the district to remain compliant, the business manager should review all personnel files for completeness and appropriate file segregation annually.

- **Recommendation 22: Develop a checklist for required and recommended notices and legal posters and annually review district buildings, handbooks, and website for compliance.** The business manager should establish an annual calendar to review regulatory changes for postings and updates. The business manager should update postings according to required changes. Updating posters and other required notices ensures staff and the community receive accurate and timely information on new state and federal laws and regulations.

- **Recommendation 23: Expand planning efforts to address long term educational and operational issues. Planning efforts should focus on identifying the instructional programs that all students need to be successful as adults regardless of the source of the specific course offering.** Once the district identifies these programs, planning efforts should focus on the development of quality basic courses to be offered in the district and the development of possible shared services arrangements or inter-local agreements with other districts to provide access to advanced or specialized courses. The principal and counselor should also develop a process to identify distance learning courses and courses in other nearby districts that might supplement MISD offerings. If the current trends in student enrollment, student performance, and operating costs do not improve, MISD could consider other alternatives including working with nearby districts to explore transfer of specific grades or school programs such as the Computer and Technology Education (CTE) program, where the number of students enrolled in MISD may not justify offering that grade or type of instructional program in the district.

DETAILED ACCOMPLISHMENTS

FLAG RETIREMENT CEREMONY

On Veterans Day, November 11, 2005, the district honored community veterans in an event that included a flag retirement ceremony. Mullin students led the event, which approximately 75 parent and community members including the county commissioner, county sheriff, and a city judge from Goldthwaite attended.

The district art teacher designed the flag retirement ceremony based on a similar Boy Scout ceremony. Each member of the Beta Club and each student council officer participated in the ceremony, describing the history of both the United

States and Texas flags. After the ceremony the district invited senior citizens to lunch, a practice which is done quarterly. A reception followed the luncheon. Both the superintendent and the principal felt that the event was very successful as it more than doubled the attendance at the senior luncheon that followed the ceremony and spotlighted the students in a positive light.

COMPENSATION SCALES

The district compensation plan covers all district positions and links the positions to the state teacher salary scale. The state requires districts to pay teachers, librarians, counselors, and nurses a minimum salary. The state adopts an annual pay scale based on the years of experience of the employee. This procedure ensures that teachers, librarians, counselors, and nurses receive a salary increase every year. The state does not require minimum salaries for other positions that support school district operations such as teachers' aides, administrative support positions, or auxiliary staff such as cafeteria workers.

MISD uses the state teacher pay scale for required staff as a benchmark for other district positions. **Exhibit 3-2** shows the salary factor for district positions. These factors were adopted in May 2004 and were a slight increase over the 2003–04 factors. By applying the factors, the maintenance chief would earn 51 percent of the salary a teacher with the same years of experience.

EXHIBIT 3-2
MISD SALARY FACTORS AS A PERCENT OF TEACHER PAY SCALE
2004–05

POSITION	FACTOR
Lead Custodian	51%
Custodian	46%
Maintenance Chief	51%
Secretary - Superintendent	57%
Secretary - Principal	54%
Secretary - Public Education Information Management System (PEIMS)	54%
Business Manager	60%
Aide - Regular Classroom	46%
Aide - Special Education Classroom	46%
Lunchroom Manager	51%
Lunchroom Worker	46%

SOURCE: MISD Factor Sheet, 2004-05.

While many districts provide additional pay to teachers on an annual basis, auxiliary and support staff may not receive annual pay raises. This practice can lower staff morale and increase the wage gap between district positions. By using a percentage of the state scale as a benchmark, MISD can easily maintain appropriate salary ratios between job categories and staff experience levels. Salary increases are easily projected during budget preparation and employees can use the scale and factors in evaluating personal financial decisions.

DETAILED FINDINGS

PLANNING, BUDGETING, AND EVALUATION (REC. 17)

The district's planning process does not include adequate participation by district staff, sufficient evaluation of alternative solutions, or sufficient implementation processes to ensure effective operations and accomplishment of stated goals. MISD's planning activities are performed as part of the district's annual budget process and are limited by the availability of funding in that year's budget. The superintendent has a clear understanding of the district's capital and maintenance needs, which he balances against available funding and develops strategies to address those needs. These strategies are presented at school board meetings and thoroughly discussed. For example, the district lacks the funds in its current budget to build a new cafeteria and does not plan to use bonds funds to finance any new construction. Instead, the district chose to spend its available funds to renovate the current facility. In another example, the superintendent sets aside $5,000 each month to provide funding for a new bus at the end of 2005–06. These strategies show good fiscal management, especially for a district with declining student enrollment. However, the process fails to address the long term needs of the district or address other issues such as instructional planning. District staff, including teachers, does not participate in the process. There is not sufficient evaluation of alternative solutions or monitoring of the results to ensure effective operations and accomplishment of stated goals.

The superintendent prepares, presents, and monitors the MISD budget, with assistance from the business manager, by using information from the Mills County Appraisal District, Regional Education Service Center XII (Region 12), and TASB funding forecasts. Board members, in interviews, expressed strong confidence in the superintendent and his financial management skills. A review of board meeting minutes indicated that the size of the district and the

continuing decline in enrollment are major budget considerations in the budget planning process. There is no formal budget calendar.

There are no school or department budgets. The principal and professional staff do not know how much funding they have for the year and simply request items as they need them. While most requests are granted, the principal or other staff may not request items or services that could improve the instructional program or district operations due to a lack of understanding of the availability of funding.

The public does not have any opportunities to provide input during the budget process other than the public hearing which the district holds immediately before it adopts the budget. This practice limits community participation in the process and their understanding of district needs. Limited understanding may affect the level of support in the community to fund or increase funding for school operations.

The district adopted long-range goals but does not monitor the achievement of these goals and does not update the goals annually. These goals are not tied to the district budget. The district adopted the following long range goals as documented in the most current improvement plan in 2003–04:

1. All students at Mullin School will reach their full academic and social potential and will contribute positively to society.

2. All parents, community members, and educators at Mullin School will be active partners in the education of our students.

3. Mullin School will have a safe, orderly environment that promotes successful student learning.

In addition to the long-range goals contained in the improvement plan, the school board has adopted nine objectives of public education and four academic goals as policy (Board Policies AF and EA – Legal) as shown in **Exhibit 3-3.** These objectives and goals have been in place for at least eight years.

According to the superintendent, much of the district goal setting has been related to physical plant and capital improvements. These efforts included the two classrooms built in 2005, two new buses in the last four years, reverse osmosis water system and a new water well, new air conditioning units and renovation of the school cafeteria.

EXHIBIT 3-3
MISD OBJECTIVES AND ACADEMIC GOALS

OBJECTIVES OF PUBLIC EDUCATION	
1	Parents will be full partners with educators in the education of their children.
2	Students will be encouraged and challenged to meet their full educational potential.
3	Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.
4	A well-balanced and appropriate curriculum will be provided to all students.
5	Qualified and highly effective personnel will be recruited, developed, and retained.
6	Texas students will demonstrate exemplary performance in comparison to national and international standards.
7	School campuses will maintain a safe and disciplined environment conducive to student learning.
8	Educators will keep abreast of the development of creative and innovative techniques in instruction and administration by using those techniques as appropriate to improve student learning.
9	Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

ACADEMIC GOALS OF PUBLIC EDUCATION	
The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in:	
GOAL 1	The reading and writing of the English language
GOAL 2	The understanding of mathematics
GOAL 3	The understanding of science
GOAL 4	The understanding of social studies

SOURCE: MISD Employee Handbook, 2005-06.

The school board and superintendent do not conduct a goal setting session as required by the Texas Administration Code (TAC 150.1022). These rules require that the board and superintendent set out goals for the coming year that the board will use to evaluate the superintendent's performance. This type of session has not been done for at least the last three years.

There are three administrative positions in the district: superintendent, principal and business manager. The current superintendent, who retired in 2003, is working on a part-time basis. The current principal held that position for two years, but has no prior experience in a campus managerial role. The current business manager is not degreed and lacks a school business official, principal, superintendent, or other type of instructional certification. In December 2005 when the superintendent went on extended leave, the district appointed the part-time special education diagnostician, also retired, as the interim superintendent during the superintendent's absence. If any of the district's three administrative positions became vacant, there is no one currently in the district who could assume those duties on a fulltime basis. There is no plan in place to address the replacement of any of the positions. By not addressing succession planning for key positions, the district faces the risk of being unable to fill vacancies on short notice or filling them with personnel that may not be best suited to the district's long term needs.

The lack of formal planning and the failure to include the principal and district teachers in the process is a key reason for the overall lack of academic performance and the high costs per student in the district. Furthermore, the district limits accountability for performance by not including the staff responsible for carrying out the district's long term goals in the planning process.

Many school districts prepare a budget calendar that includes a timeline and critical events in the budget process for planning by both staff and the board and informs the district staff and the public of the budget process. Tatum ISD, a district of approximately 1,200 students, has such a comprehensive process. The district has written policies for its budget process called "Annual Operating Budget." The district's policies identify budget planning as an integral part of overall program planning so that the budget will effectively reflect its programs and activities. General educational goals, specific program goals, and alternatives for achieving program goals are considered. Input is obtained from the

districtwide and school level planning and decision–making committees.

MISD should expand the budget process to include formal planning activities. This process should include the principal and teachers by having the principal working with teachers to develop the initial budget. The district should also prepare a budget calendar for board adoption that includes multiple opportunities for the board, district staff, and the community to provide input earlier in the budget process. The district should develop formal multi-year planning activities that build on processes and documents that are already required such as the superintendent's goal setting process with the board and the district's improvement plan.

For example, the board and superintendent should use the required steps in the annual evaluation of the superintendent as part of the district's planning process. The required steps include a goal setting meeting between the board and the superintendent to establish objectives for the coming year, a formative or interim meeting during the year to review mid-year progress, and a summative meeting at the end of the year to review the progress made in addressing the established goals. The district's improvement plan and the use of site-based committees as Chapter 1 of this report discusses could be expanded to include the development and/or review of the initial school budget for the next year. These committees could also help to review the goals established in the superintendent's goal setting session with the board.

The planning efforts of the district should include a documented succession plan to address the eventual retirement of the superintendent. Given the size of the district, the board may want to consider the need for a fulltime superintendent who also serves as a business manager. Based on this decision, the district should re-evaluate the job responsibilities of the current business manager and principal to address the distribution of various functions and responsibilities which can be overseen by a fulltime superintendent.

DISTRICT WEBSITE (REC. 18)

MISD's website lacks both the content and updated information to communicate with parents, community members, potential employees, or students effectively.

The district's website was last updated in the spring of 1999. A telephone cooperative in Goldthwaite, Texas hosts the website along with 10 other small school district websites. Much of the information on the website is dated, including

an incorrect area code for the district phone number as well as incorrect names for the principal and many of the staff. The website has a consistent format but lacks the most basic content information that is typically found on a school district website such as a school calendar, lunch menus, and board agendas. The events page is also outdated, listing events such as the prom from 1999. Currently, no one in the district is responsible for maintaining the content or current status of information on the website. There is no website development plan, nor is the website addressed in any of the district planning documents.

Beginning with the 2005–06 school year, the Texas Education Code (TEC) 28.004 requires that districts that have websites post the following:

- Statement of the policies adopted to ensure that elementary and middle school students engage in at least 30 minutes of physical activity per day or 135 minutes per week;

- The number of times during the preceding year that the district's school health advisory council met;

- Whether the district has adopted and enforces policies and procedures to ensure that district campuses comply with Texas Education Agency (TEA) vending machine and food service guidelines for restricting access to vending machines;

  - Whether the district has adopted and enforces policies and procedures that prescribe penalties for the use of tobacco products by students and others on school campuses or at school-sponsored or school-related events;

- Notice of school board meetings;

- Most recent campus report card;

- Most recent performance report of the district; and

- Most recent performance rating of the district.

The district has not yet complied with these requirements.

Common to many Texas school districts, the district is in the process of making its board policies available online through the Texas Association of School Boards (TASB) website. MISD placed part of its board policies pertaining to special education online in the fall of 2005 and is planning on making all of the board policies available in the future. There are no plans at present to place the TASB link on the district website.

A district website serves as a useful education tool for students as well as an important communications and information resource for parents, community members, and current and potential employees of the district. By not having a current website, the district also forgoes an excellent educational opportunity for its students to learn how to set up and maintain a website. This skill is one that is now taught in a number of high schools and even some middle school courses in other school districts across the state.

A website is one of the least expensive ways for district staff to make community members, parents, and potential employees aware of the district and its strengths. Basic information such as lunch menus, changes in school start times, school calendars, and school supply lists can be effectively communicated and updated by the district as needed. Today the Internet is a primary means of obtaining information for many people, and school districts that fail to use this tool or use it ineffectively could be perceived as falling behind other organizations.

Oglesby ISD, one of the peer districts selected for this project, has an excellent website for a small district that provides up-to-date calendars for students, faculty, and athletics. Basic contact information and board policies, agendas, and minutes are posted. This website has also placed its library catalog online for students and other registered users to view. The website meets state posting requirements and serves as an effective public relations tool as it provides information about successful district programs and special events.

Until recently, Lazbuddie ISD, another of the peer districts for this review, relied on a volunteer (former student) to maintain its website, which sometimes resulted in delays in updating information. The district superintendent decided to upgrade to a more user-friendly website that staff can be easily update as needed, and is using the district's E-Rate funding to make the change. The selected vendor will provide both the needed software as well as online training for staff at a cost of $1,000 annually. The software features include posting of documents on the website, creation of calendars, forms, surveys, and quizzes. This program is in place in Panhandle ISD, a district of approximately 700 students. That district's website includes the following:

- Acceptable Use Policy

- Board agendas and minutes

- Board policy

- Cafeteria menus

- District calendar

- Parent information

- Special Education information

- Job postings and applications

- Instructional materials

- Health information and requirements

MISD should improve and keep current the information provided on the district website regarding school and district activities, training, and staff resources. Overall responsibility for the website should be assigned to a teacher with a demonstrated interest in the project. This teacher should also ensure that all required information is posted promptly. Students working under supervision could develop content including information about school events to keep parent and community members informed.

The district could use an outside vendor if needed to help with this project. The estimated cost to implement this recommendation is $1,000 annually if the district uses an outside vendor.

EVALUATION PROCESS (REC. 19)

MISD's employee evaluation process does not contain key elements that communicate expectations to employees and ensure that evaluations are current and annually applied to all district staff. MISD policies and procedures require an annual evaluation of all staff. In addition to district policy, TEC Sections 21.203 and 21.354 require annual teacher and administrator evaluations.

There are two key components in an evaluation process: setting expectations and assessing performance against stated expectations. Job descriptions are one method of providing employees with the basic expectations for the position, although there are other tools that may also serve this function. For teachers, the district developed detailed evaluation standards, forms for teacher evaluations that comply with state requirements and developed a teacher evaluation calendar for the 2005–06 school year. For non-teaching positions, the district lacks both lacks a similar evaluation process with forms and training for non-teaching positions and any mechanism other than the job description that communicates to employees the expected tasks and necessary skills for meeting performance expectations.

According to the superintendent, all employees are given a copy of their job description at the beginning of each year. Employees with more than one job receive more than one description. The job description is briefly explained at in-service training. Staff are expected to read the job description and if there are further questions, ask for an explanation.

However, MISD job descriptions do not fully communicate position expectations to staff. The district's job descriptions describe the tasks each position is expected to perform. The district does not develop its own descriptions, but adopts TASB job descriptions as support for the functions performed by district staff.

MISD does not evaluate the TASB job descriptions to ensure they reflect the tasks actually performed by, or expected of, district employees. For example, the job description for the superintendent's secretary includes routine secretarial responsibilities such as preparing agendas, recording meeting activities, drafting and distributing correspondence, and scheduling appointments. It does not include payroll duties, which the secretary currently performs. **Exhibit 3-4** shows district position descriptions against possible performance measures.

As **Exhibit 3-4** shows, employees with diverse job duties do not have job descriptions that blend the task categories into a single document. Some position descriptions do not exist, which means employees with various job duties are also not receiving separate descriptions for the different tasks they

perform. MISD has not customized the TASB job description forms to fit the special needs of a small district that must assign multiple job assignments to a position to keep payroll costs low.

Along with performance information, job descriptions also provide a foundation for determining if a position is required to report and receive overtime pay under the federal Fair Labor Standards Act (FLSA). Violations of FLSA carry substantial penalties for employers. The Department of Labor's Overtime Security Advisor states that job titles alone do not determine employee status under FLSA. Specific job duties and salary must meet all the standards defined in the regulations. While the FLSA does not require employee evaluations or even written job descriptions, a carefully crafted description can support both legal compliance and performance processes.

The second key component, assessing performance against stated expectations, does not occur consistently and is not applied to all positions. During interviews, the business manager said non-instructional positions were not routinely supervised or evaluated. There were no evaluations in the personnel files of clerical and other support positions that the review team examined.

Teachers are not evaluated annually, although TEC Sections 21.203 and district policies DN, DNA, and DNB require it. During group interviews, several teachers indicated that they did not receive evaluations the previous year. The principal

EXHIBIT 3-4
MISD POSITION DESCRIPTION
2004–05

POSITION	DEFINED TASK OR SKILL	POSITION INCONSISTENCIES
In School Suspension (ISS) Aide	Supervise students assigned to ISS for disciplinary reasons. Requires special certification depending on length of assignment.	The position is tasked with providing services to the disciplinary alternative education program (DAEP), when it is in use. DAEP duties as well as teaching certification requirements necessary for DAEP are not specified in the description.
Lead Custodian	No specific description located. The district has a description for a custodial supervisor which could be similar to that of lead custodian.	Custodial supervisor description shows the position as reporting to the director of maintenance, which is not a position in MISD. The wage and hour status is not specified.
Business Manager	Supervises and evaluates risk manager, purchasing manager, bookkeeper, accounts payable clerk, and payroll clerk.	MISD lacks these manager or clerk positions. According to the district's organizational chart, the business manager supervises maintenance and transportation.
Bus Driver	Reports to director of transportation. Works two way radios.	The district lacks a director of transportation. Bus drivers use cell phones and not radios. The description does not accurately inform the employee of the correct chain of command, or technology expectations.
Grounds Foreman	Supervise grounds maintenance.	Unclear if tasks are assigned to maintenance or custodial staff. The wage and hour status is not specified.

SOURCE: MISD Job Descriptions, 2004-05.

responsible for completing evaluations for regular teaching staff confirmed that she completed just three teacher evaluations in 2004–05. During a review of randomly sampled personnel files, no MISD teacher evaluations were located, although evaluations from previous teaching positions were in some files.

Similarly, administrators are not consistently evaluated although TEC 21.354 requires this. The business manager said that he was not evaluated. Personnel files for the business manager and principal did not include evaluations. The superintendent's file included annual evaluations dating from the year 2000.

Evaluations provide a foundation for open communication between staff and supervisors. Employees understand what is expected and can take responsibility for meeting organizational standards. Employees who want to move or advance within an organization can easily determine the necessary skills and education for the position of interest. Supervisors gain knowledge of employee skills that might be developed for increased productivity or promotion and have accurate information to support personnel decisions.

In Volume 9, No. 3 of the February 2003 *HR Exchange* newsletter, TASB notes that the evaluation process is year long and includes establishing and communicating performance expectations, ongoing observation, performance progress review, an annual written evaluation, a formal evaluation conference, and providing a copy of the completed evaluation to the employee. The State of Texas advises its supervisors to ensure employees know their job description and position expectations from the first day on the job.

The district should develop an employee evaluation process that includes expectations for each position, a schedule for performance appraisals, and the conducting of annual appraisals as an evaluation measure for teachers and administrators. The district should develop its evaluation process around identified tasks and expectations for each position. The annual appraisal process is an opportunity to update district job descriptions, which then provide employees with basic position expectations.

The business manager should develop an evaluation form that allows supervisors to evaluate employee performance against the documented tasks in the job description. With assistance from the business manager and principal, the superintendent should develop an annual evaluation calendar that includes an opportunity for employees to comment on the continued accuracy of their respective job description

and provides for evaluations within the required 15-month period for administrators. As part of the annual evaluation, employees may be asked to provide a list of functions they performed but are not included in the job description and identify any tasks not currently performed. To ensure evaluations are completed according to the calendar, the superintendent should update each supervisor's job description to reflect this requirement.

COMPENSATION DOCUMENTATION (REC. 20)

The district lacks a payroll recordkeeping process that adequately documents compliance with federal and state regulations. This lack of a process can leave the district without supporting records should it need to defend against a claim of non-compliance. MISD's payroll and benefit process streamlines paycheck calculation by reducing the variations between categories of employees. Compensation processes are standardized for all positions and do not distinguish employee classifications under the Fair Labor Standards Act (FLSA). Leave or time-off benefits, which affect paycheck calculations and financial reporting, are only reported centrally when the leave type is standard to all district employees.

FLSA is a federal labor law that sets requirements for minimum wage and compensated hours of work. Employers determine how employees are paid, so long as the payment mechanism does not result in an hourly rate below the minimum wage. MISD uses several methods of determining pay. The majority of district jobs are paid on a salary basis. District salaries are calculated by taking an employee's annual salary and dividing it by the number of district pay periods. Under this method, an employee's paycheck reflects the same amount every pay period, regardless of the hours worked.

Other district positions are paid on a production basis. For example, bus drivers are paid per route, regardless of the time taken to complete the route. Short routes last approximately 30 minutes and are paid less than the long route, which lasts approximately one hour. The rate of pay does not change if a route takes longer due to discipline management, mechanical problems, or weather delays.

Under FLSA, jobs are separated into two primary classifications: exempt and non-exempt. Exempt employees are not covered by the overtime requirements of FLSA. Since they are exempt from the overtime requirements, the record keeping for exempt employees is not as stringent as for non-exempt employees.

Non-exempt employees must receive additional compensation for hours worked over the 40 hours in a standard workweek. Non-exempt employees cannot volunteer extra work hours, but rather must be compensated with extra pay or extra time-off. The compensation requirement includes parts of hours worked. As a result, an employer must have records that support the calculation of the non-exempt employee's paycheck.

With the exception of Food Service and temporary workers, MISD employees do not complete time sheets. All non-exempt employees are on a fixed schedule, and are expected to arrive and leave at specified times. Employees are also expected to provide notice to the district when this schedule varies. Non-exempt employees wishing to work additional hours above their regularly scheduled hours must make a written request that is approved by the superintendent. Employees wishing to take personal leave must request the leave in writing. If the overtime is worked before notification, the district pays the overtime but warns the employee that if it happens a second time the employee will be terminated.

The timesheets that Food Service staff complete are not used to calculate payroll. Salary calculations are based on the expectation that employees are working a standard shift, arriving and leaving at the same time each day. However, some district job descriptions state that work hours are occasionally prolonged and irregular.

FLSA sets record-keeping standards for employers. The district must keep the following records for non-exempt employees covered by the FLSA. The required records include:

- Name, address, and zip code

- Social security number

- Sex and occupation

- Time and day of week when employee's workweek begins

- Hours worked each day

- Total hours worked each workweek

- Basis on which employees wages are paid, such as per hour or per week

- Regular hourly rate of pay

- Total daily or weekly straight-time earnings

- Total overtime earnings for the workweek

- All additions to or deductions from employee wages

- Total wages paid each pay period

- Date of payment and the pay period covered by the payment

If non-exempt employees are not required to document hours worked on a timesheet, FLSA places the documentation burden on the employer. While the FLSA does not require timesheets for employees on fixed schedules, it does require that employers document the exact schedule of daily and weekly hours and note that the employee followed the schedule. When an employee works a longer or shorter period of time than the schedule shows, the employer must record the number of hours actually worked during that period as an exception to the fixed schedule.

In addition to insufficient documentation of hours worked, MISD records do not report the employee's hourly rate of pay as required by FLSA. MISD pays its hourly employees on a salary basis. For hourly employees under a salary basis calculation, documentation of the hourly rate may be affected by the number of hours in the pay period. The regular hourly rate may also be affected by additional pay received under other compensation schemes.

According to FLSA guidelines, the computation required for determining the employee's regular pay rate is the sum of all pay not excepted by federal regulation, divided by the number of hours worked. When an employee works two positions in the same workweek, the regular rate of pay for that week is the weighted average of the two rates. Under certain circumstances, bonus payments may affect the calculation of the regular rate of pay. MISD payroll calculations do not incorporate these standards to define the regular rate of pay.

FLSA allows public employers to grant compensatory time-off rather than compensate overtime hours with additional pay. Compensatory time is treated as overtime earnings, and must be converted to pay if the employee terminates employment. Compensatory leave granted as compensation for overtime hours worked is not tracked in the payroll system. The district does not maintain a central record for tracking accrual and utilization of compensatory time, and the unused balances are not maintained in the district's financial records. According to the superintendent, employees that accrue compensatory time off for overtime hours are expected to use the time off in the same pay period in which it is earned. According to district policy, employees can

accrue up to 60 hours, but must use the hours before the end of the year.

In addition to federal wage and hours laws, other state and federal laws regulate compensation and benefit programs. MISD provides compensation that is not defined and that may be regulated under the Internal Revenue Service Code or other law. For example, district employees are provided free breakfast and lunch. District employees are not required to document whether or not they have used the benefit. This benefit may have value of as much as $700 per employee, but is not documented in benefit records for a determination of possible tax consequences. As another example, the district pays employees $100 for attending in-service training and faculty meetings and other start of school activities that require after-hours work between August and December. This lump sum amount paid in December did not appear in any of the district compensation documentation provided to the review team.

When neither the district nor the employee is required by policy or process to keep accurate time records, the district may not be able to adequately defend against a Department of Labor audit or a wage and hour lawsuit. The lack of accurate definitions for all compensation types contributes to potential non-compliance with federal employment related requirements.

In Volume 9, No. 1 of *HR Exchange* newsletter, TASB recommends school districts keep accurate time records for non-exempt employees, make sure employees are correctly classified as exempt or non-exempt for FLSA purposes, and ensure non-exempt employees are paid overtime or given compensatory time for work in excess of 40 hours in a workweek. Lazbuddie ISD, a peer district selected for this review, uses sign-in and timesheets to collect and track compensatory time for its support staff.

The district should develop a central tracking process for hours worked in non-exempt positions that includes accurate and approved time records, clear definition of all pay programs, and maintenance of all uncompensated leave in a central location for appropriate accounting treatment under federal and state regulations.

The business manager and superintendent should develop a list of all compensation mechanisms and submit it annually to the board for approval as part of the budget process. The list should define the type of compensation, which position receives the compensation, and how each program will be administered. After all compensation types are identified and

adopted, the business manager should review the list to ensure the proper tax and accounting treatments are applied.

The district should also develop a centralized documentation process for earned compensation. Non-exempt employees should be required to submit signed time sheets that the appropriate supervisor reviews and approves. Compensatory leave accruals should be documented centrally in the district's financial records. Since timesheets will reflect overtime hours, accruals and use of compensatory time could be maintained as part of the payroll process, which would assist in quickly and easily identifying any end-of-year balances.

PERSONNEL FILES (REC. 21)

MISD lacks a review and quality assurance process for its personnel files to ensure they are appropriately maintained, placing the district at risk for violation of state or federal regulations.

Although MISD has the components of an effective file maintenance program, staff does not routinely apply the procedures to district personnel files. The district has a checklist for required personnel forms and documents but does not use it consistently. This checklist contains standard forms required for new employees such as Employment Eligibility Verification, Teacher Retirement System application, copies of the new employee's driver license and social security card, and insurance and criminal background checks. MISD developed the checklist to inform newly hired employees of required documents.

Employers are required to collect and maintain certain forms that document compliance with federal and state regulations. For example, immigration law requires proof of legal work status, civil rights law requires information on gender and ethnicity, and medical privacy law requires confidential treatment of medical records. As shown in **Exhibit 3-5**, a review of district personnel files revealed missing, incomplete and inappropriate documentation as well as improper segregation of records based on confidential or sensitive information.

With some exceptions, personnel information for government employees is available to the public. Including confidential information such as medical records, demographic information forms, or criminal history background checks in personnel files can make it more difficult for the district to restrict such information from inappropriate viewing. Inappropriate information in a personnel file may also

EXHIBIT 3-5
MISD PERSONNEL FILE REVIEW RESULTS

REGULATION/REQUIREMENT	OBSERVATION	COMPLIANCE CONCERN
Medical Privacy: requires separate files for medical records to reduce potential for disability discrimination.	Medical records located in file.	Including medical records in the personnel file violates the Americans with Disabilities Act and may allow for inappropriate access of confidential records.
Equal Opportunity: requires capture of information to ensure hiring processes are not discriminatory, but requires separation of demographic information to reduce the risk of discrimination.	Demographic form located in personnel file.	Form should remain separate to reduce the risk of discrimination.
Immigration Information: requires employers to confirm legal work status within three days of hiring an employee.	Forms were not signed.	Completed forms are required to meet immigration law requirements.
Criminal History Check: required of certain positions to ensure children are protected from potential criminal acts.	Results of criminal history check found in file.	Minorities may be disproportionately charged with certain crimes, providing a discriminatory perception to an uninformed observer. Certain crimes may suggest a protected disability such as substance abuse, which may support a claim of discrimination if improperly considered.
Required Certification or License: required to ensure certain positions have the appropriate qualifications to perform the job.	Some files contained required certifications; others did not.	Status of certification may be in question if employees do not provide current copy for files.

SOURCE: Review of MISD Personnel Files, December 2005.

weaken the district's legal defense to employment law complaints.

TASB provides a personnel file checklist for member districts that distinguishes between documents for personnel files, documents for payroll files, and documents maintained in separate files. Personnel files should contain applications, references, credentials, service records, transcripts, record of assignment, University Interscholastic League professional acknowledgement form, performance appraisal records, personnel action forms, training documents, and leave reports. Districts should maintain criminal history information, immigration forms, post-offer employment physicals and drug tests, waivers to obtain drug screens from prior employers, medical information, and benefit enrollment forms in separate files that are not available for public access. Many employers separate files by placing confidential files in a separate locking file drawer or file cabinet.

Lazbuddie ISD uses personnel checklists to identify items required to be in its personnel files. The checklists are marked as the required items are submitted. Access to view personnel files is restricted to the administration, the employee, and the personnel clerk.

The district should implement a process to regularly review and update personnel files by using a checklist that identifies all file requirements. Using the TASB checklist for comparison, the business manager should modify the existing personnel checklist to include references to any specific district forms or requirements. This document should be used for both its current purpose and as a reference for review of personnel files. The business manager should update the checklist as the district receives updates from its TASB personnel service or becomes aware of changes in state or federal laws that the checklist must address. For the district to remain compliant, the business manager should review all personnel files for completeness and appropriate file segregation annually.

NOTICE REQUIREMENTS (REC. 22)

MISD lacks a procedure to ensure all legal posting requirements are met. This deficiency reduces the effectiveness of district communication to staff and citizens. Numerous state and local laws require or encourage employers to post information in accessible locations for citizens or staff. Many posters and notices are required to be posted in English and Spanish.

The district primarily posts notices and legal posters in two areas: the boardroom and above a copier outside the superintendent's office. The superintendent did not know how long these locations have been used or how the decision was made to post in these areas. This location is central to

the district's building complex, providing access to staff and the community.

District meetings are posted on the outside of the exit door to the administration building, on the front of the high school, and in the post office window. The Texas Government Code Section 551.051 requires school districts to post meeting notices on a bulletin board at a convenient, public place in the central administrative offices of the district.

During its review of compliance with posting requirements, the review team noted several instances where required and recommended notices were not visible. **Exhibit 3-6** shows the review team's assessment of the postings. In addition, some posters were observed in one language, usually English, but not in Spanish. The district website did not contain required notices and was not used to provide information on recommended procedures or policies.

Many poster requirements include civil penalties for non-compliance. Recommended posters may assist the district in defending against complaints by making policies and procedures clear to staff and citizens. By placing posters in the areas specified in state and federal laws, the district increases the potential that the posters will be seen and the information communicated. Appropriate placement also reduces the risk of non-compliance.

Many Texas school districts develop procedures for ensuring state and federal notice requirements are met. Professional organizations for educators also provide information on notice requirements to assist members in compliance activities.

The district should develop a checklist for required and recommended notices and legal posters and annually review district buildings, handbooks, and website for compliance. The business manager should establish an annual calendar to review regulatory changes for postings and updates. The business manager should update postings according to required changes. Updating posters and other required notices ensures that staff and the community receive accurate and timely information on new state and federal laws and regulations.

EXHIBIT 3-6
MISD POSTING REVIEW RESULTS

POSTER	REQUIREMENTS	OBSERVED BY REVIEW TEAM
Pro-Children Act Smoking Prohibition	Poster not required, but enforces compliance with Pro-children and No Child Left Behind no smoking requirements. Should be posted at entrances.	No
Uniformed Services Employment and Reemployment Rights Act Notice	Poster required by federal law. Should be posted in area accessible to employees.	Yes
Penal Code Handgun Notice	Poster required for application of Penal Code to certain activities. Should be posted at entrances and public traffic areas.	Yes
Texas Workers Compensation Notice	Required by state law. Should be posted in area accessible to employees.	No
Minimum Wage Law	Required by federal law. Should be posted in area accessible to employees.	Yes
Equal Employment Opportunity	Required by federal law. Should be posted in area accessible to employees.	Yes
Family Medical Leave Act	Required by federal law. Should be posted in area accessible to employees.	Yes
Educational Fee Waivers	Required by state law to be posted in each school, as well as in school policy manual and in student handbook.	No
School Report Card Performance Ratings	Required by state law. Must be posted on Internet.	No
Personnel Vacancies	Required by state law for positions requiring license or certification. Must post 10 days before vacancy is filled.	No
Meeting Notices	Required by state law. Must be posted in place accessible to public.	Yes
Conflict Disclosure Statements with District Vendors	Required by state law.	Yes

Source: Review of MISD Notices and Postings, December 2005.

QUALITY EDUCATION (REC. 23)

MISD has not evaluated its ability to provide a quality education for its students over the long term given the district's decreasing student enrollment, poor student performance, aging facilities, and increasing per student operating costs. All of these factors limit the district's ability to offer the variety of courses typically found in Texas schools, especially the diverse course offerings found in many larger districts.

The district is trying to meet both the needs of its students and the expectations of the community and parents by providing a traditional instructional program. District administrators and teachers pride themselves on being able to pay special attention to each child due to the low student-to-teacher ratio (6.8 students per teacher compared to 14.9 statewide). The district added a master reading teacher and a master math teacher to improve the quality of instruction. MISD participates in the P-16 Educational Improvement Consortia (PEIC), a project to strengthen school-university partnerships which involves 11 school districts, Tarleton State University, Texas A&M University, and TEA. The district receives a number of instructional support services through the project including help in conducting a needs assessment for school improvement, assistance with the development of an improvement plan, and identification and assistance with the implementation of strategies for improving student performance.

The district is also trying to meet the expectations of its property owners by keeping taxes low ($1.37 for MISD taxpayers in calendar year 2004 compared to $1.56 statewide for the same period). However, almost half of the district's total square footage for its facilities is over 50 years old.

Exhibit 3-7 shows student enrollment since 1999–2000. While enrollment has grown by 5.3 percent regionally and by 10 percent statewide, student enrollment in MISD has declined by more than 28 percent during the same period. District administrators estimated that 86 students who currently reside in MISD are enrolled in other districts.

MISD's current instructional program offers few advanced courses, such as Advanced Placement (AP) or specialized career and technology education (CTE) courses. The district does not offer advanced college preparatory courses such as physics or calculus. As **Exhibit 3-8** shows, the performance of district students on the Texas Assessment of Knowledge and Skills (TAKS) test is well below the state average in every area tested with MISD students scoring 21 percentage points below the region and state for all tests.

There is a perception by school board members, district administrators, and teachers that the significant number of foster children in the district (31 out of 104 students) is a major contributing factor for the greater costs, poorer student performance, and the primary reason that a large number of students (approximately 86) have transferred to other districts. However, the district has not been able to

EXHIBIT 3-7
MISD STUDENT ENROLLMENT
1999–2000 THROUGH 2005–06

GRADE LEVEL	1999–2000	2000–01	2001–02	2002–03	2003–04	2004–05	2005–06	PERCENT CHANGE
Elementary Students	61	62	57	57	57	54	51	(16.4%)
Secondary Students	84	94	79	71	88	74	53	(36.9%)
TOTAL MISD STUDENTS	**145**	**156**	**136**	**128**	**145**	**128**	**104**	**(28.3%)**
TOTAL REGION 12 STUDENTS	**134,410**	**134,805**	**136,498**	**138,563**	**140,480**	**141,534**	**NA**	**5.3%***
TOTAL STATE STUDENTS	**4,002,227**	**4,071,433**	**4,160,968**	**4,255,821**	**4,328,028**	**4,400,644**	**NA**	**10.0%***

*These percentages do not include 2005-06 data due to unavailability.
SOURCE: Texas Education Agency, PEIMS Enrollment Reports, 1999-2000 through 2005-06 and MISD student enrollment on December 13, 2005 provided by the Superintendent's Office.

EXHIBIT 3-8
PERCENT PASSING TAKS
MULLIN, REGION 12, AND STATE
2004–05

DISTRICT	READING/ELA*	MATH	WRITING	SCIENCE	SOCIAL STUDIES	ALL TESTS
MULLIN	71%	53%	88%	35%	71%	41%
REGION 12	84%	71%	89%	65%	88%	62%
STATE	83%	72%	90%	66%	88%	62%

* ELA stands for English/Language Arts.
SOURCE: Texas Education Agency, Academic Excellence Indicator System 2004-05, (Sum of all grades tested).

document these perceptions nor conducted further analysis to determine the validity of these perceptions.

The number of special education students makes up 11.6 percent of the statewide student population. MISD has 29 students identified as special education representing 27.8 percent of the total student body. Of these 29 students, 11 are in foster care, or 38 percent of all special education students in the district. The number of special education students in the district's foster children population is more than three times the state average, and the number of special education students in the non-foster children population is also higher than the state average.

MISD operating costs per student are higher than all but one of the peer districts in the comparison. **Exhibit 3-9** shows a comparison of MISD operating cost per student to peer districts and the state. MISD had the highest operating costs per student of any of the districts in the comparison for 2002–03. MISD's operating costs in 2003–04 and 2004–05 were second only to Star ISD which also has a large foster children population. In each year of the comparison, the district's operating costs per student were around twice or more the state average.

Unless these trends in student enrollment, educational performance, aging facilities, and operating costs are addressed, the district may find that it is providing a poor quality education to a decreasing student population at an increasing cost.

Some districts have expanded the number of courses offered to students by banding together to offer selected courses online. Seventeen districts in northeast Texas formed the SUPERNet Virtual School to give students in isolated rural districts access to the same type of courses available to suburban and urban students. The 17 districts include small districts such as New Summerfield ISD with 440 students, as well as districts with up to 18,002 students (Tyler ISD). The virtual school began in the summer 2002 offering a single course, helping 30 students successfully complete a full year of geometry in 11 weeks of online work. By 2005–06, the consortium was serving 650 students, offering 14 courses including pre-AP biology, physics, integrated physics and chemistry, algebra I and II, world history, AP United States history, English I, AP English III, English IV, Business Computer Information Systems (BCIS), Spanish II and III, and health. A TARGET grant currently funds the classes.

Other districts such as Belton ISD and Bastrop ISD allow students to take CTE courses offered in nearby districts when the student's home district cannot offer the courses.

EXHIBIT 3-9
MISD AND PEER DISTRICTS OPERATING COST PER STUDENT
2002–03 THROUGH 2004–05

DISTRICT	ACTUAL 2002–03	ACTUAL 2003–04	BUDGETED 2004–05
MULLIN	**$16,136**	**$14,104**	**$14,987**
Cranfills Gap	$10,631	$11,574	$9,106
Star	$16,004	$14,727	$15,371
Oglesby	$7,216	$8,727	$8,261
Lazbuddie	$10,245	$9,967	$9,458
STATE	**$6,861**	**$7,084**	**$6,526**

SOURCE: Texas Education Agency, AEIS and PEIMS Reports, 2002-03 through 2004-05.

This practice allows students to pursue career goals in many specialized areas such as fire fighting and law enforcement.

The district should expand planning efforts to address long term educational and operational issues. Planning efforts should focus on identifying the instructional programs that all students need to be successful as adults regardless of the source of the specific course offering. Tailored graduation plans could be developed for each secondary student to address their individual needs to accomplish this goal. The district should effectively use its advantages, small class sizes and individual attention, so that parents and students recognize MISD as a place to go for excellent basic instruction as well as access to specialized courses that are not available in nearby districts.

Once the district identifies these programs, planning efforts could focus on the development of quality basic courses to be offered in the district and the development of possible shared services arrangements or inter-local agreements with other districts to provide access to advanced or specialized courses. The principal and counselor should also develop a process to identify distance learning courses and courses in other nearby districts that might supplement district offerings.

Increasing expenses, aging facilities, and declining student enrollments can create an upward cost trend that eventually reaches a point where the district may not continue to operate without making significant reductions to the instructional program. If the current trends in student enrollment, student performance, and operating costs do not improve, MISD could consider other alternatives including working with nearby districts to explore the transfer of specific grades or school programs such as the CTE program, where the number of students enrolled in MISD may not justify offering that grade or type of instructional program in the district.

For background information on District Management, see page 98 in the General Information section of the appendices.

FISCAL IMPACT

RECOMMENDATIONS		2006–07	2007–08	2008–09	2009–10	2010–11	TOTAL 5–YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
CHAPTER 3: DISTRICT MANAGEMENT								
17.	Expand the budget process to include formal planning activities.	$0	$0	$0	$0	$0	$0	$0
18.	Improve and keep current the information provided on the district website regarding school and district activities, training, and staff resources.	($1,000)	($1,000)	($1,000)	($1,000)	($1,000)	($5,000)	$0
19.	Develop an employee evaluation process that includes expectations for each position, a schedule for performance appraisals, and the conducting of annual appraisals as an evaluation measure for teachers and administrators.	$0	$0	$0	$0	$0	$0	$0
20.	Develop a central tracking process for hours worked in non-exempt positions that includes accurate and approved time records, clear definition of all pay programs, and maintenance of all uncompensated leave in a central location for appropriate accounting treatment under federal and state regulations.	$0	$0	$0	$0	$0	$0	$0
21.	Implement a process to regularly review and update personnel files by using a checklist that identifies all file requirements.	$0	$0	$0	$0	$0	$0	$0
22.	Develop a checklist for required and recommended notices and legal posters and annually review district buildings, handbooks, and website for compliance.	$0	$0	$0	$0	$0	$0	$0
23.	Expand planning efforts to address long term educational and operational issues.	$0	$0	$0	$0	$0	$0	$0
TOTALS–CHAPTER 3		**($1,000)**	**($1,000)**	**($1,000)**	**($1,000)**	**($1,000)**	**($5,000)**	**$0**

CHAPTER 4

OPERATIONS

MULLIN INDEPENDENT SCHOOL DISTRICT

CHAPTER 4. OPERATIONS

Transportation and food service operational functions provide distinct services that support a school district's instructional program. Each of these services has specific goals. The goal of an effective student transportation service is to transport students to and from school and other school related activities safely, reliably, and efficiently. The primary goal of a school district's food service program is to provide appealing, nutritionally balanced meals which contribute to a student's ability to learn, while operating on a cost effective basis.

While providing these services, districts must comply with federal, state, and local regulations. To accomplish the goals, districts need to establish policies, processes, and procedures; provide ongoing supervision and training of staff; and collect and report operating statistics as required by the Texas Education Agency (TEA), the Texas Department of Agriculture, and other regulatory agencies.

The Mullin Independent School District (MISD) business manager serves as the district transportation director while the superintendent supervises the food service function. Transportation maintenance is largely contracted out to various automotive dealers and service stations. A mobile service vendor provides preventive maintenance such as oil changes and belt replacements onsite two times a year. The district's maintenance person fuels the buses and provides minor maintenance such as the replacement of light bulbs, light caps, and some fluids.

In 2005–06, MISD provided four regular program routes as well as transportation to approved extracurricular activities. The transportation staff consists of four regular drivers and one permanent substitute driver. Three of the four regular drivers and the permanent substitute driver are also district employees–teachers and aides. In addition to the regular route drivers, the principal and coaches also have commercial licenses and drive to extracurricular events and substitute as needed.

MISD offers breakfast and lunch each day to students and adults as part of the National School Lunch (NSLP) and School Breakfast Programs (SBP). The federal program, which is voluntary, defines nutrition standards for students at various age levels. The Food Service manager is responsible for the department and reports to the superintendent. MISD provides more than 19,000 lunches and 13,000 breakfasts each year, and 88 percent of the district's students qualify for the free and reduced priced meal program.

MISD's Food Service department has three employees: a food service manager, one fulltime position, and one half-time position. In addition to staff in Food Service, a district staff member serves as cashier, completes the federal reimbursement claims, and is the processor/administrator for the free and reduced price meal program

ACCOMPLISHMENTS

- MISD provides financial incentives for bus drivers to encourage attendance and safe driving.

- The district has planned bus replacements every two years and sets aside $5,000 monthly in a separate account to fund a replacement bus.

- MISD's Food Service program exceeds the federal and state requirements regarding the use of foods of minimal nutritional value and competitive food sales.

FINDINGS

- The district's existing transportation data collection and reporting process does not follow state defined requirements for collecting, computing, and reporting ridership and mileage information.

- MISD does not require its drivers to perform pre-trip inspections as a safety precaution.

- The district does not follow state requirements for defining and reporting hazardous bus route information.

- MISD does not have a documented preventive maintenance program or monitoring process to ensure that buses are adequately maintained.

- MISD does not have adequate financial information to manage costs of the food service function.

- The district's practice of providing free meals to teachers and staff diverts resources from the instructional program.

- MISD does not perform periodic inventories of food items, which limits its ability to control food costs.

- The district does not obtain food items through competitive procurement or use menu cycles to adequately control costs.

- MISD does not routinely include students in the development of menus or efforts to improve food quality.

- MISD lacks written processes or procedures for the effective operation of its Food Service department.

RECOMMENDATIONS

- **Recommendation 24: Implement process steps and formats that comply with Texas Education Agency (TEA)-specified transportation collection and reporting requirements.** The business manager should develop these steps and formats to make certain the district meets data collection and reporting requirements outlined in the *TEA Handbook on School Transportation Allotments ("Handbook")*. The steps should include developing a student count form and route sheet that contain required TEA data elements, establishing an annual calendar identifying the official dates for drivers to count students, and establishing the process for drivers to annually document mileage. In addition, the business manager could use the calendaring function of the district's e-mail software to set up e-mail notifications as reminders of pending deadlines to meet TEA reporting deadlines.

- **Recommendation 25: Require drivers to complete pre-trip inspections as a safety precaution.** The business manager should provide all drivers with a complete written pre-trip inspection list that outlines all items to be inspected that could affect bus safety such as lighting, brakes, and tires. The checklist should be based on requirements outlined in the Texas Department of Public Safety's *Texas Commercial Motor Vehicle Drivers Handbook*. In developing the checklist, the business manager could use an example checklist found in the Texas Transportation Institute's *Safety Guidelines for Rural and Small Urban Transit Agencies* or checklists used by other districts as a model. To monitor bus driver compliance with the new process, the business manager should require each driver to complete and sign the checklists and turn them in weekly.

- **Recommendation 26: Comply with TEA requirements for hazardous bus routes.** The business manager should work with the superintendent to document the district's hazardous routes and present

the information to the school board for approval. The designation should be provided to TEA in accordance with *Handbook* requirements. To comply with TEA reporting requirements, the business manager should also create route and student count forms that allow the district to collect ridership and mileage information that enables it to differentiate the students residing in designated hazardous areas from those who live outside the areas. If any changes are required in future years, the administration should present those changes to the board for ratification.

- **Recommendation 27: Document bus preventive maintenance requirements and implement a monitoring process to ensure maintenance is performed.** The business manager should work with the maintenance person to document the district's preventive maintenance requirements and modify the existing spreadsheets to capture the appropriate information to monitor maintenance by bus as it occurs. In documenting the maintenance requirements, the business manager could use the guidelines and recommendations outlined in the Texas Transportation Institute's *Safety Guidelines for Rural and Small Urban Transit Authorities*. The business manager should also provide a checklist of preventive maintenance items that the mobile vendor could complete for each bus during each onsite service visit. The vendor could sign the checklist indicating what work was performed and it could be attached to the invoice.

- **Recommendation 28: Develop management reports to better manage the food service program through regularly assessing its financial status.** The business manager should take the lead in developing the basic financial reports for the Food Service department. These financial reports would include a budget report, a profit and loss statement, a balance sheet, and percentages for labor and food compared to revenue. The business manager should train the Food Service manager in the understanding of the reports and how to make decisions based on the information provided. The Food Service manager should monitor the reports on a monthly basis to manage the food service program better through regularly assessing its financial status.

- **Recommendation 29: Eliminate district funding of meals for teachers and staff members and use the additional funds to expand the MISD instructional program.** The superintendent should include the elimination of the free meals in the budget planning

process and obtain board approval. Teachers and other staff should continue to be encouraged to dine in the cafeteria with students. The current cost of $2.50 per adult lunch meal and $1.00 for breakfast is a reasonable meal price for teachers and district staff.

- **Recommendation 30: Require a monthly physical inventory of food items.** The superintendent should require the Food Service manager to perform a monthly physical inventory to establish appropriate order quantities and necessary information for determining and managing food and supply costs. The Food Service manager can receive free training in inventory management through an organization such as Region 12.

- **Recommendation 31: Develop a menu cycle and obtain all food and supplies through competitive procurement.** The Food Service manager should begin by designing a menu cycle for a school year, identifying work schedule requirement needs, and purchasing food items through the competitive procurement process. Region 12 offers free comprehensive training courses in menu development and menu cycles.

- **Recommendation 32: Increase student participation in the development and quality standards for the food service menu.** The district should increase the involvement of students through surveys, focus groups, advisory groups, or other methods to better tailor the food service menus to student tastes and preferences. Students could also be involved in tasting foods and evaluating recipes, with a scorecard being developed to rate the various menu items.

- **Recommendation 33: Develop standardized written procedures for food service.** The business manager should work with the Food Service manager to identify important operating functions, and the Food Service manager should write procedures for each function. The Food Service manager should review the procedures annually and update as needed. Implementation of this recommendation will allow the Food Service department to standardize practices and improve efficiency.

DETAILED ACCOMPLISHMENTS

BUS DRIVER FINANCIAL INCENTIVES

MISD provides financial incentives for bus drivers to encourage attendance and safe driving. In August 2001, MISD implemented two financial incentives for bus drivers:

a $300 annual payment for accident free driving and a $300 payment for attendance.

According to the superintendent, the district implemented the financial incentive to drivers remaining accident free to encourage safe driving. Prior to its implementation, the district had several minor driving accidents. The superintendent credits the monetary incentive with making drivers more conscious of safety requirements. The district has not had any accidents since 2003.

The second financial incentive provides a $300 payment to drivers that drive 97 percent of their regular routes, or 350 of 360 routes. According to the superintendent, the district started the program because it was hard to retain qualified drivers or individuals interested in being drivers given MISD's small size and rural location. The incentive encouraged the drivers not to miss work. The superintendent credits the program with improved driver attendance and reduced staff time needed to locate substitute drivers.

BUS REPLACEMENT

The district has planned bus replacements every two years and sets aside $5,000 monthly in a separate account to fund a replacement bus. The district has an aging fleet with half of its buses greater than 10 years old in 2004–05. To address its older fleet, MISD implemented a planned bus replacement program. According to the superintendent, the district tries to purchase a new bus every two years. In determining the replacement cycle, the superintendent considers the condition of the existing buses.

To provide financing for the new bus purchase, the district allocates $5,000 per month in a dedicated account for 10 months from November through August. During the purchase year, the superintendent researches specifications and options from a purchasing cooperative the district uses. The research includes evaluating the size of bus that will provide the greatest flexibility for district regular and extra-curricular transportation and obtaining cost estimates to assist in determining the required funding.

The planned replacement and dedicated funding set-aside allows the district to upgrade its bus fleet while avoiding large, unexpected expenditures and costly financing.

FOODS OF MINIMAL NUTRITIONAL VALUE AND COMPETITIVE FOODS

The MISD Food Service program exceeds the federal and state requirements regarding the use of foods of minimal

nutritional value (FMNV) and competitive food (CF) sales. FMNV refers to the four categories of foods and beverages (soda water, water ices, chewing gum, and certain candies) that the U.S. Department of Agriculture (USDA) restricts under the child nutrition programs. CF sales are foods and beverages sold or made available to students that compete with the school's operation of the National School Lunch Program, School Breakfast Program, and/or After School Snack Program. This definition includes, but is not limited to, food and beverages sold or provided in vending machines, in school stores, or as part of school fundraisers. School fundraisers include food sold by school administrators or staff (principals, coaches, teachers, and so forth), students or student groups, parents or parent groups, or any other person, company, or organization.

The intent of the FMNV and CF restrictions by the USDA is to improve the health of our children. MISD has gone beyond the letter of the regulation to comply with the spirit of the regulation. For the health of students, MISD does not have any food or soda vending machines available anywhere on campus. Students are encouraged not to bring candy, soda, or other such items to school. When these items are in a sack lunch brought from home, either a teacher or a food service worker will encourage the student to choose a healthier item in the future. When FMNV are eliminated and good nutrients (fuels) are consumed, they can help students to better process and retain information, heighten concentration skills, and improve scholastic achievement.

DETAILED FINDINGS

STATE TRANSPORTATION REPORTING (REC. 24)

The district's existing transportation data collection and reporting process does not follow state defined requirements for collecting, computing, and reporting ridership and mileage information. The business manager serves as the district transportation director and is responsible for collecting, compiling, and reporting transportation information to meet the requirements outlined in the TEA *Handbook on School Transportation Allotments ("Handbook")*. The two reports districts are required to submit annually to TEA are the School Transportation Route Services Report due by July 1 and the School Transportation Operations Report due by December 1. The data required by TEA for the two reports includes student ridership–a count of the eligible students riding the bus, mileage data, student transportation expenditures, vehicle inventory information, and miscellaneous information.

Ridership and mileage information the district collects does not conform to TEA requirements related to the data collection dates, the information collected, documentation maintained, or the computation method used. For example, the TEA *Handbook* specifies official count days as the first Wednesday of any two months. If school is not in session or the route is not operating on the first Wednesday, then the official count day is the next regular school day that the route is in operation. MISD's business manager collects student ridership data four times a year by having bus drivers take an actual count, but the district does not have a calendar that outlines and specifies the first Wednesday as the count day.

The district's count form does not include the TEA required ridership data elements. The *Handbook* requires that the official count record include:
- the assigned route identification number or other designations;

- the date and time of day the count was taken; and

- each eligible rider's name and grade level or campus of attendance (including a differentiation between hazardous and non-hazardous routes); and the date and signature of the driver or other school official that performed the count.

The district's count form is pre-numbered and includes a line for the driver to write the student name, the parent/guardian name, and phone number for each student riding the bus on the designated day. Drivers complete the form on the days designated by the business manager. The review team was provided with four count forms, one for each regular route. None of the four count forms include the date of the count, the student's grade level/campus, or signature of the driver performing the count. Only one of the four forms identified the route by its identification number and also identified the time of day that the count was taken.

The district's ridership computation method uses more data points in developing average ridership than specified by the state. The business manager averages the individual ridership data the district collects four times a year and reports this number to TEA. However, the *Handbook* specifies that "The average daily ridership for a route shall be the computed average (mean) derived from the two (2) highest month's counts recorded for the route (either in the morning, the afternoon, or at mid-day) on these official count days, rounded to the next whole number."

Similarly, the district does not collect and document mileage information according to the *Handbook*. The district route sheet consists only of a highlighted map that has the bus driver's name, but no detailed description of the actual route taken. Drivers are not required to document the route each year to verify exact mileage.

The *Handbook* states that, "An official, turn-by-turn, round trip description for each reported route, which documents eligible total daily mileage to serve eligible students to and from school, shall be accurately maintained by the district or its contractor. Route descriptions should be written to correspond with the way the route is routinely driven to provide service to eligible students. Each route shall be assigned a unique identification number (or other designation) and its description shall include only verified mileage for serving eligible student riders between their respective residences (or established stops at or near their homes) and their respective campuses of regular attendance, beginning and ending at the last campus served (for home-to-school route service) or first campus served (for school-to-home route service)."

Besides the lack of formats to ensure it accurately collects and computes data, the district does not have a process to ensure that it reports the data by required deadlines. The reporting deadlines for transportation information are July 1 and December 1 for the two reports. The business manager is solely responsible for meeting the deadlines. The district's e-mail software has a calendaring feature, but the business manager does not have a process to use it as a reminder of pending deadlines. The lack of a process resulted in the district failing to meet the December 1 submission date for the 2004–05 School Transportation Operations Report information. The data was reported in January 2006.

The lack of data collection formats and collection processes that comply with TEA requirements increases the risk that the district may collect and report inaccurate ridership and mileage information. Because accurate information is needed to validate MISD's claim for state funding reimbursement, information that is incorrect or unsubstantiated increases the district's risk of reduced transportation funding from TEA in the event of an audit.

Texas Education Code Section 42 provides the allotment of funds for student transportation under the state Foundation School Program. Under Section 42, the Commissioner of Education is authorized to prescribe forms and records for uniform reporting to allow the TEA to administer the transportation funding allotments. The *Handbook* provides the required collection methods, data elements, and computation methods to be followed by all districts.

Lazbuddie ISD (LISD) and Star ISD (SISD), peer districts selected for this review, use formats that are consistent with the *Handbook's* requirements. Both districts' route sheets contain a route identification number with a turn-by-turn description and mileage for the route. LISD and SISD also collect student ridership information on the first Wednesday of the month as required by the *Handbook*. The count includes the student's name, grade level, whether the count was performed in the morning or afternoon, and whether the student is designated as regular or within a hazardous area.

The district should implement process steps and formats that comply with TEA-specified transportation collection and reporting requirements. The business manager should develop these steps and formats to make certain the district meets data collection and reporting requirements outlined in the TEA *Handbook*. To collect accurate ridership and mileage information, the business manager should develop two forms that contain required TEA elements, a student count form and a route sheet, that bus drivers can quickly and accurately complete.

The business manager should establish an annual calendar designating the first Wednesday of each month as the official student count date and include the date in the student count form to comply with TEA student count requirements. The business manager should also establish process steps requiring drivers to annually document the actual mileage on the first day of the school year for their route using the new format to verify mileage information as per the *Handbook*.

To meet reporting deadlines, the business manager could use the calendaring function of the district's e-mail software to set up e-mail notifications as reminders of pending deadlines.

DRIVER PRE-TRIP INSPECTIONS (REC. 25)
MISD does not require its drivers to perform pre-trip inspections as a safety precaution. MISD bus drivers are not performing pre-trip inspections on school buses. The pre-trip inspection process outlined in the Texas Department of Public Safety commercial driver license testing procedures is an accepted standard that many districts follow before every bus run.

Sections 11.2 and 11.3 of the *Texas Commercial Motor Vehicle Drivers Handbook* identify internal and external inspection components that should be checked for school buses. Examples of external inspection items include: lights, brakes, the stop arm, tires, steering system, suspension system, and passenger entry and exit areas. Examples of internal items to inspect include emergency equipment such as electrical fuses, reflective triangles, a nine-item first-aid kit, fire extinguishers, and dashboard indicators and seating frames.

The review team rode three of the four bus routes and observed buses as they left the MISD parking lot during the afternoon bus route. There was no written pre-trip inspection list filled out by the drivers. In all but one case, drivers did not make basic inspections. In general, drivers entered the buses, started them, and drove away without any pre-trip inspections.

Pre-trip inspections are a vital safety measure. The inspections check systems such as brakes and lighting systems and can reveal mechanical flaws that could result in breakdowns or accidents. The inspections also reveal issues associated with wear and use such as worn tire tread that could result in blowouts and possible accidents.

The Texas Department of Public Safety's *Commercial Motor Vehicle Drivers Handbook* outlines a complete pre-trip inspection process. To receive a commercial driver license, all school bus drivers are required to show their knowledge of the pre-trip inspection process. In addition, the Texas Transportation Institute's (TTI) report, *Safety Guidelines for Rural and Small Urban Transit Agencies* outlines a nine-step pre-inspection process to check the following items:

- Engine components
- Dashboard and operator compartment
- Safety equipment
- Exterior lights
- Suspension
- Tires
- Outside of vehicle
- Wheelchair lift and wheelchair securement
- Brakes

The report also contains an example of a pre-inspection checklist developed by the Capitol Area Rural Transportation System that documents elements identified in the nine-step process.

Lazbuddie ISD developed a pre-trip inspection checklist as shown in **Exhibit 4-1**. Bus drivers are required to perform the inspection before trips.

The district should require drivers to complete pre-trip inspections as a safety precaution. The business manager should provide all drivers with a complete written pre-trip inspection list that outlines all items to be inspected that could affect bus safety such as lighting, brakes, and tires. The checklist should be based on requirements outlined in the Texas Department of Public Safety's *Texas Commercial Motor Vehicle Drivers Handbook*. In developing the checklist, the business manager could use an example checklist found in the Texas Transportation Institute's *Safety Guidelines for Rural and Small Urban Transit Agencies* or checklists used by other districts as a model. To monitor bus driver compliance with the new process, the business manager should require each driver to complete and sign the checklists and turn them in weekly.

HAZARDOUS ROUTES (REC. 26)

MISD does not follow state requirements for defining and reporting hazardous bus route information. The TEA *Handbook on School Transportation Allotments ("Handbook")* defines a student eligible for transportation as residing two or more miles from the student's assigned campus or as legally residing in a designated hazardous area within two miles of the student's assigned campus, as determined by the district's board of trustees.

MISD provides transportation services to students living within two miles of the district because the routes are hazardous. It counts them as eligible riders in reporting its ridership and mileage numbers for its regular routes. However, according to the business manager, the district's board of trustees has not declared any hazardous routes. The board-approved hazardous routes designation is required by TEA to document areas within the two-mile walk zone that the district can claim as student riders.

Without the board's designation of hazardous routes required by the *Handbook*, MISD is not complying with the TEA rules and regulations for student transportation services. In addition, the district's ridership and mileage are inflated, since students who live within two miles and are transported have been counted as eligible even though the district has not made the appropriate hazardous route designation for

EXHIBIT 4-1
LAZBUDDIE ISD PRE-TRIP INSPECTION CHECKLIST

Item	M	T	W	Th	F
Bus#		**Week Of**			
Service Brakes					
Parking Brake					
Head Lights					
Tail Lights					
Clearance Lights					
Turn Signals					
Interior Lights					
Amber Flashers					
Red Flashers					
Heaters					
Defrosters					
Tires					
Horn					
Wipers					
Mirrors Set					
Seat Backs And Cushions					
First Aid Kit					
Body Fluids Kit					
Engine Oil, Coolant,& Belts					
WEEKLY					
Sweep Out Bus					
Spray Anti-Bacteria Spray					
MONTHLY					
Wash Out Bus					

Pre Trip Inspection

Source: Lazbuddie ISD, February 2006.

them to be able to be counted as eligible riders as per the *Handbook*.

Transportation funding is based on linear density, or the number of annual riders divided by total mileage. Inflated ridership and mileage numbers resulting from counting students who live within the two-mile area without the district having designated hazardous routes could result in an overpayment by TEA, which may need to be reimbursed by the district in the event of an audit by TEA.

For students living within the two-mile radius of a school to receive services that are eligible for state reimbursement, the *Handbook* requires that the district board of trustees define hazardous conditions and identify hazardous areas for which mileage may be incurred. The district must submit a copy of the policy and any subsequent changes to TEA. In addition to the hazardous route designation, the district must be able to separately identify, count, and report mileage and student riders as regular or hazardous. Three of the peer districts selected for this review, Lazbuddie, Star, and Cranfills Gap ISDs, provide services to students within the two-mile radius and have declared hazardous routes. Lazbuddie and Star

ISD's ridership counts include a differentiation between students that are identified as regular riders and those that are identified as hazardous route riders.

The district should comply with TEA requirements for hazardous bus routes. The business manager should work with the superintendent to document the district's hazardous routes and present the information to the school board for approval. The designation should be provided to TEA in accordance with *Handbook* requirements. To comply with TEA reporting requirements, the business manager should also create route and student count forms that allow the district to collect ridership and mileage information that enables it to differentiate the students residing in designated hazardous areas from those who live outside the areas. If changes are required in future years, the administration should present those changes to the board for ratification. There is no additional revenue associated with this recommendation because the hazardous route miles have already been claimed for reimbursement as regular route miles.

BUS PREVENTIVE MAINTENANCE (REC. 27)

MISD does not have a documented preventive maintenance program or monitoring process to ensure that buses are adequately maintained. According to the business manager, the district's preventive maintenance program consists of mobile service a vendor provides by coming to the district two to three times a year. The services the mobile vendor provides include replacement of fluids, lubrication, oil changes, and replacement of filters.

The district does not record or track maintenance expenditures for its buses. In December 2005, the building maintenance person, who also performs minor bus maintenance and fuels the buses, said that she was not tracking maintenance work on the buses. She developed spreadsheets to begin tracking maintenance information such as the bus, mileage, description of work performed, and costs but had no data in the spreadsheets.

Without a documented preventive maintenance program or monitoring process, the district cannot be certain that buses are always in safe operating condition. MISD also cannot ensure that maintenance is performed to identify mechanical failures that could lead to accidents, breakdowns, or more costly repairs.

The Texas Transportation Institute's (TTI) publication, *Safety Guidelines for Rural and Small Urban Transit Agencies*, states "A maintenance program should outline the schedule for maintenance on major vehicle components, monitor completion of maintenance checks and replacement of parts or lubricants, and record ongoing maintenance concerns." The publication further recommends that maintenance requirements be divided into four categories: daily servicing, periodic inspection, interval related maintenance, and breakdown maintenance. **Exhibit 4-2** provides maintenance elements for each category.

In determining maintenance intervals, the *Safety Guidelines for Rural and Small Urban Transit Agencies* recommends regular maintenance every two months or 3,000–4,000 miles for gas and small diesel buses and 6,000 miles for medium/heavy buses. It also provides examples of elements that should be inspected at that interval including:

- Tire tread and pressure

- Wheel rims for cracks

- Lug nuts for tightness

- Oil and water leaks and belt condition

- Brakes, including master cylinder fluid level

- Exhaust system

- Seatbelts

- Passenger seats

- Brakes

- Change engine oil

- Change oil filter

- Spark plug wires

- Belts and hoses

- Rear axle differential oil

- Wheelchair securement and restraint systems

- Cycle wheelchair lift

- Windshield wipers and fluid

- All interior and exterior mirrors

- All exterior lights

EXHIBIT 4-2
PREVENTIVE MAINTENANCE ELEMENTS

CATEGORY	ELEMENTS
Daily Servicing	Pre- and post-trip inspection • Full fuel tank levels • Proper fluid levels • Safety devices in working order
Periodic Inspection	Periodic checks to detect and repair damage or wear conditions before major problems occur • Tire wear • Suspension • Belts
Interval Related Maintenance	Based on experience and manufacturer guidelines • Lubricating oils • Brake fluid| • Tires • Parts
Breakdown Maintenance	Necessary when failure in vehicle part of system requiring vehicle to be taken out of service • Flat tires • Engine breakdowns • Loss of brakes

Source: Texas Transportation Institute's Safety Guidelines for Rural and Small Urban Transit Agencies, 2003.

- Headlights (high and low beams)

- Back-up lights and alarm

- Taillights

- Stop lights

- License plate light and plate taillight

- Turn signals

- Hazard warning lights

- Radio

The TTI further identifies additional maintenance to be performed every six months or 8,000 to 12,000 miles depending on individual experience and vehicle maintenance requirements. It includes:

- All of the items listed above in the two month inspection

- Steering wheel for play

- Parking brake

- Brake and acceleration pedals

- Sun visor

- Horn

- Signs

- All window glass, door glass, and window operation

- Power steering fluid level

- Transmission fluid level

- Batteries

- Antifreeze and condition

- Exterior for body damage and condition

The district should document bus preventive maintenance requirements and implement a monitoring process to ensure maintenance is performed. The business manager should work with the maintenance person to document the district's preventive maintenance requirements and modify the existing spreadsheets to capture the appropriate information to monitor maintenance by bus as it occurs.

In documenting the maintenance requirements, the business manager could use the guidelines and recommendations outlined in the Texas Transportation Institute's *Safety*

Guidelines for Rural and Small Urban Transit Authorities. The business manager should also provide a checklist of preventive maintenance items that the mobile vendor could complete for each bus during each onsite service visit. The vendor could sign the checklist indicating what work was performed and it could be attached to the invoice.

FOOD SERVICE FINANCIAL REPORTING (REC. 28)

MISD does not have adequate financial information to manage costs of the food service function. The Food Service manager is dedicated to having a well-prepared, nutritionally balanced meal available for the students. However, the manager has little involvement with the planning, budgeting, and financial management of the district's food service program, which limit the manager's ability to manage food and labor costs.

Currently, the superintendent plans and prepares the budget and is supposed to provide the Food Service manager a monthly budget comparison report for revenues and expenditures, but the Food Service manager seldom receives the report. This budget comparison is the only report used to monitor the financial condition of the food service program. This lack of information and any trend analysis reports has resulted in the Food Service department having little financial accountability. The Food Service manager lacks the necessary financial tools to determine how many meals the district must serve each day and how many dollars it must make to break even with expenses, and whether prices are adequate to support the food service operation.

Without this information, the Food Service manager cannot develop initiatives to either increase revenues or control costs to ensure that the program is self-supporting. **Exhibit 4-3** shows that MISD's program was not self-supporting from 2001–02 through 2004–05. MISD's food service program had operating deficits ranging from $54,863 in 2001–02 to $43,146 in 2004–05, requiring transfers from the General Fund to offset these deficits. Operating transfers ranged from $55,000 in 2001–02 to $41,000 in 2004–05.

Information that is typically used to measure performance includes the following: number of meals served, revenue received, total expenses, labor costs, meals per labor hour, average food cost per meal, average labor cost per meal, and average hourly labor. These measurements are derived from basic financial statements and are used to provide important information for timely management decisions. **Exhibit 4-4** identifies some basic financial reports and if they are included in MISD's financial reporting.

EXHIBIT 4-3
MISD FOOD SERVICES DEPARTMENT
REVENUE AND EXPENDITURES
2001–02 THROUGH 2004–05

REVENUE AND EXPENDITURE CATEGORIES	2001–02 ACTUAL	2002–03 ACTUAL	2003–04 ACTUAL	2004–05 ACTUAL
Local	$6,371	$4,681	$5,684	$4,641
State	$2,317	$2,432	$652	$3,241
Federal	$60,793	$62,047	$59,641	$65,773
TOTAL REVENUES	**$69,481**	**$69,160**	**$65,977**	**$73,655**
TOTAL EXPENDITURES	**$124,344**	**$120,680**	**$120,610**	**$116,801**
NET PROFIT/LOSS	**($54,863)**	**($51,520)**	**($54,633)**	**($43,146)**
Transfers In (Other Financing)	$55,000	$53,000	$40,000	$41,000

SOURCE: MISD Audited Reports for 2001-02 through 2004-05.

EXHIBIT 4-4
BASIC FINANCIAL REPORTS COMPARED TO MISD

REPORT	REPORT FUNCTION	INCLUDED IN MISD FINANCIAL REPORTING
Budget	The budget is an annual plan for what the fund expects to accomplish.	Yes
Balance Sheet	The Balance Sheet is the basic financial statement, which shows the financial condition of the fund at a given point and compares current balances with balances at the end of the prior year. It reports assets, liabilities, and net worth at the end of the accounting period (generally a month). It also shows the cash on hand including the value of inventory.	No
Profit and Loss Statement	The Profit and Loss Statement also referred to as statement of income or operating statement shows the financial results at the end of an accounting period–usually the end of each month. The Profit and Loss Statement provides (1) the cost of goods and services, (2) summary of the income or revenue, and (3) net income.	No
Statement of Changes	The Statement of Changes is a statement of financial position or fund balances. It provides a summary of the fund to date, showing changes in working capital from one year to the next.	No

SOURCE: Controlling Costs in the Food Service Industry by Dorothy Pannell-Martin. Note: This book also provides samples of reports that can be used in managing a Food Service department.

Glen Rose ISD uses financial reports to control food service costs. These reports include ones on accountability, income, reimbursement, labor and food costs, profit-loss, and income-expenditure.

Bastrop ISD has a good system for maintaining financial accountability in its Food Service department. The Food Service manager prepares budgets, studies costs of food and labor, accounts for revenue received, prepares a balance sheet, and shows profit and losses in monthly reporting statements.

Food service managers should be involved in financial planning and be given the responsibility to manage and monitor the financial position throughout the year. This effort requires that reports be developed to track percentages for food and labor costs. A break even point, a means of

determining the labor cost per hours worked and labor cost per meal, should be established. When developing a menu, the average cost per meal excluding commodities should also be determined.

Administrators are faced with the challenge of maintaining focus on operating a nutritionally sound program that is cost effective. A food service manager needs to know when a change occurs, such as when expenditures increase or when revenue increases or decreases. Managers should be managing by numbers; for instance, if food costs increase, management should take immediate action to discover why food costs increase.

Comparisons of measurements should be made using percentages of costs to total revenue. Even districts with smaller enrollments can compare cost to revenue when

percentages are used because variances in percentages are easy to spot. Percentage metrics are useful when comparing the present budget figures with the previous month and year, with industry standards and, if available, with other comparable school districts.

The district should develop management reports to better manage the food service program through regularly assessing its financial status. The business manager should take the lead in developing the basic financial reports for the Food Service department. These financial reports would include a budget report, a profit and loss statement, a balance sheet, and percentages for labor and food compared to revenue. The business manager should train the Food Service manager in the understanding of the reports and how to make decisions based on the information provided. The Food Service manager should monitor the reports on a monthly basis to manage the food service program better through regularly assessing its financial status.

STAFF MEALS (REC. 29)

The district's practice of providing free meals to teachers and staff diverts resources from the instructional program. As outlined in board policy DEB, MISD has chosen to provide meals at no cost to all staff each day. The district sees this practice as one of its recruiting strategies for teachers and as a way to encourage teachers to eat in the school cafeteria with students. These meals comprise approximately 26 percent of all meals served. The cost to the district in revenue lost for providing these meals free of charge in 2004–05 was $21,928, as shown in **Exhibit 4-5**. The cost of preparing and serving these meals is funded out of the district's General Fund.

By providing free meals to teachers and other staff, the district is using funds that it could use to address the instructional needs of the students such as additional course offerings, the payment of tuition for distance learning classes, or even classes in other nearby districts plus the related transportation costs. None of the peer districts in this review (Lazbuddie, Star, Cranfills Gap, or Oglesby ISDs) offer free meals to their teachers or other staff. In addition, the free meals MISD provides to staff may increase the district's potential risk of noncompliance with federal wage reporting guidelines. IRS regulations require meals to be reported on the employee's W-2 form as income if the meal is determined to be a benefit to the employee, rather than a benefit to the employer.

Belton ISD (BISD) is an example of a school district that augments the courses offered in the district by using instructional funds to provide opportunities for BISD students to take classes not offered by the district. In 2005–06 three students took firefighting courses and five students took cosmetology courses offered by Temple High School in nearby Temple ISD. The district provides transportation to Temple High School if needed. This cooperative effort provides the means for these students to pursue their career goals and take courses for credit that lead to career certification.

MISD should eliminate district funding of meals for teachers and staff members and use the additional funds to expand the MISD instructional program. The superintendent should include the elimination of the free meals in the budget planning process and obtain board approval. Teachers and other staff should continue to be encouraged to dine in the cafeteria with students. The current cost of $2.50 per adult lunch meal and $1.00 for breakfast is a reasonable meal price for teachers and district staff.

The annual savings to the district is estimated as $21,928 based on the calculations shown in **Exhibit 4-5**.

FOOD INVENTORIES (REC. 30)

MISD does not perform periodic inventories of food items, which limits its ability to control food costs. Inventories are necessary to determine accurate product order requirements. Knowing the value of the inventory plays an important role in accurately determining the cost of goods sold and maintaining inventory control, which can make or break food service operations. Inventory control includes being able to determine how many stock items are needed for the number of servings provided. If the count of stock items

EXHIBIT 4-5
MISD STAFF MEALS
2004–05

MEAL TYPE	NUMBER OF STAFF MEALS	MEAL PRICE	ESTIMATED REVENUE LOST TO DISTRICT**
Lunch	6,799*	$2.50	$16,998
Breakfast	4,930	$1.00	$4,930
Totals	11,799		$21,928

* Total staff lunches of 6,869 were adjusted by 70 meals to account for meals provided to the board of trustees for their monthly meetings that were included in the totals.
* * Estimated Revenue Lost to District equals Number of Staff Meals multiplied by Meal Price.
Source: MISD Food Service Manager, December 2005.

does not match servings prepared, it could indicate over production or other potential problems including theft.

According to interviews with Food Service department staff, physical inventories—actual counts of goods in stock—are not taken on a monthly basis and a procedure to determine the timing and quantity of product orders has not been implemented. District management does not require the Food Service manager to perform a physical inventory. MISD Food Service's current practice for determining order requirements is for the manager to visually observe the storeroom and freezer/refrigeration for quantity of products on-hand, and check to see what commodities are expected to arrive. A menu for the upcoming month is then prepared and orders are placed based upon perceived on-hand quantities.

Without an inventory to compare to goods used, it is impossible to determine if there was food or supplies missing or stolen. By not conducting frequent inventories and controlling food deliveries, the MISD Food Service department may not be effectively controlling food costs or detecting any possible irregularities.

Organizations such as Regional Education Service Center XII (Region 12) offer free comprehensive training courses in menu development and taking and maintaining inventories, including Inventory Management for Child Nutrition Programs. The course on Inventory Management for Child Nutrition Programs includes the following roles/ responsibilities and steps in taking a physical inventory:

Roles/Responsibilities: Unit managers, usually school cafeteria managers, are responsible for the physical inventory. When taking a physical inventory, managers should select personnel who have no direct responsibility (receipt/issue) for products subject to the inventory count.

Inventory Steps:
- Explain to all people involved in the inventory why a physical inventory is important. An inventory is performed to verify the on-hand quantities to know actually what is there.

- Prepare blank inventory worksheets for your count. The worksheet should have the following headings: pack quantity, broken quantity, location, stock number, and description. (Items can be counted methodically using this method; row by row, section by section).

Using a pre-printed listing is usually less accurate. It causes the counters to skip from place to place in the storeroom in search of the next item on the list. It is easy for items to be missed using this method. Items not on the list may be ignored completely.

- Prepare the locations to be inventoried.
  Leave product in cases and consolidate product (cans and boxes) into full cases or containers as much as possible.

  Make sure product labels are showing.

  Prior to counting, rearrange and level cases and containers on shelves or pallets in each location to be counted.

  Make sure there is good lighting.

  Plan for proper outerwear for those taking the inventory count in the freezer, so they are not hurried.

- Count inventoried items.
  After the count for each item is recorded, the recorder must show the counter the number entered, which the counter verifies.

  A signature of both the counter and recorder is attached to each counting sheet being used.

  A second team re-counts the inventory and signs the count sheet.

  The first and second counts are compared.

  For those areas where the counts do not match, a third count is taken, and a fourth if necessary.

  After the count is complete the inventory leader conducts a reconciliation of differing counts, the process of resolving inventory differences.

The district should require a monthly physical inventory of food items. The superintendent should require the Food Service manager to perform a monthly physical inventory to establish appropriate order quantities and necessary information for determining and managing food and supply costs. The Food Service manager can receive free training in inventory management through an organization such as Region 12.

COST CONTROLS (REC. 31)
The district does not obtain food items through competitive procurement or use menu cycles to adequately control costs. MISD uses commodities made available by the United States

Department of Agriculture (USDA) effectively. However, the purchase of some foods and supplies do not meet the competitive procurement requirement as stated in the Texas Child Nutrition Administrative Review Manual (ARM) Section 17.3. This section of the ARM manual requires food service operations to use competitive sealed bid procedures for purchase of any food items where the aggregate cost is more than $25,000. None of the food items purchased from the district's major vendor in 2004–05, which totaled $54, 772, were bid.

The Food Service manager prepares a unique menu each month based on available food items. On a weekly basis the manager reviews the storeroom for supplies on hand, determines what USDA commodities are scheduled to arrive, then places an order with the vendor. The current vendors for food and supplies have been reliable; however, the district selected these vendors without using the competitive procurement process. Only milk items were competitively bid.

MISD's Food Service department pays $250 each year to participate in the Region 12 Cooperative Buying Network (Co-op). The Co-op receives estimates from each participating district about their food and supply needs for the upcoming year and combines all the needs into one major bid or request for proposal (RFP). The location of each district and the delivery cost is included in the Co-op competitive procurement document. The Co-op RFP combines many small districts into one large buying group, providing participating districts with better prices than if they went through the procurement process alone.

Although a participant in the Co-op, MISD does not purchase food and supplies through the Co-op. MISD has chosen to purchase from vendors with whom they have had good relationships and service in the past, without going through a competitive procurement process, except for milk purchases. This practice has resulted in higher food costs. The review team took 48 items from three separate weeks of MISD food orders and compared the price per unit the district paid to the price per unit for the same item from the Co-op bid. **Exhibit 4-6** shows the three-week comparison of foods MISD purchased compared to bid food prices available through their Co-op.

The comparison shows that the MISD spent $112 more for food purchases than did the Co-op for the week of November 11 (Week 1), $162 more for food purchases for the week of November 17 (Week 2), and $90 more for food purchases for the week of December 1 (Week 3), or an average of 28

percent more for the same items. MISD would have saved $364 if they had used the competitive procurement method available for the three week period.

Menu cycles can also be helpful in managing costs. Having a pre-set menu cycle provides substantial advantages because it (1) reduces time planning menus; (2) makes it possible to make a set of menus based upon the students input and preferences; (3) standardizes production, service, and purchasing; (4) makes forecasting more accurate; (5) perfects production routines; (6) allows work schedules to be reused; and (7) provides time to pre cost and revise menu items as necessary to meet financial parameters. A menu cycle is advantageous to a small district like MISD because obtaining ingredient information and daily production records become standardized.

Food service managers can use menu cycles in preparing for the competitive procurement process by:

- First, developing an appropriate menu cycle and selecting the types of foods offered. Once the menu has been developed and reviewed, make sure all of the necessary nutrient requirements are met. Repeat the cycle on a calendar for the upcoming school year.

- Second, reviewing each menu item and determining how much will be served each time it is on the menu. The amount determined can be multiplied by the number of times it is on the menu for the year. This estimate will provide the projected requirements.

Evant ISD (EISD) is a small district that uses a menu cycle. EISD developed a menu cycle which has helped by allowing the forward planning of products, supplies, and labor in its food service program.

The district should develop a menu cycle and obtain all food and supplies through competitive procurement. The Food Service manager should begin by designing a menu cycle for a school year, identifying work schedule requirement needs, and purchasing food items through the competitive procurement process. Region 12 offers free comprehensive training courses in menu development and menu cycles.

The fiscal savings are calculated by using the three week comparison in **Exhibit 4-6** and projecting the savings over an entire school year (180 days), or around $4,368 annually. First year savings in 2006–07 are reduced by 25 percent to $3,276 ($4,368 x 0.75) to allow time to implement the change.

EXHIBIT 4-6
MISD FOOD PURCHASES COMPARED TO REGION 12 CO-OP BID FOOD PURCHASES
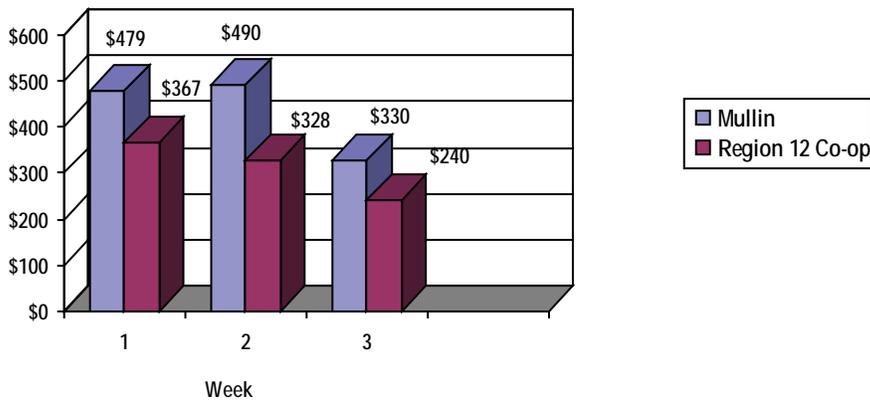
NOTE: Exhibit shows cost saving per week for a three week period.
SOURCE: Region 12 and MISD Food Service Manager.

STUDENT INVOLVEMENT IN MENU PLANNING (REC. 32)

MISD does not routinely include students in the development of menus or efforts to improve food quality. Currently, Food Service staff observes what is in the garbage cans to determine the types of food the students are not eating, and they randomly ask students about their likes and dislikes. However, no formal process such as a student advisory group is in place to provide feedback for student preferences. In the spring 2006, the district did begin a formal survey of students and teachers regarding food preferences.

Student advisory groups are made up of students representing the student body, and they meet with the food service manager on a regular basis to discuss the meal program. Students have the opportunity to give input into their likes and dislikes, and what they would like to see added to or removed from the menu. They can also be involved in taste testing of foods and recipes used. Additionally, a scorecard can be developed for students to rate each menu item based on appearance, texture, flavor, and temperature. Recipes used can be evaluated by students periodically to see if preferences have changed. Since the program is for the students, a student advisory group can help make the program a success.

Meals may be designed by adults to be perfect in their nutrient content, flavor, and appearance; yet the meal may not be eaten by students. For a good meal program to be effective, the meals must be consumed. It is important that students have the opportunity for input into the menu, recipes, and quality of foods purchased to accomplish this result.

Falls City ISD (FCISD) uses student surveys to help establish food preferences for menus. The English honors class conducts a study reviewing FCISD cafeteria's menus. The implementation process is overseen by the Food Service director and the teacher of the honors class. The Food Service director sees the process as beneficial to the district's food service program because staff identify and address students' views and preferences during menu planning.

MISD should increase student participation in the development and quality standards for the food service menu. The district should increase the involvement of students through surveys, focus groups, advisory groups, or other methods to better tailor the menus to student tastes and preferences. Students could also be involved in tasting foods and evaluating recipes, with a scorecard being developed to rate the various menu items.

Some resources available regarding Student Advisory Groups are:
- State of Texas, squaremeals@agr.state.tx.us
- National Food Service Management Institute, www.NFSMI.org
- School Nutrition Association,www.schoolnutrition.org
- State of Massachusetts, www.doe.mass.edu/ssce.

PROCESSES AND PROCEDURES (REC. 33)

The district lacks written processes or procedures for the effective operation of its Food Service department. MISD is a small district with only three employees in the Food Service department who prepare and serve meals for their customers.

They accomplish the necessary functions by performing them by repetition from what they have learned on the job and from how a function was previously learned and applied.

These methods of functioning are processes and procedures even though they are not written. However, unwritten procedures usually result in higher labor costs and less efficiency. Some of these inefficiencies include a lack of time standards; inconsistent work simplification methods; and poor habits or processes. When procedures are unwritten, there is no understanding of why something is done. Processes are followed because "it has always been done that way." Even when an unwritten routine is good, it may be lost or hard to duplicate if the staff member who knows the process leaves the district.

Written procedures are equally important for the administration and management of the program. Written procedures result in standardization of the work to be performed, and allows all employees to perform the work consistently. Due to the lack of written procedures at MISD, the Food Service manager has never been evaluated, and the manager functions are based on perceived expectations.

The following is a sample list of some functions in a food service operation requiring a written process:

- Hiring procedure
- Discipline (due process)
- Cycle menu development
- Evaluation process
- Monthly inventory
- Placing orders
- New employee orientation
- Preparation methods
- Serving line set-up
- Leave procedures
- Proper sweeping and mopping
- Handling leftovers
- Hazard Analysis Critical Control Point (HACCP)
- Sanitizing contact surfaces
- Customer service
- Preparing bank deposit
- Cash handling

- Preparing a requisition
- Receiving deliveries
- Proper store room practices
- Dishwashing

Written procedures for preparing larger volumes of food help food service managers ensure that food is prepared and served attractively and safely and that all portions are consistent. Procedures help to improve efficiency of food service operations by reducing or eliminating unneeded steps and can serve as training guides for new staff.

San Marcos Consolidated Independent School District (SMCISD) has written procedures for its food service program. SMCISD's detailed procedure manual has increased consistency and efficiency in its food service program. The detailed procedures serve as training materials for new staff and provide the standards used during the periodic inspections of the kitchens by food service management.

MISD should develop standardized written procedures for food service. The business manager should work with the Food Service manager to identify important operating functions, and the Food Service manager should write procedures for each function. The Food Service manager should review the procedures annually and update as needed. Implementation of this recommendation will allow the Food Service department to standardize practices and improve efficiency.

For background information on Operations, see page 101 in the General Information section of the appendices.

FISCAL IMPACT

RECOMMENDATIONS	2006–07	2007–08	2008–09	2009–10	2010–11	TOTAL 5–YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
CHAPTER 4: OPERATIONS							
24. Implement process steps and formats that comply with Texas Education Agency (TEA)-specified transportation collection and reporting requirements.	$0	$0	$0	$0	$0	$0	$0
25. Require drivers to complete pre-trip inspections as a safety precaution.	$0	$0	$0	$0	$0	$0	$0
26. Comply with TEA requirements for hazardous bus routes.	$0	$0	$0	$0	$0	$0	$0
27. Document bus preventive maintenance requirements and implement a monitoring process to ensure maintenance is performed.	$0	$0	$0	$0	$0	$0	$0
28. Develop management reports to better manage the food service program through regularly assessing its financial status.	$0	$0	$0	$0	$0	$0	$0
29. Eliminate district funding of meals for teachers and staff members and use the additional funds to expand the MISD instructional program.	$21,928	$21,928	$21,928	$21,928	$21,928	$109,640	$0
30. Require a monthly physical inventory of food items.	$0	$0	$0	$0	$0	$0	$0
31. Develop a menu cycle and obtain all food and supplies through competitive procurement.	$3,276	$4,368	$4,368	$4,368	$4,368	$20,748	$0
32. Increase student participation in the development and quality standards for the food service menu.	$0	$0	$0	$0	$0	$0	$0
33. Develop standardized written procedures for food service.	$0	$0	$0	$0	$0	$0	$0
TOTALS– CHAPTER 4	**$25,204**	**$26,296**	**$26,296**	**$26,296**	**$26,296**	**$130,388**	**$0**

CHAPTER 5

FACILITIES MANAGEMENT

MULLIN INDEPENDENT SCHOOL DISTRICT

CHAPTER 5. FACILITIES MANAGEMENT

Efficient operation of facilities helps school districts contend with changing enrollment and the needs of instructional programs. Planning for facilities is based on student enrollment, programmatic needs, and legislative requirements to provide for students without overcrowding or the use of substandard facilities. A safe and secure environment is essential for learning and the goal of a district's security program. Texas school districts must keep students and staff safe as well as secure their assets. Districts must also maintain and clean facilities on a routine basis to ensure a healthy environment. Maintaining school facilities requires maintenance personnel to use carpentry, plumbing, and mechanical skills to complete a variety of tasks.

The business manager oversees the maintenance function in Mullin Independent School District (MISD), including supervising one maintenance worker and approving repairs. The superintendent supervises the custodians. This team, along with outside vendors, provides the necessary services to keep the facilities safe and operational. The business manager, working closely with the superintendent, also serves as the project manager for any new construction or renovation projects.

The district uses Comanche Electric Cooperative for electric power and Tricounty Propane Service for propane gas, primarily for heating. A well provides water for irrigation and domestic services. After a reverse osmosis process, the district also uses this water in the cafeteria. The district provides bottled water for drinking.

ACCOMPLISHMENT

- MISD applied for and received grants to implement outdoor security lighting and install a building alarm system.

FINDINGS

- MISD does not formally monitor the condition of its facilities to control maintenance costs and to ensure that district buildings and their major system components are properly maintained.

- The district has no formal procedures documenting the activities the district maintenance worker and outside

vendors perform which could result in inconsistent prioritization of maintenance tasks.

- MISD lacks a formal preventive maintenance program to reduce maintenance costs by extending the expected useful life of building components and systems.

- Custodial operations are not documented, performed based on a schedule, evaluated against standards, or afforded sufficient training.

- The district does not have an energy management program to monitor energy costs and encourage conservation.

- MISD lacks an established process to periodically perform security audits or review district procedures to determine if current programs are sufficient to monitor the risk of injury or loss.

- The district does not have a formal plan or policy for controlling building access or securing individual building alarm codes which affects accountability for maintaining building security.

- MISD is missing an opportunity to strengthen safety and security service levels in the district.

RECOMMENDATIONS

- **Recommendation 34: Implement periodic facility assessments using an outside facility specialist for the initial review.** The superintendent and business manager should review the assessment results for accuracy. The information in the written plan that the outside facility specialist provides should be made available on a spreadsheet for further analysis by the superintendent and the school board during the budget planning process. This information can also serve as the basis for developing a preventive maintenance process and be used as the district's primary facility planning tool.

- **Recommendation 35: Document maintenance work performed by using a work order system that is designed for school districts.** The superintendent, business manager and maintenance worker should select a system from a number of available web-based systems

that do not require on-site installation or maintenance. The business manager, maintenance worker, and principal's secretary should be trained to use the system. The maintenance worker and the principal's secretary, working with the business manager, should develop simple instructions/procedures and train other district staff to use the system. After all staff are trained, the business manager should ensure that everyone follows the procedures using the automated process.

- **Recommendation 36: Develop and implement a preventive maintenance program.** The district can use an Internet-based software program that eliminates the need to purchase and then update software. The business manager and the maintenance worker should create a list of all mechanical, electrical, and architectural items to receive preventive maintenance. The facility assessment (Recommendation 34) could form the basis for developing this list. The inventory items should be given a unique numbering system, with tasks and frequencies planned, and work to be performed documented per manufacturer recommendations or national standards. Each task can then be scheduled and performed.

- **Recommendation 37: Develop a custodial work plan to increase efficiency, ensure tasks are completed on a regular basis, and provide necessary training. Many of the custodial services could be performed after school hours.** The custodial supervisor and the contracted custodian should report to work at 10:00 A.M. and work until 6:00 p.m. with 30 minutes off for a meal. In this way substantial work would be performed outside of regular school hours. The maintenance worker should address any accidents or spills in the morning before the custodians arrive. The superintendent or business manager should develop a list of items to be cleaned including frequency and required tasks and identify training for the custodians to take in the use of cleaning materials and proper lifting techniques.

- **Recommendation 38: Implement an energy management program to reduce energy costs.** The energy management program should include an energy audit to identify potential savings, guidelines for energy conservation, and energy education programs aimed at including students as active members in the conservation efforts. The program should have the following elements: making a commitment, setting

goals, creating an action plan, implementing the plan, evaluating progress, and recognizing achievements. District management could obtain information from the State Energy Conservation Office (SECO) regarding energy conservation and energy education programs. MISD should consult with various providers to conduct an energy audit to identify all high energy consumption equipment and establish a plan for replacement.

- **Recommendation 39: Conduct security audits once every three years to identify weaknesses in the district's security and develop a plan to address audit findings. The principal and superintendent should request assis**tance from the sheriff in performing the audit and use audit procedures the Texas School Safety Center developed. The principal and superintendent should compile elements identified by the safety audit into a proposed implementation plan, with solutions categorized according to cost and ease of implementation. The plan should also assign staff responsibility for completion of each selected solution. The superintendent should present the plan to the board for discussion on the cost and relative risk of each proposed solution. The board should adopt a final implementation plan and the business manager and superintendent should coordinate the funding needed to implement the plan with the appropriate district budget cycle.

- **Recommendation 40: Develop and implement practices for securing keys and updating alarm codes.** The business manager should develop a written building access policy that provides notice to key holders of their responsibility not to share keys or alarm codes and to reimburse the district for costs associated with losing a key. The business manager should incorporate the access policy into the employee handbook that is updated annually and provided to staff. In addition to the key policy, the business manager, superintendent, and principal should also determine building access needs and design a core replacement plan that minimizes the number of locks requiring core changes if a key is lost. The business manager should also work with the alarm company to identify and assign a unique access code to each individual employee to monitor after hours access. To further minimize the risk of unauthorized alarm code use, the business manager should update and change codes for all employees annually.

- **Recommendation 41: Explore options for commissioning a district employee with prior law enforcement experience to reactivate the employee's peace officer license.** The superintendent should consider two options for reactivating the employee's license: developing an inter-local agreement with the Sheriff's Office to commission the employee as a certified peace officer, or using the school board's authority to commission the employee. Under the first option, the superintendent should meet with the sheriff to discuss an inter-local agreement for commissioning the employee. Once the issues have been defined, the superintendent should work with district legal counsel to develop an inter-local agreement specifying the agreed-upon terms and present the inter-local agreement to the board for approval. Under the second option, if the sheriff and district cannot reach an understanding through an inter-local agreement, the district should explore a board-authorized commission. With a board-held commission, the employee would be directed solely by law enforcement procedures determined by the board.

DETAILED ACCOMPLISHMENT

SAFETY AND SECURITY GRANTS

MISD applied for and received grants to implement outdoor security lighting and install a building alarm system. The district is part of the Texas Association of School Boards (TASB) risk management fund pool program for property casualty and workers' compensation. The TASB program provides annual grants of up to $4,000 to assist member districts in improving safety and reducing risks.

To be eligible for the grant, the district must be a current member of TASB Risk Management Fund Pool in the line of coverage area related to the grant monies requested and intend to remain a member in the grant application year. To apply for the grant, the district completes an online application that includes district demographic information, a certification that the district will meet the eligibility criteria, an agreement by the district to provide training and complete purchases by required dates, a description of the use of grant funds, and the expected outcome if the grant is funded.

To date, MISD applied for and received two grants: one for outdoor security lighting and one for a building alarm system. With these grants, the district installed a building alarm system and outdoor lighting. The district completed the outdoor lighting installation over three years with three separate grant applications.

The grants allowed the district to strengthen its safety and security while reducing its risks without using local funds.

DETAILED FINDINGS

FACILITIES CONDITION (REC. 34)

MISD does not formally monitor the condition of its facilities to control maintenance costs and to ensure that district buildings and their major system components are properly maintained. School districts often use facility assessments, sometimes called facility audits, to determine the status or condition of their facilities. These assessments include a comprehensive review all of the district's buildings and major system components such as roofs; heating, ventilation, and air conditioning systems (HVAC); and doors and windows. The facility assessments provide a standard method to determine baseline information for projecting future maintenance costs necessary to keep buildings and equipment in working order.

MISD's current informal process relies on the observations of the superintendent, business manager, and maintenance worker as well as reports from the principal, teachers, and other district staff. The superintendent uses his extensive experience and detailed understanding of the buildings and the district to identify needed repairs and to include them in the budget as funding allows, but a repair history for each building is not kept. Some staff use the district's work order process to document deficiencies but others do not, resulting in incomplete maintenance records and undocumented costs.

MISD has nine structures totaling 40,472 gross square feet with an appraised value of $2,349,161 located in one location at 403 West Bulldog Drive in Mullin, Texas. These facilities range in year constructed from 1938 to 2005. **Exhibit 5-1** lists the buildings in the district, the year built, square feet, and the age. Almost half of the district' total square footage, 45 percent, is more than 50 years old. Other structures at this location include lights on metal poles, bleachers, press boxes, portable classrooms, and a scoreboard–all valued at $119,500. Currently, there are no existing or planned bond issues, and the district has no bonded debt.

By not documenting repair history or using industry standards related to expected useful life, the district may not have sufficient information to determine the actual condition of the facility's components or systems and which ones will

EXHIBIT 5-1
MISD FACILITIES
2005–06

BUILDING	YEAR BUILT	SQUARE FEET	AGE IN YEARS
Gym	1938	9,206	68
Cafeteria	1950	2,470	56
High School	1953	6,632	53
Info Net Building	1987	1,800	19
Vocational/Ag Storage	1991	4,138	15
Elementary	1993	6,090	13
Administration	1996	6,780	10
Field House	1996	1,820	10
New Classrooms (2)	2005	1,536	1
TOTAL		**40,472**	

SOURCE: MISD Business Manager, December 2005.

require replacement or repair. Maintenance requirements change over the life of equipment based on environmental conditions, usage, and the effectiveness of preventive maintenance. Knowing the age and condition of equipment is a prerequisite for maintaining components or systems properly. Without this knowledge, maintenance may be inconsistent–some things are repaired only when they break, while others are fixed on a routine basis based on the limited knowledge of district staff or a vendor's recommendations. This lack of information can increase maintenance costs over time and limit the accuracy of the budgeting and planning process for maintenance.

The *Planning Guide for Maintaining School Facilities,* which a national taskforce of school maintenance directors developed in 2003, recommends that school districts of all sizes conduct routine facility assessments. These assessments become the starting point for effective maintenance planning and primary tools to measure the value of aging assets compared to the cost of replacing these assets. By studying the findings of periodic facility assessments over time, districts can evaluate the usefulness of different maintenance strategies. **Exhibit 5-2** describes recommended steps in a facility assessment.

MISD should implement periodic facility assessments using an outside facility specialist for the initial review. The superintendent and business manager should review the assessment results for accuracy. The information in the written plan that the outside facility specialist provides should be made available on a spreadsheet for further analysis by the superintendent and the school board during the budget

planning process. This information can also serve as the basis for developing a preventive maintenance process and be used as the district's primary facility planning tool.

The estimated cost to implement this recommendation is approximately $4,047 ($0.10 per square foot x 40,472 square feet = $4,047) based on costs of similar studies performed by outside consultants.

WORK ORDERS (REC. 35)

The district has no formal procedures for documenting the activities the district maintenance worker and outside vendors perform, which could result in inconsistent prioritization of maintenance tasks. Currently, maintenance is limited primarily to reactive activities for issues that come up during the day. There are few guidelines or procedures to control how activities are to be carried out. The current methodology to determine if a job should be contracted out is to ask the maintenance staff if they feel they can do the job. Some teachers and staff just ask the maintenance worker to do a job for them bypassing documentation, approval, or prioritization processes. A work order process exists but does not include procedures to document requests, cost information, or any summary type reports.

Work order procedures help to ensure that all requests are documented and that the associated cost information is captured so that maintenance work and costs can be analyzed. The lack of documentation limits the district's ability to identify various problem areas or specific equipment problems. When work is done without documentation on an "as needed" basis, the opportunity to prioritize work or identify long term needs is lost, allowing for potential of low priority work being completed before high priority items.

Many school districts have defined processes and procedures for requesting repairs, monitoring the ability of the district to address repairs, and documenting the cost of making the repairs. All staff receive orientation training and are required to use the work order process to get items repaired. Districts can use inexpensive Internet work order systems to support their maintenance activities. These types of work order systems allow principals and other staff to enter requests online with the information going immediately to the maintenance office for processing. Requestors can check the status of requests online, and the system automatically notifies requestors when the work is completed. Labor and purchases are recorded for each request so that the repair history of each piece of equipment can be easily ascertained.

EXHIBIT 5-2
RECOMMENDED STEPS IN A FACILITY ASSESSMENT

STEPS	DESCRIPTION	PERFORMED BY
1	Select facility specialist to conduct the initial assessment.	District
2	Determine the scope of work and work products. Make sure that the information is provided to the district electronically in a spreadsheet for future use by the district as well as in written form.	District
3	Make sure that staff is available to assist during the assessment.	District
4	Assemble five-year repair history, including description of work performed and costs for major building components.	District
5	Inspect each building and identify each major component including: • Exterior - walls, finishes, doors, roof, and windows • Interior rooms - finishes on walls, ceilings and floors, and fixed equipment such as lockers • Electrical equipment - wiring, lighting, communications, emergency and exit systems, and fire alarms • Plumbing - piping, fixtures, and drains • Mechanical - heating, cooling, ventilation • Site - paving, walks, stairs, landscaping, fencing, playgrounds, site drainage.	Facility Specialist
6	Determine the condition of each component and expected useful life based on industry or manufacturer recommendations, recommended routine maintenance, and estimate the actual remaining life taking into account conditions including repair history in MISD.	Facility Specialist
7	Document the age and condition, expected useful life, and estimated remaining life for each component. Include brand names, model serial number, purchase date, and quantity.	Facility Specialist
8	Analyze the information and prepare reports for use by the district.	Facility Specialist
9	Use the information in budget and long term planning.	District
10	Update the information annually, adding repair information, including the nature of the repair and related costs. Document any replacements of equipment and renovations.	District
11	Conduct a new assessment every five years.	Facility Specialist

SOURCE: School Review Team, December 2005.

Maintenance staff can use this type of historical information to monitor how quickly maintenance requests are addressed and identify areas or buildings with consistent problems. For example, in one district some teachers began to complain that their classrooms were suddenly too hot, usually in the late morning and early afternoon. Maintenance staff reviewed the flood of work order requests to identify the classrooms with the problems and determine the most appropriate actions. In this example there was nothing wrong with the air conditioning units, and expensive repairs were avoided. The rooms were hotter because numerous computers had been placed in the rooms as part of that district's technology initiative. The computers produced additional heat so that when the rooms were filled with children, temperatures became uncomfortable. Maintenance staff solved the problem by changing the programmed thermostats to account for the increasing temperatures as the day progressed.

Lake Travis ISD uses a web based system to track work orders and to easily capture costs of labor and supplies. Maintenance staff enter the time they spent on each work order into the system, and the system calculates the cost based on salary information stored in the system. The Maintenance Department secretary enters parts and supply costs for each work order. According to the district, one of the best benefits of their process is that anyone in the district can request maintenance work using the system. The work order request is routed to a department director or principal for approval if needed and then sent automatically to the Maintenance Director or directly to a worker. The requestor can monitor the status of the work order online. After the work order is completed, the system notifies the requestor. The Lake Travis ISD Maintenance secretary said that the new process has reduced phone calls and complaints enabling the district to provide better customer service.

The district should document maintenance work performed by using a work order system that is designed for school

districts. The first step is to select an appropriate automated system for use in the process. The superintendent, business manager, and maintenance worker should select a system from a number of available web-based systems that do not require on-site installation or maintenance. The business manager, maintenance worker, and principal's secretary should be trained to use the system. As part of the system implementation, the vendor usually provides this training and is often done online. The maintenance worker and the principal's secretary, working with the business manager, should develop simple instructions/procedures and train other district staff to use the system. After all staff are trained, the business manager should ensure that everyone follows the procedures using the automated process.

When a decision is made to use an outside vendor, the cost of the repair should be entered into the work order system. The business manager and maintenance worker will be able to analyze the cost information by work order to determine the type of repairs done by the outside vendors. This information will help to identify areas where equipment replacement or additional preventive maintenance is needed to reduce the need for recurrent repairs, thereby lowering overall costs.

The estimated cost to implement this recommendation is approximately $500 annually for access to the software system through an Internet browser and $250 for one time training of district staff.

PREVENTIVE MAINTENANCE (REC. 36)

MISD lacks a formal preventive maintenance program to reduce maintenance costs by extending the expected useful life of building components and systems. MISD's maintenance function is limited by the size of the district to one position. This position also refuels the school buses and replaces minor items such as light bulbs and light covers. Due to the limited staff, this position must be a generalist who makes minor repairs or identifies the need to call a craft person such as a plumber or electrician as needed. According to the business manager, the district uses an outside vendor to perform heating, ventilation, and air conditioning systems (HVAC) preventive maintenance, but no scheduled or periodic evaluations are documented. The business manager or superintendent make visual inspections as part of their regular work, but the only documentation is a list of items to be performed after school is out for the year. The business manager does not keep this list or document the cost of repairs that are performed.

In 2004 and 2005 the district installed HVAC units that are covered by a 10-year all parts and services agreement. The agreement does not define routine tasks the district will perform to maintain these units. The review team observed that some of the units outside the administration building had several condenser coils that required cleaning.

There are two kinds of maintenance in school districts. The first type is corrective or reactive maintenance, which refers to repairing items when they are broken or about to be broken. This type of maintenance is a familiar process to most school district staff. For example, if an item such as an air conditioner or a toilet stops working, maintenance staff is contacted and the broken item is repaired. If the maintenance department is efficient, the repair happens quickly. If parts need to be ordered or if the department is not promptly notified, the repair can take days or even weeks. Often the quickest repair or the least expensive option is chosen to return the item to service as quickly as possible.

The second type of maintenance is preventive or proactive maintenance, which is defined as inspection, adjustment and/or replacement of items on a regular schedule. Maintenance directors design this schedule to extend the useful life of facilities and critical system components in a cost efficient manner. This type of maintenance can be as simple as replacing air conditioning filters every 10 weeks, or inspecting and cleaning the coils every month. In contrast, corrective or reactive maintenance often defers needed repairs and allows damage to accumulate, increasing the eventual cost to repair an item or requiring its early replacement.

School districts that don't have preventive maintenance programs typically spend more and provide less effective services. The unplanned approach to maintenance can create excessive time wasted locating repair parts or waiting for outside repair vendors and may negatively affect the learning environment.

The *Guide to Creating an Effective Preventive Maintenance Program* recommends the development of an inventory of all equipment and assets to receive planned maintenance. Each piece of equipment is given a unique number together with identified preventive tasks or inspections and frequencies of maintenance based on manufacturer recommendations or national standards. The maintenance supervisor or director assigns tasks as they become due. After the work is completed, it is documented along with any related costs, and the task is marked for its next occurrence. School districts, regardless

of size, can use an automated preventive maintenance program to document this process.

School districts can use preventive maintenance to lower overall maintenance costs. Preventive maintenance tasks are identified and assigned using the department's work order system based on manufacturer recommendations, industry standards, or the district's own experience with specific equipment. Some inspection tasks such as checking alarm systems or replacing exterior lighting are done on a weekly basis. Other tasks such as roof inspections are performed annually. If the district lacks qualified maintenance staff in-house, the maintenance director brings in outside vendors to perform the work on a scheduled basis.

Districts with preventive maintenance programs can often negotiate discounts or lower rates with these vendors because the work is planned ahead and can be scheduled during a vendor's less busy times. Major work that would disrupt students can be scheduled during the summer, school holidays, or spring break. Districts can also use Internet-based programs that support their preventive maintenance (PM) efforts by creating recurring maintenance schedules on a daily, weekly, monthly, or annual basis based on industry standards or dates that the district determines.

MISD should develop and implement a preventive maintenance program. The district can use an Internet-based software program that eliminates the need to purchase and then update software. The business manager and the maintenance worker should create a list of all mechanical, electrical, and architectural items to receive preventive maintenance. The facility assessment (Recommendation 34) could form the basis for developing this list. The inventory items should be given a unique numbering system, with tasks and frequencies planned, and work to be performed documented per manufacturer recommendations or national standards. Each task can then be scheduled and performed.

The cost to implement this recommendation is estimated to be $200 annually for access to the system and a one time training cost of $50. The estimated savings are $2,908 annually based on a conservative estimate of savings of 10 percent in repair costs (2004–05 repair costs of $29,079 x 10 percent = $2,908). Savings are estimated to begin after one year of implementation. Net savings annually are $2,908 minus $200 (annual cost of system services) or $2,708.

CUSTODIAL OPERATIONS (REC. 37)

Custodial operations are not documented, performed based on a schedule, evaluated against standards, or afforded sufficient training. MISD has one fulltime custodial employee who also serves as the supervisor and one contract position that functions like a fulltime employee. Custodians are also responsible for maintaining the grounds.

Currently, the custodians have an assigned area to work and perform their duties during the regular school day, from 7:30 A.M. to 3:30 P.M. Materials are stored in closets and a main storage area in the elementary building. The amount of cleaning performed is based on what the custodians can complete in a day. The cleaning process is one of individual preference in the order and approach. Custodians adjust their activities to work around the classes. Heavy cleaning is done as time permits or during the summer after school is out. Survey responses indicated that most staff, parents, and students are satisfied with the cleanliness of the buildings. In 2005–06, the district increased staffing from 1.5 positions to the equivalent of two fulltime positions due to the completion of the new classroom building.

The district purchases cleaning supplies based on the preferences of the custodians and does not evaluate the effectiveness of the supplies or their safety for use in a classroom setting. Custodians do not receive training on proper lifting techniques or on safety hazards from the improper use of chemicals.

By failing to document custodial tasks and schedules, cleaning practices could be inconsistent and result in a potentially unhealthy facility. Working a day shift requires that the custodians work around the class schedules which can be inefficient.

The national average for cleanable square foot per custodian for educational facilities, as stated in the International Facility Management Association (IFMA) *Benchmarks Research Report #26*, is 22,536 square feet per custodian at a cost of $1.10 per square foot. MISD spends $38,848 cleaning approximately 30,000 cleanable square feet at a cost of $1.29 per square foot. Based on this average MISD would need approximately 1.33 custodians, but the averages do not take into account grounds maintenance duties the MISD custodians perform.

The Custodial *Staffing Guidelines for Educational Facilities* published by the Association of Higher Education Facilities Officers recommends having all cleanable space documented with type of finish, required cleaning tasks, and recommended

cleaning frequencies. The areas would be inspected on a regular basis, and cleaning ratings given by custodial area.

Exhibit 5-3 shows sample cleaning tasks for the custodial staff in a small district such as MISD.

The district should develop a custodial work plan to increase efficiency, ensure tasks are completed on a regular basis, and provide necessary training. Many of the custodial services could occur after school hours. The custodial supervisor and the contracted custodian should report to work at 10:00 A.M. and work until 6:00 P.M. with 30 minutes off for a meal. In this way, substantial work would be performed outside of regular school hours. The maintenance worker should address any accidents or spills in the morning before the custodians arrive. The business manager and custodial supervisor should also review the cleaning supplies and determine if they are appropriate for use in school buildings and identify training for the custodians to take in the use of cleaning materials and proper lifting techniques.

The business manager or superintendent should develop a list of items to be cleaned including frequency and required tasks. They should develop a separate list for heavy duty cleaning that should be performed during times when students are not in the classrooms such as student holidays and in-service days. Heavy cleaning such as carpet cleaning and floor stripping should be planned for extended holidays or summer. The district could also develop an inspection process to be carried out on a regular basis with ratings for cleaning given by custodial area.

ENERGY MANAGEMENT (REC. 38)

The district does not have an energy management program to monitor energy costs and encourage conservation. Energy management programs can range from basic education programs which encourage teachers and students to turn off lights and air conditioning when rooms are not in use to

EXHIBIT 5-3
SAMPLE CLEANING TASKS

DAILY TASKS	WEEKLY TASKS
Check daily activities schedule to see if any special equipment must be set up.	Clean all hallway windows.
Clean up accidents or spills when they occur.	Check playground equipment.
Sweep exterior walkways and inspect walkways and entrances for debris and hazards.	Patrol grounds picking up trash and debris.
Wet mop inside of entrances if wet or bad conditions.	Mow grass as scheduled.
Clean all surfaces in restrooms.	Weed flower beds as scheduled.
Wash all main entrance windows.	Vacuum all carpets thoroughly in all classrooms and work areas according to the work schedule.
Clean any water fountains.	Wash all desktops, chairs, and furniture.
Machine vacuum all carpeted corridors and hallways.	Dust everything in rooms and corridors.
Remove spots from carpets.	Wet mop all tiled areas.
Dust mop and sweep corners of all tiled classrooms and adjacent rooms. Wet mop if needed.	
Pick up any trash.	
Make sure all rooms appear orderly.	
Empty all trash cans and put the trash in the dumpster.	
Remove all marks from walls and lockers nightly.	
Replace defective light bulbs.	
Close and lock windows.	
Clean equipment after use and return to janitor's closet.	
Lock all doors as directed by the business manager.	

SOURCE: School Review Team.

elaborate computer programs that optimize efficiency by controlling temperatures in classrooms and offices.

The district lacks any procedures related to energy management and has not performed an energy audit of its facilities. The review team noted that the windows on several buildings had single panes and that the lighting was inefficient. The superintendent's secretary reviews the utility bills before submitting them for payment to identify any significant changes, which are then brought to the attention of the business manager or the superintendent, but no there is no formal analysis. While the district has not implemented an energy management program, the superintendent did replace window air conditioning units in 2004 and in 2005 with more energy efficient units.

Exhibit 5-4 compares the energy costs for MISD to three of the peer districts included in this study. MISD had the second highest cost per square foot of the four districts at $1.17. The district's energy costs are also higher than the average energy cost ($0.82 per square foot) of the 2,130 school buildings in 544 school districts that have participated in the State Energy Conservation Office's Energy Management Partnership Program for the last eight years. The cost for square foot of districts in Region 12 that participated in the program ranged from $0.66 to $0.96 per square foot for the same period.

The lack of an energy management program indicates that students and staff may not be aware of the importance of conserving energy and its financial impact on the district. Energy costs in this country are expected to continue to rise at a greater rate than the overall rate of inflation for the near future. In 2005 the Consumer Price Index (CPI) for energy rose 17.1 percent compared to 3.4 percent for all items. Even with a smaller percentage increase annually, districts could be paying much more for the same energy if they do not implement a formal program to control costs. In Texas, the

Comptroller of Public Accounts has set an energy benchmark for schools of $1.00 per square foot for energy costs.

For more than seven years, many districts have participated in the integrated energy management services offered by the State Energy Conservation Office (SECO) to assist school districts and other units of local governments in setting up and maintaining effective energy efficiency programs. These districts saved money by using the free energy audits, energy management training workshops, and technical support in designing new facilities for optimal energy efficiency and sustainability. During this seven year period over 3,500 Texas schools implemented Watt Watcher programs. This educational program promotes energy conservation habits and reduces school energy bills. The program gets students involved in reducing energy waste by turning off lights and leaving tickets for empty classrooms with the lights on. SECO research shows that turning off the lights in a classroom during two unoccupied hours per day can save $50 in a school year. Statewide, districts using these services have had average energy costs of $0.82 per square foot.

Energy saving actions may include, but are not limited to the following:

- Keep blinds or curtains drawn during a hot summer day
- Open blinds during the sunny part of a winter day
- Make sure floor or wall vents are not blocked by furniture or other obstructions
- Use daylight instead of electric light whenever possible
- Turn out lights when you leave your office for more than a few minutes
- Avoid using space heaters
- Turn off office machines overnight
- Share printers and fax machines instead of purchasing separate ones for each person

EXHIBIT 5-4
ENERGY COSTS PER GROSS SQUARE FOOT BY LOCATION
2004–05

LOCATION	GROSS SQUARE FOOTAGE	ELECTRIC COSTS	NATURAL GAS COSTS	COST PER GROSS SQUARE FOOT
Cranfills Gap	29,139	$28,800	$6,000	$1.19
Lazbuddie	76,162	$39,185	$35,150	$0.98
MULLIN	**40,472**	**$37,664**	**$9,662**	**$1.17**
Star	32,272	$14,408	$5,391	$0.61

NOTE: Oglesby ISD did not provide information.
SOURCE: MISD Business Manager and peer district superintendents, January - February 2006.

- Turn off water taps when water is not being used and report all leaks promptly

- Leave thermostats at pre-set temperatures

The district should implement an energy management program to reduce energy costs. The energy program should include an energy audit to identify potential savings, guidelines for energy conservation, and energy education programs aimed at including students as active members in the conservation efforts. The program should have the following elements: making a commitment, setting goals, creating an action plan, implementing the plan, evaluating progress, and recognizing achievements. District management could obtain information from SECO regarding energy conservation and energy education programs and have SECO or a private vendor conduct an energy audit to identify all high energy consumption equipment and establish a plan for replacement. SECO conducts energy audits at no cost to school districts.

The district could save an estimated $36,202 over five years. This savings estimate is based on the adoption of energy management practices to reduce the district's energy costs by 17 percent from $1.17 per gross square foot (GSF) to $1.00 per GSF from the base year of 2004–05. The estimated annual savings from reducing energy costs by 17 percent is $8,045 (2004–05 energy costs of $47,326 x 0.17). First year savings in 2006–07 are reduced to one-half ($4,022) to allow time for implementing the program.

SECURITY AUDITS (REC. 39)

MISD lacks an established process to periodically perform security audits or review district procedures to determine if current programs are sufficient to monitor the risk of injury or loss.

MISD has taken several steps to improve district security. MISD applied for and received grants that funded basic security infrastructure to district property. In 2004–05 the district alarmed its buildings. From 2003 to 2005, the district installed security lighting to illuminate its buildings and the areas surrounding its buildings.

MISD does not have its own police department. The Mills County Sheriff's Office provides law enforcement services when needed. The relationship is informal, not contractual, with the sheriff providing services upon request. The sheriff responds to calls for service when criminal activity occurs or is suspected. The sheriff also provides a drug-sniffing dog to sweep district school buildings. The district uses the sheriff's drug dog to minimize the incidents of drugs on campus.

While the district has implemented certain initiatives that have improved safety and security, it has not performed a safety audit or reviewed existing processes and procedures to determine if they can be strengthened to reduce risk. According to the superintendent, MISD uses the public school inspection performed by the Texas Department of State Health Services as its safety audit. The inspection form is a single page checklist for reviewing the condition of building systems affecting public health. The inspection includes: lighting and glare, room temperature, air quality, sanitation, chemical storage, water standards, and provisions for medical services. The inspection focuses on areas that are under the health department's purview. It does not include a review of policies and procedures, community conditions, or other, broader areas that may affect safety and security.

In its review of existing district processes, the review team identified areas of potential risk with existing district processes **(Exhibit 5-5)**.

Failure to identify and address safety concerns increases the risk of loss or damage. Audits provide a blueprint for safer schools by identifying threats to safety and weaknesses in security. Many crime prevention solutions a safety review identifies can be accomplished with minimal effort or resources such as trimming bushes to minimize hiding places for criminal activity. Knowing the risk and potential solutions allows an organization to develop implementation plans that spread the financial impact of more costly solutions over a period of time.

Texas Education Code, Section 37.108, now requires districts to perform periodic safety audits. The provision requires that districts follow the security audit procedures developed by the Texas School Safety Center or a comparable public or private entity. The Texas School Safety Center (TxSSC) located at Texas State University provides safety training and audit guides for schools wanting to perform a self assessment. TxSSC has developed a vulnerability self assessment tool for school district use. The tool is on the TxSSC website.

In addition, TxSSC developed an online tool for school districts to assist development of emergency operations plans, and is currently in development of a juvenile behavior risk assessment tool. TxSSC holds annual conferences to update district law enforcement personnel on trends and changes in school safety and security.

EXHIBIT 5-5
MISD SAFETY PROCESSES

CURRENT PROCESS	POTENTIAL RISK
INFORMAL LOCK UP POLICY	
The district has not assigned any specific position the responsibility for seeing that the building is clear of personnel, locked, and alarmed. One staff member said custodians are generally responsible for locking buildings at the end of the school day. The principal did not know if custodians had an assigned duty to open and close.	Buildings are at greater risk for being accidentally left unlocked.
INFORMAL BUILDING USE POLICY	
Community groups use the facilities after hours at least monthly. District expectations for after-hours use by staff or community are not clearly defined. There are no written agreements for use or waivers of liability required. Most community groups include a district employee, who acts as building security during the event.	The risk of damage through negligence or accident increases because there is no clear written assignment of responsibility.
LACK OF SAFETY REQUIREMENTS IN VENDOR CONTRACTS	
District could not provide copies of vendor contracts with risk reduction provisions such as requiring criminal history checks for vendor employees who will make deliveries to district buildings or the vendor assuming liability for loss of deliveries.	Without contract provisions that anticipate and address potential risks, the district cannot require vendors to take protective measures. In the event of an incident the district does not have clear recourse for damages.
EMERGENCY COMMUNICATION WITH BUSES	
Bus drivers' personal cell phones are the district's method for maintaining communications. Cell phone coverage is not possible in all areas of the bus routes.	In an emergency, communication should be reliable to reduce response time of emergency service providers. (Note: the Transportation Code limits usage of a wireless device while operating a passenger bus with a minor passenger on the bus except in case of emergency or if the passenger bus is not in motion.)
ALARM CODES	
District buildings are not individually alarmed. The alarm system has a single code for all users, which is provided to each staff member. The district does not have guidelines for securing alarm codes, appropriate code use, or for reporting circumstances that may have compromised the confidentiality of the code. The district has not changed the alarm code, although former staff members with code access have left the district.	District cannot determine accountability with single access code, should damage occur after hours. Former employees can potentially access buildings without detection.

SOURCE: School Review Team observations, December 2005.

TxSSC works cooperatively with the state's regional education service centers to train district administrators on the new safety requirements. While safety audits are only required once every three years, districts are implementing the requirements. Lazbuddie ISD hired a private company to perform the required audit. Cranfills Gap ISD's superintendent performed its security audit.

The district should conduct security audits once every three years to identify weaknesses in the district's security and develop a plan to address audit findings. The principal and superintendent should request assistance from the sheriff in performing the audit and use audit procedures the Texas School Safety Center developed. After the audit is complete, the principal should hold staff meetings to share the audit findings and solicit staff input on the audit findings and its suggestions for improvements.

The principal and superintendent should compile elements identified by the safety audit into a proposed implementation plan, with solutions categorized according to cost and ease of implementation. **Exhibit 5-6** provides an example of possible solutions for the risks the review team identified that are elements of an implementation plan.

The plan should also assign staff the responsibility for completing each solution. The superintendent should present the plan to the board for discussion on the cost and relative risk of each proposed solution. The board should adopt a final implementation plan and the business manager and

EXHIBIT 5-6
MISD EXAMPLE SAFETY IMPLEMENTATION PLAN ELEMENTS

PROCEDURE	SOLUTION	RESOURCES REQUIRED TO IMPLEMENT
Informal lock up policy	Document procedures assigning responsibility for building lock up.	Staff time to develop written procedures for ensuring building is empty and alarmed.
Informal building use policy	Develop written policy for opening or closing facilities after hours. If use is by community, provide form for waiver of liability and list of rules for use.	Staff time to develop written policy, obtain board approval, and disseminate policy.
Lack of safety requirements in vendor contracts	Develop standard contract provisions including: • requiring vendors to perform criminal history checks for employees who will be on school property. • assigning risk of loss for deliveries that have been delivered, but not received and accepted by a district representative.	Staff time to obtain board approval and coordinate with legal counsel to develop standard terms and conditions to be incorporated in district contracts as contracting opportunities arise.
Emergency communication with buses	Execute an inter-local agreement with Sheriff's Office to allow emergency radio communication using sheriff's radio frequency.	Staff time to negotiate with sheriff for use of emergency radios on law enforcement frequency.
Alarm codes	Assign separate alarm codes to users and annually change codes.	Staff time to assign codes.

SOURCE: School Review Team, December 2005.

superintendent should coordinate the funding needed to implement the plan with the appropriate district budget cycle.

There is no additional cost for conducting the security audits assuming the district uses the TxSSC tools on the TxSSC website for developing a plan to address audit findings.

BUILDING ACCESS (REC. 40)

MISD does not have a formal plan or policy for controlling building access or securing individual building alarm codes which affects accountability for maintaining building security.

MISD has nine buildings that house classroom and cafeteria space and administrative offices. The business manager has the master key that opens all district doors. Keys to individual buildings are assigned to the superintendent, principal, coaches, custodians, and the disciplinary aide. The disciplinary aide lives close to the school and has a key to respond to after-hours problems or to assist community members who use district facilities.

Exterior district building keys are not restricted to outside access. Some exterior door keys also open interior classroom doors. In July of 2004, MISD added alarms to district buildings. Alarms are turned on and off by entering a code. Although the alarm system has the capability to assign individual codes, all buildings operate on a single code. The district has not

changed codes since installation, although employees with code access have left the district.

According to staff, teachers are assigned keys at the beginning of each school year and must return the keys at the end of the school year. Key assignments are dependent on the number of days in an employee's contract. Teachers and other staff that are not on a year-round schedule are only assigned keys for use during the school year. The keys are checked out at the beginning of each school year and are returned at the end of the school year. The principal's secretary is responsible for tracking the keys. The tracking process includes a checklist with each employee's name and a column for marking receipt and return of keys. Building keys for year-round positions in maintenance, custodial, and administration are not checked in and out, or tracked on the assignment list.

The district uses a proprietary key that only authorized district personnel can duplicate. There are no formal procedures for authorizing a duplicate key or documenting the assignment of a duplicate key. In addition, the district lacks a written policy that defines appropriate key use or holds staff responsible for the costs associated with a lost key. There are no procedures or guidelines for lending, replacing, or duplicating keys. The district also does not have procedures for securing the alarm code, defining appropriate use of the code, reporting circumstances that may have put the security of the code at risk, or changing the code when staff leaves.

Although the district reduced the risk of unauthorized entry by adding an alarm system, exterior building keys that also provide access to interior rooms increase the risk of unauthorized entry. The district also allows community use of district buildings. Allowing members of the community interior access should someone have an exterior door key, and the lack of individual alarm codes further weakens building security. A single alarm code hinders the district in identifying who may have been in the building if damage occurs after hours when the building should be empty.

Many Texas school districts have procedures that track key assignments and hold staff responsible for lost keys. Districts with alarm systems can also implement individual alarm codes and can change codes periodically to allow the district to track access. Glen Rose ISD (GRISD) developed policies and procedures for tracking and replacement of building keys. GRISD reduced the risk of unauthorized key use by changing facility locks before implementing its new access and tracking policies. GRISD also implemented alarms to secure many areas of its buildings. GRISD issues unique access codes to individuals needing entry into the alarmed areas and changes the codes annually to maintain security.

The district should develop and implement practices for securing keys and updating alarm codes. The business manager should develop a written building access policy that provides notice to key holders of their responsibility to reimburse the district for costs associated with losing a key. The policy should clearly state that the district does not allow lending keys or sharing alarm codes without authorized permission. The business manager should incorporate the access policy into the employee handbook, update it annually, and provide it to staff.

To provide secure room access, the business manager, superintendent, and principal should first assess the type of building access staff needs. After determining the type of access, the business manager, superintendent, and principal should design a core replacement plan. A core replacement plan minimizes the number of locks requiring core changes if a key is lost. For example, if each teacher has key access to the front door and all common rooms such as the cafeteria or auditorium, the loss of one key will require changing locks on several doors and all keys that fit that door. If the key only opens the front door and the classroom, the loss requires changing two lock cores plus the keys that open those locks. The core replacement plan should identify which locks should be replaced and also document the cost to change cores. If the plan requires actual replacement of lock cores,

the business manager and superintendent should develop a time-phased replacement cycle based on priorities and available funding.

To monitor after hours access to the facilities, the business manager should work with the alarm company to identify and assign individual codes to staff. Each employee should receive a unique access code that the business manager should remove from the system when the individual's employment with the district ends. To further minimize the risk of unauthorized alarm code use, the business manager should update and change codes for all employees annually.

MISD can develop the building access policy and core replacement plan at no additional cost. The district can also assign individual alarm codes with existing resources since the alarm system currently has this capability.

COMMISSIONED STAFF (REC. 41)

MISD is missing an opportunity to strengthen safety and security service levels in the district. Because of its size, MISD does not have its own police department or on-site school resource officers. The district has a teacher who is a former law enforcement officer. Texas Education Code Section 37.081 gives school boards the authority to commission law enforcement officers, but MISD has not commissioned this teacher to provide law enforcement response if the need arises. The district initially contacted the sheriff to discuss the idea of the sheriff holding the commission. Since the initial contact, the district has not followed up with the sheriff to actively pursue the idea of commissioning.

The district's disciplinary process includes removing students to juvenile justice agencies for additional sanctions or parental involvement. This action involves local agencies, which then accept district students for appropriate criminal or juvenile family charges. While the imposition of this level of sanction is rare, the current process does not always meet district needs when a situation arises.

Remote school districts that do not have immediate law enforcement or crisis response capability and are located some distance away from a Sheriff's Office are in a difficult position to respond appropriately to situations which may call for prompt attention. Commissioning a teacher as a certified peace officer could provide this capability to the benefit of both the district and the sheriff. For example, a district-based officer can take charge during an incident while sheriff's deputies are en route to the district's emergency

call. With a certified peace officer, a remote district could also issue citations for minor infractions such as a student possessing tobacco or other contraband items or an irate visitor that refuses to leave the campus, rather than calling the sheriff. The district could also use the teacher's law enforcement skills and training to perform required safety audits, reducing the need to hire outside experts.

The district should explore options for commissioning a district employee with prior law enforcement experience to reactivate the employee's peace officer license. This action would reduce response time to district calls for service and could also support Mills County homeland security efforts by increasing communication and response between two area government entities.

The superintendent should consider two options for reactivating the employee's license: developing an inter-local agreement with the Sheriff's Office to commission the employee as a certified peace officer, or using the school board's authority to commission the employee.

Under the first option, the superintendent should meet with the sheriff to discuss an inter-local agreement for commissioning the employee. The discussion should identify and resolve issues such as: who will be able to deploy the commissioned employee and under what circumstances; which agency policies the employee will follow; who will be responsible for the costs associated with maintaining the employee's commission such as training and license fees; which agency will accept liability for actions taken by the commissioned employee; who will be responsible for transport of a detained student; any special facilities that will need to be developed such as a juvenile holding room; and additional supplies or equipment that will need to be purchased and the agency responsible for the purchase.

The Texas Local Government, Code Section 85.004, allows sheriffs to commission volunteer deputies. In these discussions, the sheriff and the superintendent should also consider the commissioned position to hold a reserve deputy commission, which has greater restrictions than a fully employed sheriff's deputy.

Once the issues have been defined, the superintendent should work with district legal counsel to develop an inter-local agreement that specifies the agreed-upon terms. The superintendent should present the inter-local agreement to the board for approval.

Under the second option, if the sheriff and district cannot reach an understanding through an inter-local agreement, the district should explore a board-authorized commission. With a board-held commission, the employee would be directed solely by law enforcement procedures determined by the board. Under each option, the board could choose to pay a stipend for the additional duties, but would not be required to pay overtime.

The fiscal impact includes both one time and ongoing costs. One time costs total $2,244 and include legal counsel review and assistance in the development of an inter-local agreement ($1,950) plus the cost of reactivating a commission ($250) and the purchase of a badge ($44). One time legal costs are estimated as $1,950 and are based on 10 hours of senior associate time at $195 per hour.

Ongoing costs include an annual stipend of $1,000 for performing duties authorized by the commission and benefits of approximately $19 ($1,000 x 0.0185) plus the cost of training. Online training to maintain peace officer certification costs $100. Peace officers are required to complete 40 hours of continuing education every 24 months, so the projected cost could be spread over two years for an ongoing cost of $50 per year. The total annual cost for the stipend and training is $1,069, for a five year cost of $5,345.

For background information on Facilities Management, see page 104 in the General Information section of the appendices.

FISCAL IMPACT

RECOMMENDATIONS		2006–07	2007–08	2008–09	2009–10	2010–11	TOTAL 5–YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
CHAPTER 5: FACILITIES MANAGEMENT								
34.	Implement periodic facility assessments using an outside facility specialist for the initial review.	$0	$0	$0	$0	$0	$0	($4,047)
35.	Document maintenance work performed by using a work order system that is designed for school districts.	($500)	($500)	($500)	($500)	($500)	($2,500)	($250)
36.	Develop and implement a preventive maintenance program.	($200)	$2,708	$2,708	$2,708	$2,708	$10,632	($50)
37.	Develop a custodial work plan to increase efficiency, ensure tasks are completed on a regular basis, and provide necessary training.	$0	$0	$0	$0	$0	$0	$0
38.	Implement an energy management program to reduce energy costs.	$4,022	$8,045	$8,045	$8,045	$8,045	$36,202	$0
39	Conduct security audits once every three years to identify weaknesses in the district's security and develop a plan to address audit findings.	$0	$0	$0	$0	$0	$0	$0
40	Develop and implement practices for securing keys and updating alarm codes.	$0	$0	$0	$0	$0	$0	$0
41.	Explore options for commissioning a district employee with prior law enforcement experience to reactivate the employee's peace officer license.	($1,069)	($1,069)	($1,069)	($1,069)	($1,069)	($5,345)	($2,244)
TOTALS–CHAPTER 5		**$2,253**	**$9,184**	**$9,184**	**$9,184**	**$9,184**	**$38,989**	**($6,591)**

APPENDICES

MULLIN INDEPENDENT SCHOOL DISTRICT

GENERAL INFORMATION

CHAPTER 1 EDUCATIONAL SERVICE DELIVERY

STUDENT INFORMATION

The Texas Education Agency (TEA) provides information to school districts and the public through the Academic Excellence Indicator System (AEIS) and the Public Education Information Management System (PEIMS). AEIS provides information on students and staff as well as financial and other data on all Texas school districts. AEIS information for 2004–05 indicated that Texas Assessment of Knowledge and Skills (TAKS) scores for MISD students were below those for the state, Region 12, and its peer districts (see **Exhibit 1-1** in Chapter 1). Students scoring above the state passing standard on TAKS showing they have a thorough understanding of the knowledge and skills at the grade level tested are designated as demonstrating *commended performance*. The percentage of MISD students demonstrating commended performance on TAKS were below those of the state and region on each sub-test as well as all tests combined. Similarly, the percentage of MISD students meeting Admission, Review, and Dismissal (ARD) Committee expectations on the State Developed Alternative Assessment II (SDAA II) was below those at the state and regional levels.

Accountability provisions of the No Child Left Behind Act 2001 (NCLB) require all public school districts and campuses to be evaluated annually for Adequate Yearly Progress (AYP). Districts and campuses are required to meet performance and participation criteria for two measures, reading/language arts and mathematics, and either Graduation Rate for high school campuses or Attendance Rate for elementary and middle school campuses. The final 2004 AYP results indicate that MISD and Mullin High School meet the AYP standard. Mullin Elementary was not rated in 2004 because it was listed as a separate campus for the first time.

Other student performance factors reported in AEIS include:
- completion rates for the group of students graduating in 2004 after four years in high school,
- the percentage of students who take TEA-defined advanced courses or participate in dual enrollment classes,
- the percentage of students enrolled in Advanced Placement (AP) classes or the International Baccalaureate Program, and

- the percentage of 2004 graduates who did well enough on the exit-level exam to have a 75 percent likelihood of passing the Texas Higher Education Assessment (THEA), a reading, writing, and mathematics proficiency test used by Texas institutions of high education to evaluate incoming students.

Of all the above mentioned student data, MISD students out-performed those in the state and region only in the percentage of students graduating from high school and the (lower) percentage of students dropping out of school (**Exhibit A-1**).

For 2004–05, TEA assigned districts one of four accountability ratings: *Exemplary, Recognized, Academically Acceptable*, or *Academically Unacceptable*. An accountability rating is a rating assigned to campuses and districts based on spring performance on the TAKS, SDAA II, completion rate, and annual dropout rate. To receive an *Exemplary* rating in 2004–05, at least 90 percent of all students combined must pass the reading, writing, mathematics, and social studies sub-tests on TAKS and 90 percent of students taking the SDAA II must meet ARD expectations. In addition, the completion rate must be at least equal to 95 percent, and the annual dropout rate in grades 7–12 for all students cannot exceed 0.2 percent. To receive a *Recognized* rating, the passing rates are 70 percent, the completion rate is 75 percent, and the dropout rate cannot exceed 0.7 percent. To be rated *Academically Acceptable*, the passing rates are 50 percent for reading, writing, and social studies, 35 percent for mathematics and 25 percent for social studies. The dropout rate cannot exceed two percent. In 2004–05, MISD received an accountability rating of *Academically Acceptable*.

MISD students may graduate under one of three programs—the Minimum High School Program, the Recommended High School Program, or the Distinguished High School Program. The Minimum Program requires 24 credits to graduate, the Recommended Program requires 26 credits, and the Distinguished Program requires 27 credits. The major differences among the programs are the number of credits in a content area or the specific courses within a subject area that a student must take. For example, students in the Recommended and Distinguished Programs must take one more credit than students in the Minimum Program in social studies and fine arts. Students graduating under the

Distinguished Program must take one more credit in languages other than English and two more than students in the Minimum Program. All three programs require three credits in math, although students in the Minimum Program must take Algebra I and Geometry, while students in the other programs must also take Algebra II. The number and types of electives also differ among the three programs.

AEIS data indicates that six students (66.7 percent) from the class of 2004 graduated from either the Recommended or Distinguished programs, and three students (33.3 percent) graduated from the Minimum program.

High school juniors and seniors could earn college credit while they are still in high school by enrolling in dual or concurrent credit courses. A dual credit course is a college level course that students earn both college and high school credit. The course may be taught at either a high school or college location. Enrolling in dual credit courses allows students to earn credits toward a college degree before they finish high school. By taking dual level courses beginning in their junior year and during the summer, students could earn status as college sophomores before beginning college fulltime. To enroll in a dual credit course, students must satisfy requirements of Texas Success Initiative (TSI), a state-legislated program designed to improve student success in college. Taking dual credit courses also allows students to earn cash awards for the Early Graduation Award and College Hours bonus depending on the total college hours they accumulated upon graduation from high school.

AEIS data indicates that the advanced course/dual enrollment completion rate for MISD students in 2003–04 was 10.9 percent. The completion rate is based on a count of students in grades 9–12 who completed and received credit for at least one advanced course or dual credit course. There are 184 courses approved by TEA as advanced courses. MISD currently offers one advanced course. The number of dual credit courses varies from high school campus to campus. MISD offers no dual credit courses currently.

AEIS also provides information on the percentage of students taking Advanced Placement (AP) and International Baccalaureate (IB) examinations and SAT or ACT examinations. For 2003–04, the district offered no AP or IB courses. No AEIS data on the percentage of SAT/ACT were reported for 2003–04, but district records indicate that two students took the both the SAT and ACT in 2004–05. A comparison of MISD data with that from the state and Region 12 on AP/IB is included in **Exhibit A-1**.

INSTRUCTIONAL STAFF

The high school and elementary master schedules dated September 2005 indicate that 22 MISD professional staff shared classroom responsibilities. Seven staff members were listed on the Mullin High School Master Schedule only, six on the Mullin Elementary Master Schedule only, and nine were listed on both schedules indicating responsibilities at both levels. The principal, counselor, and librarian were listed as having classroom responsibilities for one period each.

In addition to student data, AEIS also provides information on staff. In 2004–05, the district reported 19 classroom teachers, 1.7 professional support staff, 2.2 campus administrative staff, and 0.5 central administrative staff. One hundred percent of the teachers were Anglo, and 60.5 percent were female. The average years of experience of MISD teachers was 8.9, and the average length of time in the district was 3.5 years. **Exhibit A-2** compares MISD teacher information with teachers statewide and Region 12.

Four instructional support personnel work part-time. They include the nurse, who is on a 72-day contract; the counselor, who is on 96-day contract; the educational diagnostician, who is on a 100-day contract; and the special education counselor/speech therapist, who is on a 110-day contract.

GUIDANCE AND COUNSELING

Changes to Texas Education Code (TEC) 33.005 initiated in 2002 require counselors to advise students and their parents or guardians regarding the importance of higher education, coursework designed to prepare students for higher education, and financial aid availability and requirements. **Exhibit A-3** describes how MISD assists students and parents in these areas based on information the district provided.

The counselor meets regularly with students to provide information on scholarships, leadership institutes, and to help them complete the Free Application for Federal Student Aid and other scholarship applications. The counselor administers various interest inventories and aptitude or college entrance examinations such as the PSAT, SAT, ACT PLAN, and ASVAB. Student visits are scheduled to technical and academic institutions including Central Texas College, McClennan Community College, and Baylor University in Waco; Texas State Technical College in Waco and Brownsville; Tarleton State University in Stephenville; and the University of Texas of the Permian Basin in Odessa. Students also attend College Day sponsored by Region 12 where they meet with representatives from area institutions.

EXHIBIT A-1
STUDENT INFORMATION
MISD, REGION 12, AND STATE

	STATE	REGION	MULLIN
TAKS COMMENDED PERFORMANCE FOR ALL GRADES TESTED			
Reading/English Language Arts	25%	24%	10%
Mathematics	20%	18%	7%
Writing	26%	22%	<1%
Science	14%	12%	<1%
Social Studies	26%	24%	6
All Tests	10%	8%	1%
SDAA II Met ARD Expectations	79%	83%	59%
Exit-Level Cumulative Pass Rate	91%	90%	75%
COMPLETION RATE (CLASS OF 2004)			
Graduated	84.6%	88.1%	90.0%
Received GED	4.2%	4.2%	10.0%
Continued in High School	7.3%	4.5%	0.0%
Dropped Out	3.9%	3.3%	0.0%
Advanced Course/Dual Enrollment Completion (2003-04)	19.9%	15.8%	10.9%
Advanced Placement/International Baccalaureate Results	17.4%	15.6%	0.0%
TAAS/TASP Equivalency	77.3%	75.7%	50.0%
RACIAL/ETHNIC DISTRIBUTION			
African American	14.2%	22.9%	6.3%
Hispanic	44.7%	23.5%	28.1%
Anglo	37.7%	51.4%	64.1%
Native American	0.3%	0.5%	1.6%
Asian/Pacific Islander	3.0%	1.8%	0.0%

SOURCE: Texas Education Agency, AEIS 2004–05 District Performance Reports.

EXHIBIT A-2
MISD INSTRUCTIONAL STAFF
2004–05

	STATE	REGION	MULLIN
Percent Teachers of Total Professional Staff	50.4%	49.0%	47.0%
Percent Minority Teachers	29.7%	13.2%	0.0%
Teachers with Masters or Doctorate Degree	21.3%	15.2%	17.1%
Teachers with 5 or less years experience	36.4%	35.4%	42.2%
Average Years of Experience	11.5	11.5	8.9
Average Years with District	7.5	7.0	3.5
Number of Students per Teacher	14.9	13.7%	6.8
Average Teacher Salary (regular duties only)	$41,011	$38,043	$34,151

SOURCE: Texas Education Agency, AEIS 2004–05.

EXHIBIT A-3
HIGHER EDUCATION-FOCUSED COUNSELING EFFORTS
2005–06

ADVISING STUDENTS AND PARENTS REGARDING THE IMPORTANCE OF EDUCATION
Scheduling career awareness workshops.
Individual counseling of students in grades 8-12.
Inviting college recruiters to the campus.
Taking students on tours of higher education facilities.
Assisting students to use the Occupational Outlook Handbook online.
Administering various aptitude tests and ability inventories.
Encourage students to conduct visual tours of colleges on the web.
ENCOURAGING STUDENTS TO TAKE PREPARATORY COURSEWORK
Explaining to parents and students the values of the Recommended High School Graduation Program.
Explaining dual credit options and providing opportunities for interactive communications with colleges.
Encouraging students to take the Texas Higher Education Assessment by their sophomore year.
Conferencing with students regarding the value of taking challenging courses in high school.
PROVIDING FINANCIAL AID INFORMATION
Providing financial aid workshops on campus with presenters from higher education institutions.
Working with school librarian to provide various informational materials.
Apprising students of available scholarships and assisting them with completing the applications.
Assisting students in obtaining documents required for specific applications.
Assisting foster care children in applying for financial aid made available through legislation.

SOURCE: MISD Counselor's Office, December 2005.

MISD does not conduct formal graduate follow-up surveys. However, immediately following the site visit, the counselor either contacted all graduates from the classes of 2003, 2004, and 2005, or some family member or other person knowing of the graduates' current situation. Of 25 graduates, eight (32.0 percent) are currently pursuing a post-secondary education. Three (37.5 percent) of the eight students currently pursuing post-secondary educations are former foster children. **Exhibit A-4** shows the number and percentage of MISD foster and non-foster graduates currently enrolled in a college or technical school.

HEALTH SERVICES

A registered nurse serves MISD two days per week through its membership in the Region 12 Special Services Cooperative. The principal and principal's secretary assume health services responsibilities in the nurse's absence. School board policies require that enrolled students be tested for dyslexia and related disorders at appropriate times, hearing and vision disorders, and screening for abnormal spine curvature and acanthosis nigricans — a dark, thickened area on the skin that might indicate high insulin levels. Policies also require

that students have complete immunizations for diphtheria, measles, rubella, mumps, tetanus, and poliomyelitis as a condition to admission to school. The school nurse performs the screening required by board policy and maintains records to document immunizations.

The district's *Parent-Student Handbook* outlines the conditions under which the school may dispense prescription and nonprescription medications or herbal and dietary supplements. Information in the Handbook also refers to completion of an emergency consent form by parents which is required for the emergency medical treatment of students should the school be unable to reach the parents.

A Bloodborne Pathogens Plan and a Crisis Management Plan are on file in the principal's office. TEC, Section 28.004, requires boards of trustees to establish a local health advisory committee to assist the district in ensuring that the district's health education instruction reflects local community's values. MISD's School Health Advisory Committee, composed of the principal, nurse, food services director, four teachers, and a parent, met twice during 2005–06.

EXHIBIT A-4
MISD GRADUATES PURSING POST-SECONDARY EDUCATION
GRADUATING CLASSES OF 2003–2005

	FOSTER CHILDREN	NON-FOSTER CHILDREN	TOTAL
Pursuing post-secondary education	3 (12.0 %)	5 (20.0%)	8 (32.0%)
Not pursing post-secondary education	11 (44.0%)	6 (24.0%)	17 (68.0%)
TOTAL	**14 (56.0%)**	**11 (44.0%)**	**25 (100.0%)**

SOURCE: MISD Counselor's office, December 2005.

CAREER AND TECHNOLOGY EDUCATION

TEC requires school districts to provide a curriculum that offers each student the opportunity to gain entry-level employment in a high-skill, high-wage job or continuing the student's education at the post-secondary level. The Texas Administrative Code requires that districts must offer courses selected from at least three of eight career and technology areas. MISD offers courses in agricultural science and technology education, business education, and family and consumer sciences education/home economics education. Under the federal Carl D. Perkins Vocational and Technical Education Act, two of the agricultural science courses MISD offers, Agricultural Mechanics I and II, are considered nontraditional courses; that is, courses related to occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in the occupation.

The district currently has no Tech-Prep or dual enrollment offerings, no articulation agreements with area colleges or universities, and offers no career investigation courses at the junior high level.

GIFTED AND TALENTED

The district is developing a program for gifted and talented students. Board Policy EHBB (Legal) and EHBB (Local), Special Programs: Gifted and Talented Students define a gifted and talented student, in part, as one who performs or shows the potential for performing at a remarkably high level when compared to other students of the same age, experience, and environment. The policies also indicate how students are to be identified and selected and provide information relative to parental notification, consideration of gifted students transferring into the district, program furloughs, exit procedures, and appeals. Board Policy DMA (Legal) Professional Development: Required Staff Development specifies that staff development be required for teachers who provide instruction and services as part of the program for gifted and talented students.

MISD developed a handbook for the program that includes all provisions outlined in board policy in addition to various forms and checklists necessary for student referral. One MISD teacher has completed the 30 hours of staff development required to provide services to gifted students.

SPECIAL EDUCATION

The Individuals with Disabilities Education Act (IDEA) requires that districts provide appropriate public education for all children with disabilities, regardless of their severity, in the least restrictive environment. The act also requires districts to develop an Individual Education Plan (IEP) for each student with input from the general education teacher. The IEP must provide special education students with curriculum related to those of general education students.

MISD first considers mainstreaming, or providing services in the general education classroom, to all identified special education students. Resource classes are available for students who need a modified curriculum or instruction from a certified special education teacher and are assigned to resource classes based on the recommendation of the student's Admission, Review, and Dismissal committee. Students with severe disabilities that the district cannot serve in the regular classroom are served in self-contained, or life skills, classrooms. MISD will provide services to any student with a disability identified by IDEA.

The state's Medicaid program allows school districts to enroll as Medicaid providers and to apply for reimbursement for services provided to children with disabilities. The School Health and Related Services (SHARS) program provides reimbursement for services determined to be medically necessary and reasonable to ensure a disabled child under the age of 21 receives the benefits of a free and appropriate education. Services for which reimbursement is available includes assessment, audiology, counseling, medical services, school health services, occupational therapy, physical therapy, speech therapy, psychological services, and associated transportation. Districts can apply

for reimbursement for any of the qualifying services based on funds they already expended.

The Medicaid Administrative Claims (MAC) program is also available to school districts. MAC reimburses districts for health-related administrative services not reimbursable through SHARS such as those related to referral, outreach, and coordination of physical and mental health services for children and their families.

MISD participates in SHARS through the Texas Association of School Boards (TASB) that provides reimbursement services at a rate of 10 percent of reimbursements claimed. The district has not applied for any MAC reimbursements since 2003–04 due to the time required to gather and submit the data. **Exhibit A-5** shows the SHARS and MAC reimbursements the district received between 1999–2000 and 2003–04.

COMPUTERS AND TECHNOLOGY

The high school English teacher serves as the district's Technology coordinator. One period each day is allocated for providing technology assistance to staff. All district operating systems run Windows XP Professional or Home with the exception of a few older computers that use Windows 98. All platforms are IBM PC-compatible with wired and wireless wide area networks (WANs) and local area networks (LANs). The Central Texas Telephone Cooperative (CTTC) provides technical services related to Internet connectivity, intercom system maintenance, WAN and LAN maintenance, the telephone system, and the distance learning lab. No complete inventory of hardware or software is available. A partial list of administrative and instructional software includes the Regional Service Center Computer Cooperative (RSCCC), Chancery Student Management System (SMS), EZTime Pro 2.2, Class IEP 2005, and Tempo. Region 12 provides technical support for RSCCC and Chancery SMS.

MISD is in the third year of funding under a Technology Applications Readiness Grant for Empowering Texas students and teachers initiative (TARGET) for which Lometa ISD serves as fiscal agent. The 2005–06 TARGET budget is $31,421, the majority of which is for materials, supplies, and teacher training. Computers and software were purchased with funds allocated during the prior two years. The district owns 107 computers and 25 laptops, of which 79 computers are designated for student use, 14 computers and 11 laptops for teacher use, and 14 computers and 14 laptops for use by administrative and support staff. Six computers and one laptop are currently inoperable for various reasons.

The district has two servers, one for RSCCC and one for Chancery SMS. Both backup automatically to a hard drive and to tapes. The RSCCC server keeps the backup data for two weeks and then overwrites itself on a daily basis. Chancery SMS overwrites itself nightly.

GRANTS AND AWARDS

According to the 2003–04 annual financial report and information provided by the district for 2003–04 and 2004–05, MISD received revenue for a number of grants/awards, or special revenue funds. Federal fund revenue from Title I of the Elementary and Secondary Education Act (ESEA) and Title V, Part A, of No Child Left Behind result from the district's participation as a member of Regions 12's Application for Federal Funds Preparation Cooperative. Region 12 assesses each district in the cooperative a fee of three percent of its allocation to write and negotiate the application, provide appropriate staff development, and make available all relevant updates relating to program operations. Other revenues the district receives from programs authorized by the Texas Legislature, such as the Student Success Initiative (SSI) and Technology Allotment, are part of the district's foundation program allocation. **Exhibit A-6** displays the special revenue fund revenues the district received in 2003–04 and 2004–05 and the entity, if any, providing assistance with the grant application process.

EXHIBIT A-5
MISD SHARS AND MAC REIMBURSEMENTS
1999–2000 THROUGH 2003–04

	1999–2000	2000–01	2001–02	2002–03	2003–04
SHARS	$0	$0	$2,294	$3,259	$5,186
MAC	$2,519	$11,704	$11,932	$15,794	$6,122

SOURCE: Texas Education Agency, PEIMS, 1999-2000 through 2003-04.

EXHIBIT A-6
MISD GRANTS AND AWARDS AND ENTITIES ASSISTING WITH APPLICATIONS
2003–04 AND 2004–05

		GRANT AMOUNT	
GRANT OR AWARD	ENTITY ASSISTING WITH APPLICATION	2003-04	2004–05
ESEA Title I, Improving Basic Programs	Region 12	$57,025	$180,243
IDEA-B, Formula	None*	$25,045	$54,053
IDEA-B, Preschool Grant	None*	$31	$70
IDEA-B, Cap. Bldg. & Improv.	None*	$0	$263
Enhancing Education Through Technology	None**	$18,189	$0
NCLB, Title V, Part A, Innovative Programs	Region 12	$952	$0
Rural Economic Action Plan (REAP) Grant	None*	$21,246	$0
Improving Literacy Through School Libraries	Independent Grant Writer	$74,070	$0
Student Success Initiative	None**	$3,022	$0
Technology Allotment	None*	$3,633	$0
TIF Grant	CTTC	$5,938	$0
Master Reading Teacher	None**	$5,000	$0
Optional Extended Year Program	None*	$0	$900
Accelerated Reading & Math Program	None*	$0	$3,397
TARGET	Lometa ISD	$96,748	$75,449
E-Rate	None*	$65,831	$24,257
Total		$376,730	$338,632

 *District generated application.
**Included in Texas Education Agency Foundation Program Allotment.
SOURCE: MISD Superintendent and Business Manager, December 2005.

CHAPTER 2 FINANCIAL MANAGEMENT

DEPOSITORY CONTRACT

MISD complies with the Texas Education Code (TEC) for the depository contract. District funds are required to be deposited and invested under the terms of a depository contract. Bank deposits at August 31, 2005 and during the period ended August 31, 2005 were entirely covered by FDIC insurance or by pledged collateral held by the district's bank in the district's name.

CASH MANAGEMENT POLICIES AND PROCEDURES

The district uses the Texas Association of School Boards (TASB) policies. The business manager centralizes and supervises the activity funds.

INSURANCE COVERAGE

MISD participates in the North Texas Educational Insurance Association Workers' Compensation Self-Insurance Fund sponsored by TASB and TASB insurance programs for all other insurance (property, vehicle, and professional liability insurance) except for student accident insurance, which is a under a separate carrier. The district participates in the statewide TRS-ActiveCare health coverage program for its employee health insurance.

BOND ISSUANCE AND INDEBTEDNESS

The district has no bonded or long-term debt.

WAREHOUSING AND INVENTORY

MISD does not maintain any warehouse inventory other than a minimal inventory of small dollar replacement items such as fluids as there is no internal mechanic or maintenance functions.

TEXTBOOKS

The district uses a manual system to maintain the district's inventory of textbooks. The district conducts annual

inventories at the end of the school year, and student fines are assessed and collected if needed. A textbook committee, which the school board appointed, includes parents. Collection of fines is not an issue in the district. Students have an adequate number of textbooks except for new adoptions that were delayed due to funding delays at the state level.

INTERNAL AUDIT

The district does not have an internal audit function.

CHAPTER 3 DISTRICT MANAGEMENT

BOARD GOVERNANCE

The MISD school board has six members Board members are elected at large and serve staggered three-year terms. Monthly board meetings are held at 7:00 PM in the Mullin ISD Conference Room on the second Monday of the month. If the board anticipates a large attendance, it may meet in the school gymnasium. Special meetings are called if needed and are usually held for budget workshops. Written notice of regular and special meetings and meeting agendas are posted at the school and the local post office at least 72 hours before the scheduled meeting time.

A review of board agendas and board meeting minutes indicated that agendas are properly posted, and meetings begin on time and are conducted in a proper manner. Board meeting are not excessively long and the number of special called meetings appear reasonable and usually focus on one subject such as board training or budget or tax workshops. The review team attended a board meeting on December 11, 2005 and did not note any problems.

The board uses Texas Association of School Boards (TASB) board policies and, in the fall 2005, made policies related to special education available to staff online. The district plans to have all policies available online for staff in the future.

Board travel is limited to attendance at the TASB summer leadership conference in San Antonio. The superintendent's travel is limited to TASB and Texas Association of School Administrators (TASA) training and periodic trips to Region 12. The board does not attend the annual state conference in September of each year or either of the two national conferences.

Board training is up-to-date for all board members and includes training onsite from TASB as well as attendance by all board members at the TASB Summer Leadership Conference.

LEGAL FEES

MISD uses a recognized educational law firm for its general counsel. This firm has a standard retainer agreement that provides for "no charge" telephone calls to determine if the superintendent or district staff needs legal advice on a given issue. Legal fees for 2004–05 were $2,799. A review of invoices for the last three years indicated that access to the attorneys was limited and used for appropriate purposes such as student hearings and employee issues.

OPEN RECORDS REQUESTS

The district had only one open records request, from the state Commissioner of Agriculture, in the last few years. If the district received an open records request, district staff would follow the policy outlined in board policy Public Information Program: Access to Public Information - GBA (LEGAL).

PARENT/COMMUNITY ACTIVITIES

There are only five businesses in the district, three of which are open only part-time. MISD receives sponsorship from businesses such as Wal-Mart and the Goldthwaite Eagle (newspaper) in nearby towns.

Other community activities include the following:
- Before the start of school the district holds a meet the Bulldog/Lady Bulldog/Teacher Night where hot dogs and snacks are provided;
- The elementary school performs a school play before Christmas and the secondary school performs a play in the spring; and
- The student council prepares and distributes Santa Sacks before Christmas.

The district encourages community and parental involvement in the schools. This effort includes invitations to senior citizens to lunch in the cafeteria four times a year with invitations traditionally sent to the local churches. In 2005–06, MISD began to place articles in the Goldthwaite paper and place posters at the post office and on school windows.

Previously, the librarian kept the library open for all citizens after school but had little participation. This year the district began a Family Literacy Program to encourage families to become involved in student reading. Two evening events were held in the fall for elementary students, Rhyme Time Carnival for grades Pre-K–2 and Adventure Night with Mark Twain for grades 3–5.

The district sends school breakfast and lunch menus and special event notices to the radio stations in the area and the newspapers in Goldthwaite and Brownwood.

HUMAN RESOURCE FUNCTIONS

As a small employer, MISD does not have staff dedicated to personnel and payroll functions. District personnel duties are distributed among the various administrative positions, in addition to managerial duties. MISD does not outsource its human resource functions. The district previously contracted for payroll services but brought the function back in-house due to contract administration problems with the vendor. **Exhibit A-7** shows the distribution of personnel responsibilities among district positions.

SALARIES AND COMPENSATION

District compensation, while lower than region averages, is consistent with similarly sized peers. MISD does not perform market surveys, but relies on the state salary schedule to set

compensation for all staff. **Exhibit A-8** compares district compensation to its peers, the region, and state.

The district provides health and retirement benefits at state teacher levels of service.

With the small number of staff and students, the district does not have a formal staffing formula. The district does attempt to equalize assignments and workload using enrollment projections. The planning process used during the past year to determine staff levels for 2005–06 was to evaluate staffing needs based on projected changes in student population. Since the district anticipated enrollment increases, administrators met with teachers to discuss the best approaches to staffing and coordinating instruction. As a result, the district separated some combined grade levels into individual grade levels. The enrollment increases did not materialize, so administrators will be meeting with teachers this year to determine best way to adjust staffing for the upcoming year.

EXHIBIT A-7
MISD DISTRIBUTION OF PERSONNEL DUTIES
2004–05

TASK	SUPERINTENDENT	SUPERINTENDENT SECRETARY	BUSINESS MANAGER	PRINCIPAL
Recruiting	X			X
Resume Screening	X			X
Interviewing	X			X
Hiring (Offer)	X			
Hiring (Processing)	X	X		X
Orientation	X	X	X	X
EEOC Compliance	X			
Personnel File Maintenance	X			
Job Description Updates	X			
Government Reporting		X	X	
Reference Checks	X			X
Criminal History Checks		X		
Contracting	X			X
Policy Updates	X			X
Terminations	X			
Employee Investigations	X			X
Grievance Management	X			X
Leave Tracking	X		X	X
Workers Compensation	X	X		X
Payroll			X	

SOURCE: Interview with superintendent, December 2005.

EXHIBIT A-8
COMPARISON OF AVERAGE SALARIES BY STAFF CATEGORY
MISD, PEER DISTRICTS, REGION 12, AND STATE
2004–05

DISTRICT	TOTAL STAFF	TEACHERS	AUXILIARY STAFF	SUPPORT STAFF	ADMINISTRATORS
Cranfills Gap	25.2	$31,584	$16,660	$30,720	$62,000
Lazbuddie	37.0	$33,578	$17,957	$33,052	$57,685
MULLIN	**40.3**	**$34,152**	**$18,020**	**$53,809***	**$56,182**
Oglesby	32.6	$35,634	$12,763	$21,332	$60,000
Star	32.4	$32,777	$17,070	$0	$52,850
REGION 12	**20,973**	**$38,040**	**$16,807**	**$45,085**	**$62,927**
STATE	**583,933**	**$41,009**	**$19,693**	**$48,839**	**$66,697**

*This figure is believed to be incorrect according to the superintendent but does reflect the information submitted to PEIMS.
SOURCE: Texas Education Agency, PEIMS, 2004-05.

Teaching and professional staff receive contracts. Contracts follow state legislative requirements for terms and conditions. Auxiliary staff receive letters of reasonable assurance that they will have continuing employment at the end of the summer break. The district shares professional support services such as nurses through an area cooperative.

MISD also hires substitute teachers through regular recruiting processes. The list of available substitutes is provided to the principal, who is responsible for locating substitutes as needed. The district will also use teacher aides as substitutes, if a substitute cannot be located from the list.

The district does not have a formal recruitment program, but relies on Region 12 services, area colleges, and word-of-mouth to supply applicants for district vacancies. These processes provide reasonable access to applicants interested in working in the area. The principal also has an informal network of contacts at Tarleton State University and uses those contacts as an additional recruiting source.

The MISD application process includes an initial screening of all applications by the superintendent. The principal reviews qualified applications and is responsible for reviewing transcripts and certification information to assess applicants' qualifications. Applicants selected for interview meet a district interview panel consisting of teachers and administrators. The district performs background checks for candidates it selects for hire.

Exhibit A-9 compares MISD's teacher turnover rates to peer districts, the region, and state. MISD teacher turnover for 2004–05 is higher than the regional and state averages, but long-term vacancies are few.

As **Exhibit A-9** shows, turnover rates in small districts can vary widely. MISD's 2004–05 teacher turnover rate was 23 percent, a decrease of 1.4 percent from the prior year. With small numbers of staff, minimum vacancies can create large percentages.

MISD has a grievance process, but it has had few grievances. Its grievance process is documented in district policy as well as summarized in the employee handbook.

EXHIBIT A-9
COMPARISON OF TEACHER TURNOVER AMONG MISD, PEER DISTRICTS, REGION 12, AND STATE
2003–04 THROUGH 2004–05

DISTRICT	2003–04	2004–05	CHANGE (2003–04 TO 2004–05)
Lazbuddie ISD	22.7	52.6	29.9
Star ISD	17.1	27.3	10.2
Oglesby ISD	12.1	19.4	7.3
MULLIN ISD	**24.4**	**23.0**	**(1.4)**
Cranfills Gap	23.4	15.5	(7.9)
REGION 12	**16.1**	**17.3**	**1.2**
STATE	**14.3**	**16.1**	**1.8**

SOURCE: Texas Education Agency, Academic Excellence Indicator System (AEIS) 2003-04 through 2004-05.

CHAPTER 4 OPERATIONS

TRANSPORTATION

Although authorized by the Texas Education Code, Texas school districts are not required to provide transportation for students. The transportation allotment administered by TEA reimburses districts for transporting regular program, special program, and career and technology education (CTE) program students.

Regular program transportation state funding is limited to transportation for students living two or more miles from the school they attend. There is an exception for transporting students living within two miles of the school they attend if students face hazardous walking conditions, such as the need to walk on a road with no sidewalks. The reimbursement for regular transportation program expenditures is based on linear density, the average number of regular program students transported daily on standard routes divided by the number of route miles traveled daily for those standard routes. There are seven linear density groups, as shown in **Exhibit A-10**, with a maximum per mile allotment for each group. Allotment rates are based on the previous year's linear density. Because of its small student population and distances between pick-ups, the district's linear density for 2004–05 was 0.49. This linear density provides the district with $0.79 per mile reimbursement from the state

EXHIBIT A-10
LINEAR DENSITY GROUPS AND ALLOTMENT RATES

LINEAR DENSITY GROUPING	PER MILE ALLOTMENT
2.40 or above	$1.43
1.65 to 2.399	$1.25
1.15 to 1.649	$1.11
0.90 to 1.149	$0.97
0.65 to 0.899	$0.88
0.40 to 0.649	$0.79
Up to 0.399	$0.68

SOURCE: Texas Education Agency Handbook on School Transportation Allotments, Revised May 2005.

Special program transportation reimbursement is not based on linear density. The Texas Legislature sets the special program per mile allotment rate. All transportation for special program students, except certain extracurricular trips, is eligible for state reimbursement at $1.08 each route mile.

MISD has several transportation-related policies including CNA (Legal), CNA (Local), CNB (Legal), and CNB (Local).

CNA (Legal) provides definitions, establishes the district's authority to provide transportation, outlines the funding available for eligible students, and identifies requirements for transporting students. CNA (Local) provides additional definitions regarding student eligibility, bus stops, and safety precautions. District policies CNB (Legal) and CNB (Local) pertain to the acquisition, use, and disposal of district vehicles.

The business manager serves as the district's transportation director and oversees the district's day-to-day transportation operations. The district has eight buses–seven buses to operate four regular routes and to use for extracurricular transportation, and one bus for special program needs. The district also has a passenger car. The number of buses is sufficient for MISD to maintain adequate spares for four routes, and have available transportation for extracurricular activities. The district procures new buses using the Texas Association of School Boards (TASB) Buyboard cooperative. It disposes of used buses through sealed bids.

MISD has four regular route drivers. In addition, the district pays a fulltime substitute driver to be available to cover absences or pick up students if a bus breaks down during a route. The district pays drivers by the route. Drivers for three routes receive $13 per route driven. The driver for the fourth route, which is a lengthier route, is receives $16 per route. By adding a bus monitor to one route that had discipline issues, the district minimized the issues. Other routes did not have discipline issues.

Bus routing and scheduling is informal. The four regular routes span out in four directions from the district. Routes include all student levels. Bell times are slightly staggered in the afternoons to facilitate bus loading.

Bus drivers receive the mandated amount of training to obtain and maintain licensure. Effective September 30, 2005, the Texas Department of Public Safety (DPS) required anyone driving a school bus at any time to have a commercial driver license "S" Endorsement (CDL-S). The Federal Motor Carrier Safety Improvement Act of 1999 requires the "S" endorsement for all school bus drivers. To obtain the endorsement, drivers must pass a written test on school bus-related topics. In addition to the written test, drivers may be required to pass a road skills driving test in a bus. Drivers may be exempted from the road test if they have been licensed and employed as a school bus driver for two years; have not had their license revoked, suspended, or cancelled; and have not been convicted of any serious traffic violations

resulting in an accident. According to the business manager, all MISD drivers have received training to comply with the "S" endorsement requirement.

The district complies with drug and alcohol testing requirements for its drivers. MISD tests 100 percent of its drivers. An outside company tests the drivers randomly. Testing occurs approximately once every three to four months. The superintendent or business manager is alerted to schedule drivers for testing, but drivers are not told until two hours prior of the scheduled testing.

MISD does not have an internal mechanic function. Control of vehicle parts is not of issue because the district maintains a minimal inventory of small-dollar replacement items such as fluids. The district uses a mobile vendor, local vehicle dealers, and an automotive repair shop to perform vehicle maintenance.

Exhibit A-11 displays total miles and cost per mile for MISD and the peer districts. There was no comparison for special education routes since MISD and three of its peers do not have these routes.

Exhibit A-12 compares transportation costs by object for MISD and the peers. Object code 6100 relates to payroll costs for transportation staff such as bus drivers, substitute drivers, and mechanics. Contracted services expenditures, object code 6200, includes the maintenance and repair of buses and other district vehicles performed by outside contractors. Supplies, object code 6300, consists of items such as fuel and minor repair parts such as fluids, filters, and light bulbs that district staff uses to maintain buses. Other, object code 6400, includes costs such as travel associated with training and insurance and bonding costs. Debt service, object code 6500, contains expenditures related to the use of debt in purchasing school buses and other vehicles through direct purchase or capital leases.

FOOD SERVICE

Exhibit A-13 shows the Food Service organization in MISD, which consists of a food service manager, one fulltime position, one half-time position, and a district staff member who serves as cashier. The district provides more than 19,000 lunches and 13,000 breakfasts each year.

EXHIBIT A-11
MISD AND PEER ROUTE MILES AND COST PER MILE
2003–04

DISTRICT	REGULAR	
	MILES	COST PER MILE
Cranfills Gap	27,178	$0.86
Star	36,199	$0.90
Oglesby	28,800	$1.09
Lazbuddie	83,373	$1.21
MULLIN	**56,124**	**$1.38**

SOURCE: Texas Education Agency, Student Transportation Operations Report, 2003-04

EXHIBIT A-12
MISD AND PEERS TRANSPORTATION COSTS BY OBJECT
2003–04

OBJECT CODE	MULLIN	STAR	OGLESBY	LAZBUDDIE	CRANFILLS GAP
6100 Payroll	**$49,446**	$18,609	$6,922	$61,407	$11,191
6200 Contracted Services	**9,774**	5,536	4,034	0	5,688
6300 Supplies	**8,674**	6,901	5,219	26,948	6,477
6400 Other	**9,669**	1,712	1,949	12,788	0
6500 Debt Service	**0**	0	13,287	0	0
TOTAL	**$77,563**	**$32,758**	**$31,411**	**$101,143**	**$23,356**

SOURCE: Texas Education Agency, Student Transportation Operations Report, 2003-04.

EXHIBIT A-13
MISD FOOD SERVICE ORGNIZATION

```
                    ┌─────────────────────────┐
                    │     Superintendent      │
                    └─────────────────────────┘
                                 │
                    ┌─────────────────────────┐
                    │  Food Service Manager   │
                    └─────────────────────────┘
                    │                        ┊
      ┌──────────────────────────┐   ┌──────────────────────────┐
      │ Food Service Workers (1.5)│   │   Administrative Staff   │
      └──────────────────────────┘   └──────────────────────────┘
```
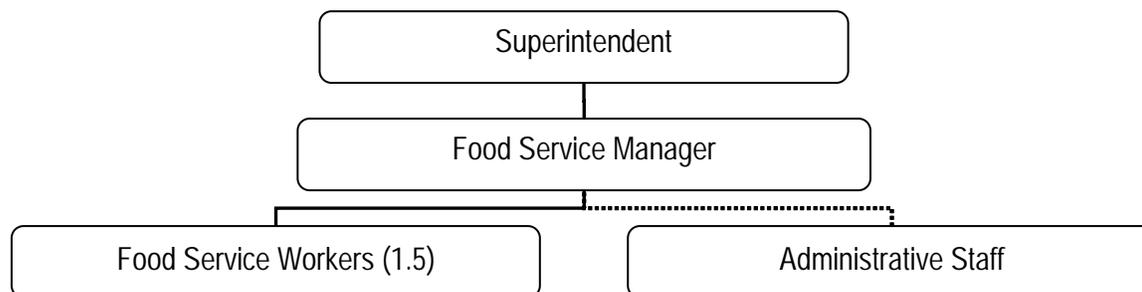
SOURCE: MISD Superintendent, December 2005.

SERVING TIMES AND MEAL PRICES

The serving time for breakfast is from 7:15 am until 8:00 am. Lunch is served between 10:45 am and 12:50 pm. Lunch has four lunch periods of students who have approximately 30 minutes each to eat, giving each student adequate time to consume their meal.

MISD prices for meals are:
Breakfast
- Adult $1.00
- Student $ .75
Lunch
- Adult $2.50
- Elementary $1.00
- Grades 7–12 $1.25

FREE/REDUCED PROGRAM

The Free/Reduced program is a part of the Child Nutrition Act. To qualify, a family must apply by filing out an application. Eligibility is based on the household income compared to the number of members in the household. This information is applied to a financial formula determined by the federal government. If a household qualifies for free meals (*income less than 130 percent of the federal poverty level*), all students in the household eat free. If the household meets the reduced category (*income less than 185 percent of the federal poverty level*), each student pays 40 cents for lunch and 30 cents for breakfast.

Foster students automatically qualify for free meals, as do students whose families are on food stamps or state assistance. The state provides MISD with the information regarding these students. All other students are given an application to take home for parents to complete. If a household does not return an application, the district sends a second application copy home. An administrative staff member calls each home that has not completed an application to make sure the household is aware of the program.

HEALTH INSPECTION

The Texas Department of State Health Services-Retail Foods Division inspects MISD's food operation. The review team observed records that on February 4, 2003, January 28, 2004, and October 7, 2005 health inspections were completed with no demerits or problems noted. The review team also inspected the kitchen and found a clean and orderly kitchen, including behind and under equipment.

MEAL PATTERN

MISD serves the Traditional Food-Based Menu Plan, which follows the Dietary Guidelines for Americans. These guidelines recommend eating a variety of foods; choosing a diet with plenty of grain products, vegetables, and fruits; selecting a diet moderate in salt and sodium; and choosing a diet with 30 percent or less of the calories from fat and less than 10 percent from saturated fat.

The Traditional Food-Based Menu Plan must provide, on average in each school week, at least one-third of the Daily Recommended Dietary Allowances for protein, iron, calcium, and vitamins A and C. Under this plan, schools also must offer five food items from the four food components. These components include meat or meat alternate, vegetables and/or fruits, grains/breads, and milk. The review team observed the menu selections and portion sizes and found they met the requirement.

TRAINING

The Food Service manager began in 2005–06. In the first year, the manager was proactive in obtaining training and completed the following training courses:

- Food Buying Guide/Production Records
- Solving the CRE (Certified Records Exam, a comprehensive audit)
- FederalPrograms-HAZARDANALYSISANDCRITICAL CONTROL POINT REAUTHORIZATION

In addition, in 2004 the Food Service manager completed training in Nutrition-Production Records, the development and maintenance of written records regarding meals served and food and labor costs.

PARTICIPATION

MISD serves a high percentage of their students; the average daily participation for breakfast is 74 students, or 66 percent of enrollment, compared to the peer averages of 25 to 63 percent of enrollment. The district's average daily participation for lunch was 108 students, or 96 percent of enrollment, compared to the peer averages of 69 to 91 percent of enrollment (**Exhibit A-14**).

CHAPTER 5 FACILITIES MANAGEMENT

MISD is located in Mullin, Texas, which has a population of 194. Approximately 90 families comprise the city, and MISD frequently serves as the center for social activities such as stock shows, rodeos, youth basketball, and carnivals. District school grounds remain open for community access, although district school and administration buildings are closed.

The district effectively cross trains support function staff to provide back up staff when needed due to absences or changes in workloads. The district maintenance worker provides backup for the custodians and also refuels the buses and replaces small items on the bus such as lights and light covers. The maintenance position is qualified to drive a bus. The maintenance position and the custodians are trained to help in the cafeteria if needed.

In 2004 and 2005, the district bid and purchased new heating, ventilating and air-conditioning units. The district negotiated a warranty for the units that covers both parts and labor for 10 years from the date of installation. This warranty will help control maintenance costs because the vendor should repair these units during the warranty period at no cost to the district.

SAFETY AND SECURITY

The district does not have an official safety committee. Because the district is small, the superintendent, principal, and business manager are involved in every safety and security process. The district uses outside resources such as the Texas Association of School Board (TASB) security grants and the Texas Department of State Health Services public school inspection program to identify safety concerns and fund solutions.

According to the superintendent, the district developed a crisis management plan that it implemented in March 2006.

EXHIBIT A-14
MISD STUDENT PARTICIPATION IN THE BREAKFAST/LUNCH PROGRAMS
2004–05

BREAKFAST SCHOOL	ENROLLMENT	TOTAL YEARLY MEALS	AVERAGE MEALS SERVED PER DAY	PERCENT (%) TOTAL MEALS SERVED/ENROLLMENT
Lazbuddie	169	14,690	82	49%
MULLIN	**112**	**13,319**	**74**	**66%**
Star	97	11,023	61	63%
Cranfills Gap	90	7,067	39	43%
Oglesby	149	6,583	37	25%
LUNCH SCHOOL	ENROLLMENT	TOTAL YEARLY MEALS	AVERAGE MEALS SERVED PER DAY	PERCENT (%) TOTAL MEALS SERVED/ENROLLMENT
Lazbuddie	169	26,005	144	85%
MULLIN	**112**	**19,426**	**108**	**96%**
Oglesby	149	18,620	103	69%
Star	97	15,836	88	91%
Cranfills Gap	90	14,624	81	90%

SOURCE: Texas Department of Agriculture, October 2005.

The plan is intended to meet the emergency operations plan required in TEC Section 37.108. The crisis management procedures are one component of the statutory requirements. Texas school districts must also include periodic security audits and drills to increase the effectiveness of procedures during emergencies.

MISD has a student code of conduct that defines acceptable and unacceptable behavior. It is currently developing a progressive discipline plan to enhance the application of the conduct code. Progressive discipline is a behavior management philosophy that increases consequences for repeated misbehavior. District staff have attended training, visited other programs, and are reviewing the TASB conduct template to ensure the MISD behavior plan is appropriate and effective.

Exhibit A-15 compares MISD behavior incidents to those in the peer districts. The majority of the 93 reported incidents in 2004–05 were student code of conduct violations. MISD also reported two tobacco offenses and four fights. The 93 incidents were a reduction from the 134 incidents in 2002–03. The district corrects most discipline problems through in school suspension programs. Community involvement in school concerns also plays a role in keeping misbehavior in check.

MISD and its peers have few, serious offenses. MISD makes every effort to catch and correct behavior problems before they become serious problems for the student and the school. At the lowest level of infraction, such as disrespect or dress code violations, students are sent to the principal's office. Both the principal and teacher document the visit. The teacher will send a note home with the student informing the parents of the incident.

MISD has an in school suspension (ISS) program which temporarily removes students from the classroom. ISS is located in the middle school library and an aide monitors the program. Assignments to ISS are usually one to three days. Teachers also monitor students in ISS.

The district also has a disciplinary alternative education program (DAEP), which removes students with serious behavior problems from the regular student body by holding class at night. Students referred to the program receive assignments from their regular classroom teacher, which are returned to the classroom teacher for grading. The program is in the boot camp style, with military type discipline and intensive physical education requirements.

The district developed the DAEP as required by TEC but has not had reason to use it. The district plans to use the program for violations such as assault or constant abusive behavior. Currently, there are no students assigned to the DAEP. The district DAEP structure includes hiring a long-term substitute teacher to staff the program, should the need arise.

The district provides safety training to students in the following areas: bus safety, stranger danger, drug resistance, handling bullies, disease avoidance, weather emergencies, and character education. The district does not have any programs that require law enforcement participation, such as Drug Abuse Resistance Education (DARE). The district does not use other state sponsored programs that require additional education and certification as a prerequisite to participation. Most training is provided through the health curriculum.

EXHIBIT A-15
MISD BEHAVIOR INCIDENTS
2002–03 THROUGH 2004–05

DISTRICT	TOTAL STUDENTS 2004–05	2002–03	2003–04	2004–05	2004–05 INCIDENTS AS PERCENTAGE OF STUDENT POPULATION
DISRUPTIVE BEHAVIOR					
Star	97	0	1	0	0%
Cranfills Gap	113	0	0	0	0%
MULLIN	**128**	**1**	**0**	**0**	**0%**
Oglesby	149	1	1	0	0%
Lazbuddie	169	0	0	0	0%
POSSESSED, SOLD, OR USED MARIJUANA OR OTHER CONTROLLED SUBSTANCE					
Star	97	0	2	0	0%
Cranfills Gap	113	1	0	0	0%
MULLIN	**128**	**0**	**0**	**0**	**0%**
Oglesby	149	1	0	0	0%
Lazbuddie	169	0	0	0	0%
POSSESSED, SOLD, USED, OR WAS UNDER THE INFLUENCE OF ALCOHOL					
Star	97	0	0	0	0%
Cranfills Gap	113	0	0	0	0%
MULLIN	**128**	**0**	**3**	**0**	**0%**
Oglesby	149	1	0	0	0%
Lazbuddie	169	0	0	0	0%
POSSESSED, PURCHASED, USED, OR ACCEPTED A CIGARETTE OR TOBACCO PRODUCT					
Star	97	0	0	0	0%
Cranfills Gap	113	2	0	0	0%
MULLIN	**128**	**0**	**0**	**2**	**1%**
Oglesby	149	0	0	0	0%
Lazbuddie	169	0	0	0	0%
VIOLATION OF CODE OF CONDUCT (NOT TOBACCO POSSESSION OR GANG VIOLENCE)					
Star	97	90	95	69	71%
Cranfills Gap	113	66	28	0	0%
MULLIN	**128**	**133**	**90**	**87**	**51%**
Oglesby	149	102	2	79	53%
Lazbuddie	169	4	3	1	1%
FIGHTING/MUTUAL COMBAT					
Star	97	0	0	0	0%
Cranfills Gap	113	0	0	0	0%
MULLIN	**128**	**0**	**0**	**4**	**2%**
Oglesby	149	0	2	0	0%
Lazbuddie	169	0	0	0	0%

SOURCE: Texas Education Agency, Safe and Drug-Free Schools and Communities Program Annual Evaluation Report, 2002-03 through 2004-05.

COMMUNITY OPEN HOUSE AND FOCUS GROUP COMMENTS

As part of the review process, the review team held a community open house and various focus groups to obtain input. During the community open house parents, teachers, and community members participated by writing personal comments about the major review areas; and in some cases, talking in person to review team members. Teachers, parents, and students also participated in small focus groups to discuss the areas under review.

The comments below illustrate community perceptions of MISD and do not reflect the findings and/or opinions of the Legislative Budget Board or the review team. The following comments are organized by area of review.

DISTRICT LEADERSHIP, ORGANIZATION, AND MANAGEMENT

- I need to be better informed concerning the workings of the school in general.

- Schools operate under non-funded state mandates, with the curriculum aimed at the students passing the TAKS test. The basic education of the three "R's" has been pushed out the window, putting pressure on the students to perform for the school's credibility with the state.

- We have a very good leader in our superintendent. He cares about the teachers and staff and will discuss problems with them if necessary. He is very well liked by the board and the staff.

- Local board needs to look at lifting the pay freeze on teacher aides at 20 years.

- School board is much more supportive than some in the past. This is much appreciated!

- Overall, I enjoy working here. I think we are fortunate that the superintendent is good with the budget and the money we get is put to good use.

- We overload our principal!! One person cannot accomplish all that we expect in five 24-hour days! The principal should have authority (unquestioned!) if held accountable for so much.

- We have the absolute best superintendent! He is so knowledgeable about finances and planning. We don't want to lose him!

- Administration is working well this year.

- When you come to school, they don't brush you off.

- I fell like our district could use a few more organized ways to communicate to each of the offices. The way we have now the two main offices are not very communicated and I fell like the district office could possibly be a little more flexible.

- The chain of commence is not followed. Many are involved in matters that should be kept private. (Discussions or negative comments are not also not private).

- I fell we have a good administrative team.

- The superintendent has been at MISD for eight years. Many physical improvements have been made in this time. This fall we have had the lowest failing rates in many a year. Teachers are afforded time off from school for inservice at Goldthwaite and at Region 12 in Waco. As previously noted we have a master math and master reading teacher on campus. Our science program has seen much improvement in the last three years. Students compete in the San Angelo science fair each year. Our Art Department has turned out several students who compete at state and one student went to Washington,, D.C. this last summer. Our computer labs have been outfitted with new equipment the last two years. Our Social Studies Department has seen noted improvement in our TAKS sores the last year. The Agriculture Department has also won numerous awards in each of the last several years.

- Politicians give themselves a pay raise but unable to give school funding to even function day-to-day.

- Foster children who remain in the ISD for a long period of time do see educational improvement.

- The principal is the best in a long time and will work with us.

- Staff will call back and try to work with us, but they can't satisfy all parents.

- Principal and administration do a good job.

- We (military family) came from a larger district (VA) where there was no one-on-one with teachers. They work with you here. Love it here. Sharp was one reason we decided on Mullin.

- Instructional programs have improved.

- Spelling not graded off in third grade. Need to teach spelling.

- This district blows VA district away.

- Supplies are okay.

- Health books are old.

- Don't have to share books.

- Counselor is okay.

- Some teachers go behind other's backs.

- Some teachers talk about God in class.

- Superintendent and School Board do a good job. They listen to the teacher's problems and seem to genuinely care about the issues.

- Need more professionalism from the administration. Administrators "talk down" to the teachers.

- Indications of favoritism by administrators

- Need more time spent with the faculty – more faculty meetings to help teachers improve in their specific areas.

- Lack of communication between the Principal and the Superintendent exhibits itself in conflicting messages to teachers from the two above-mentioned administrators.

- Site Based Decision Making Committee – is present and, in the past, did meet frequently.

EDUCATION SERVICE DELIVERY

- Funding to provide what the state is asking us to do and the opportunities to provide for our teachers to remain current.

- Mullin ISD has now and has pretty much always had a wonderful staff!! Our problems in the past have been more in relation to overwhelming special education needs beyond the norm for a population this size. There have also been strong political undercurrents stemming from the "industry" that has come to Mills County in the form of foster care. Some of the motivations behind these politics have recently undergone changes that have dramatically improved the environment in the community. It would help greatly if district administration was more supportive of campus administration.

- I feel that we have a great staff here. Because we are a small school it is hard to keep the politics out of the leading reason to hire/fire. The teachers work well together and help each other in areas of our expertise. I feel that we could use a principal that backed us and didn't blame us for everything that doesn't go perfectly. It would be nice to be appreciated instead of constantly put down and have our jobs threatened. We need a curriculum director to handle this so our principal can deal with behavior issues. Teaching the kids to pass a test seems to be the overall objective of today. I would rather spend a little time teaching my students how to be contributing members in our society. Something gets lost when we worry about a test.

- Extracurricular activities – we have two new young coaches. Even though we were 2-8 this year; the boys were better disciplined, better behaved and worked harder this year than in past seasons. The coaches did a really good job with our students.

- Academics: we run an OYEP in the summer on 1-8. Up until last year we received $5,400 from the state. This year we are only receiving $1,020 from the state. Again the state expects us to maintain quality programs with less funding.

- We have one master math teacher and one master reading teacher on staff. One elementary teacher serves as our ESL teacher and another elementary teacher serves as our GT teacher.

- We put in 93 new computers 2 years ago. We have both a HS/JH and elementary lab (2 totals) for our students. The problem with technology money is $'s from the state and computers need to be replaced every 2-5 years. Where are the $'s coming from?

- Summer School program

- Success for All Program which is ability based reading program which is very successful.

- Good sports, agriculture, art programs.

- G/T is better.

- Beta Club is working.

- Must have good reading programs due to low reading levels of foster children.

- Success for All has helped.

- Teachers work well with daughter who is smart but has disabilities (ADD).

- About one-half of children in my house have reading problems.

- TAKS is showing improvement.

- Teachers have to deal with the kids that need counseling in place of what would generally be a counselor's job.

- Current counselor generally administers tests and talks about student higher education goals. Does not do crisis counseling or talk with troubled students. Special Ed teachers fill the above crisis counseling role.

- The foster children caseworkers do come in, but generally are not present on campus when an incident arises.

- Need a person the children can meet with to discuss their personal problems.

- After-school tutoring was previously available but is now no longer available.

- It is hard for most children here to stay after school because they need to take the bus home.

COMMUNITY INVOLVEMENT

- Getting better through open house, library (reading) nights, and Veterans' Day program. We (in past years) have had less community participation because of our high foster children numbers at school. The foster care numbers have decreased the last 3-4 years.

- We need more participation from the community concerning the needs of the school. We have good kids – they need to be supported whether that is foster kids or not.

- We need to continue working on community involvement. It is already much better but there is still a need to do more.

- This year has the potential to be the best yet in community involvement. Some of the events of last year coupled with some changes in the community itself are leading to much more positive relationships.

- Wow! A lot could be said here. I think our district does a fine job in keeping the community informed and provides opportunity for involvement. The community doesn't always want to be involved. I have seen an improvement in community involvement since some of the foster children who caused a great deal of trouble have moved.

- Mullin chapter of BETA and student council conducted a Veterans' Program in conjunction with a flag retirement ceremony. The goal was to involve older adults to make our student population more aware of #1 pride in our country, #2 what service personnel have sacrificed for our freedoms. We used materials from the Legislature for our burning ceremony. We not only impacted the students but touched each of the community that came.

- There has been a major decrease in community involvement over the past several years. But hopefully, with positive newspaper articles written from members of other communities, members of our own community will realize Mullin ISD is striving for excellence.

- I think we are getting better every year when it comes to community involvement. We have had many good programs for the community and many more to come. We have some really good people with good ideas.

- I think community involvement is very important. I would like to see more things going on that will get the community involved with the school.

- I would like to see more community involvement with our school. Having foster children in our school puts the number of parents able to help at a minimum since there may be two parents for 6 plus students.

- Excellent attempts by librarian, reading teachers and elementary teachers to upgrade interest in reading through involvement of parents as children's first teachers.

- Foster parents are not actively engaged in educational concerns as would be desirable – opportunities are available.

- Impossible to get involvement from those with no children in school.

- District working hard to get community involved. Flag retirement/lunch drew 35 people.

- Parade of Lights good and well attended.

- Literary Nights good.

- Not enough community involvement.

- Town is most elderly and won't attend school activities.

- The same few parents are present at all the events.

- Better job of community involvement this year. (exp. Reading Nights, Veterans Service, Senior Citizens Luncheon, Christmas Program)

- Preacher comes to most football games.

- Reading Nights programs, sports, Veterans Day event, site-based committee (?) attracts parents for involvement.

- Last 3 years have seen a significant increase in parental involvement.

- This year, in particular, more opportunities for parental involvement have been created. Teachers unsure whether or not there has been an actual improvement in parental attendance.

- Lack of parental involvement/presence impact education of students.

HUMAN RESOURCES MANAGEMENT

- Overall we have talented dedicated teachers in our school. However, because of state rules it is difficult to dismiss a bad teacher. These rules only protect the bad teachers.

- Small schools by definition must use all staff in as many capacities as possible! There are instances where one or two staff is overloaded while others have little extra beyond this classroom (or desk). There are also a couple of staff members who carry much more authority in the district than their position warrants.

- Education staff should have AT LEAST the equal benefits of state employees.

- Currently, there is a pay freeze on teacher aide salaries set at 20 years. I feel the local districts should continue to give this "small" yearly raise. Otherwise, what is the "incentive" for an aide to stay beyond the 20 year mark?

- ISD needs a stipend/incentive program for teachers seeking graduate degrees/additional training in their chosen field.

- Mullen ISD helped ACP teacher pay for their training.

- Teachers understand and recognize financial constraints which deny them the above.

- Would prefer better benefits.

- General feeling that the benefits problems are the fault of the state.

- District recruiting – operates on a word-of-mouth basis.

- We need the same benefits as any state employees. When you spend out of your pocket what a teacher spends in a year for classroom items – the least we could get in return is the same benefits as other state employees. I went to college 11 years – some employees of the state never went to college and they make more and have better benefits than I do. What a slap in the face. We at least need dental!

- Personnel of the district has been upgraded the last couple of years – professionalism has improved.

- We have well-qualified people in PK-12. Most are dedicated and pupil oriented. But as most districts there are always the 2 percent that cause 98 percent of the problems. We have four new young teachers who have been enthusiastic and dedicated so far this year.

- No increase in salary (expect step) for teachers in 5 years.

- Have lost some good teachers due to poor pay.

- Have a lot of good teachers.

- New teachers are good.

FACILITIES CONSTRUCTION, USE, AND MANAGEMENT

- Our facilities are old but we feel well kept. We do not qualify for IFA from the state.

- We have a new "roomy" building for PreK-2nd. It has its own restroom and works great for the little ones. We would like an intercom though, to stay informed with announcements.

- Mullin ISD has updated and renovated, re-roofed and added a/c units. Facilities have greatly improved in the last few years.

- Facilities could always be better. I feel that the high school, lunchroom, and gym should be replaced. We need to get our enrollment back up so we can possibly look at this in the future.

- The school is well taken care of.

- PK and K have a new classroom which is very suitable for us.

- No complaints about heating or cooling.

- Gym is the problem child. It is either to hot or too cold.

- Gym is a single-wall building.

- Kids are made to take off their shoes to protect the floor.

- No doors on stalls in boys' restrooms.

- Lockers are bad. Some won't shut or lock.

- Cockroaches in gym (big ones!).

- No problems with gym floor rules.

- Facilities better than last year.

- No complaints.

- Always clean.

- Girls' restroom in gym is always dirty.

- Bathroom and light switches in teachers workroom needs to be repaired. Toilets seem to be perpetually running. <- Has been occurring over the past year.

- Cleaning in classrooms is done regularly.

- Room maintenance requests for light bulbs are prompt, less time for table and chair requests. 2004-05: took a couple of months to get a chair fixed.

- Buildings are cleaned regularly. Clean up requests are responded to promptly.

- General agreement of adequate storage room for the exception of the new buildings.

FINANCIAL AND ASSET MANAGEMENT

- I guess our finances are in the best shape that they have been in years. As far as I know we are "in the black"!

- TRS has made it difficult to hire retired teachers as of 1-1-2005. The financial penalty the school has to pay makes it hard for the school to afford retired teachers.

- Cuts in state funding and federal $$ plus additional unfunded mandates puts a financial burden on the school.

- I believe our school is in good shape financially. We have a sharp superintendent who manages the money well and doesn't hesitate to ask our region or TEA for answers if necessary. Our business manager stays on top of reports and disbursements.

- Funds are always being cut, but we are required to do more and more.

- Great! Wouldn't change a thing! Business Manager is great!

- Purchasing concerns about Money spent on extra meals for faculty – would rather use it toward our "tight budget" concerns.

- No pay raise

- Cost of living increase which is none?

- Always are reimbursed promptly with regular reminder announcements by administration.

- Administration accommodates financial requests if they are available.

- $75 each per semester for classrooms to teachers.

PURCHASING, WAREHOUSING, AND TEXTBOOKS

- Purchasing can be very unwieldy! I often buy my own supplies rather than try to navigate the process. Do we need a request for a purchase order AND a purchase order?

- I feel that we are in need of many things, but also that priorities must be set. I feel that our requests are considered and are granted as funds are available. Very few times have I been refused- but then I don't ask much. I feel the process for our purchases is very fair and is a smooth process.

- Our business manager does a great job at maintaining our financial resources. He combines experience with common sense to stretch our $$ as far as possible.

- I don't ask much. I feel the process for our purchases is very fair and is a smooth process.

- Don't have textbooks for homemaking (new course this year).

- Computer labs don't have textbooks.

- Art and sports are well supplied.

- Teachers do not have any control over their own classroom resources/budget and are afraid to ask for resources due to the financial problems of the district.

- $75 given to teachers each year for classroom materials. Save-On or Flats catalogue used for $75 purchasing by teachers.

- Have a hard time getting textbooks/technology.

- One bus in shop for two weeks.

- Materials and supplies are provided as needed….meets their needs and not their wants.

- Permission is required before purchasing.

- Must have PO for anything over $50.

- Materials and supplies are on time

FOOD SERVICE

- No more chicken. Eat more beef!

- Offer weekly salad bar for staff and students.

- Not bad for a public school. I think food service is hampered by the requirements of the child nutrition program.

- Needs to be changed

  Stay away from all prepackaged foods

  No more chicken fried steak!

  Smiles need to be worn at all times

  Make lunch a little more inviting.

- Good things

  Salads – (wish more than just 2 days per week)

  Strive to vary entrees

  Likable workers

  Very clean

  Very aware of the rules.

- Very professional and organized w/current staff – but need three full time lunchroom employees vs. 2.5.

- I would like to see a more varied lunch menu.

- Not good.

- Doesn't taste like Mom's.

- Too much chicken.

- Food is cold.

- Had more choice in bigger school.

- Need more salads.

- Never wear hairnets. Wearing them now because you're here.

- Our staff receives breakfast and lunch free. We have about 85-88 percent free and reduced lunch. Our cafeteria is new this year. She is continually getting better at coding and administrations.

- It meets their needs.

- It's nutritious. (one foster child is picky and complains about everything)

- Breakfast is pretty good.

- Students complain about lunch due to lack of variety.

- Hamburgers every Friday; need more salads.

- Chicken every day.

- Enjoy the free breakfast and lunch benefit.

- Food is always "hot and free".

- Food service works well.

- Prefer use of hard trays as opposed to currently Styrofoam. Harder for little children to hold the current trays. (2 comments on this.)

- This year's menus are very different from previous years - less finger foods. Focus this year on a variety of different foods, but the children do not like some menu items.

- Older students receive the same amount of food as younger students. There have been complaints about not enough food from these older students.

- Previous years – children get tired of same food on same days (example: chicken fingers)

TRANSPORTATION

- No complaints

- Couple of buses is too old.

- Takes too long for the buses to heat up on cold days.

- We need better, "steady" bus maintenance. We have some new buses but always have some in for repairs.

- We try to buy a new bus every two years. Due to country driving the wear and tear on our busses is tremendous. Gas prices (oil) have accelerated $$ spent on transportation. Twenty years ago TEA (state funding) paid for about 72% of transportation costs. Today TEA $$ pays for less than 48 percent.

- Additional funding to provide for safer buses.

- Cooperation from County on upkeep of roads.

- I know we have some buses that are "expiring." Our district is large in travel miles, but not so large in travel funds.

- Basically runs well as far as I know. It is difficult for our district to afford new buses-but we manage. I think

- a bigger incentive should be offered for bus drivers – maybe we would have more take the test.

- I'm really pleased with the way our district is setup to make sure that we have a way of transportation to workshops or other school functions.

- Runs okay.

- Williams bus not clean.

- Long route bus clean.

- No problems.

- Can tell which driver (of two) because one is always 10 minutes late.

- Bus drivers are arriving on time. Drivers told not to be on campus before 7:35am (written documentation to prove this). 24 beta readers (all 3rd and 5th graders, targeted students in 1st, 2nd, and 4th) do not arrive on time. This program is used to prepare students for the reading portion of the 3rd and 5th grade reading portion.

- Suburban – always filled up with gas, always running. Always maintained.

- Buses are on time. Kids get here. If running late it's typically due to the weather.

- Not Working

- No problems

SAFETY AND SECURITY

- I appreciate our alarm system. I have had occasion to work alone after hours and the alarm system and lights have been a welcome safety measure to me.

- I think we need a campus officer. We have a teacher who is a certified peace officer who has offered to be commissioned in Mills County – but local law enforcement will not cooperate. Also, we need to have something done about breeching confidentiality. We have had teachers who have been "reported" to parents for calling the abuse hotline. We have had students go to the principal about a concern over hearing another student talk about bombing the school and the reporting student was made to face the threatening students about the threat. This puts the reporting student in danger. Our principal does this. Something needs to be done so our students will feel safe to report suspected danger and threats.

- We have a fully qualified police trained teacher on staff. She and our business manager are currently finalizing our security and safety program. I feel that our school, without uniformed officer on campus is vulnerable to some type of violence/ terrorist act.

- System and outside flood lights have made buildings more secure this year.

- The only coke machine in the area is on campus but is timed to dispense only after 4pm.

- Buildings are safer this year.

- Discipline is better because of the students (foster) that are not here.

- What can be done regarding discipline is different for foster than for regular students.

- My daughter days discipline is better this year.

- Particular kids through the foster care program have been unstable in the past. Hard for ISD to deal with these students since there is no where to place these students. If an aggressive student is placed in a class no warning is given.

- Lack of interest for night teaching has made it difficult to fill the teaching roles of night DAEP.

- Teachers told – 3 referrals to office, students are sent to ISS.

- Peace officer tried working with local sheriff's office, but the office did not want to cooperate.

- General feeling that school facilities are safe even if the teacher works late. New building has walkie-talkies, but needs an intercom.

- Student discipline – The teacher is limited in how they discipline a foster student. Teachers do not feel like they have the support of the parents in cases that require disciplinary action.

- Teachers feel that they are trying all possible avenues to meet the disciplinary challenges before they send the student to the office.

- Concern that too much focus is placed on the "trouble" students and not enough on the rest of the students.

COMPUTERS AND TECHNOLOGY

- Not enough state funding to ensure that this school can keep up with the ever increasing and changing technology.

- Suggest Technology coordinator position. I never know who to call with questions or problems.

- There hasn't been a lot of technology support the last few years. This needs to improve. There seems to be a lot of broken computers around.

- Mullin is blessed with wonderful technology – sometimes even beyond our ability to make use of it. Grants have contributed largely in this area! Wonderful!

- I feel we are great in this area. We have been blessed to have received a few grants that have provided computers, printers, and training. There are other items that we have received through grants.

- Would like to have more technology inservices and communicate with each other through instant messaging/email.

- I am pleased with the technology that we have available to us. I would like to see is the school being able to provide a full time tech person on campus. It is hard for the tech person to have a full class load and be able to take care of any technology needs that arise.

- I feel like we need a more full time technology person to help. The way it is set up now is great, but the person in charge of technology is also a teacher which makes it difficult for him to take care of many of the problems that we may have. He only has two hours of the day to assist 4 or 5 more teachers or staff with their technology questions.

- I like the availability of the technology in the classroom. I think it is important for the kids to have access to computers and other forms of technology.

- It would be nice to have someone come in at beginning of school year and set up all computers, sort out kinks, etc.

- We have updated computers with at least 2 in each classroom.

- Classes all go to computer lab or the library.

- Computers need to be in the lab and not the classrooms. Teachers spend too much time on the computers and not with the kids.

- Computer teacher is over-bearing.

- Good access to computers.

- Have problems doing research because everything is blocked.

- All internet is blocked.

- Lots of equipment, but lack of training for secondary teachers.

- Teachers not involved in purchasing of computers. Complete lack of communication between administrators and teachers on this matter.

- A full time onsite technician would help since the technology tends to break down regularly. Current technician is also a teacher so there is an enormous time constraint on being able to deal with technology problems. -Or- Hire someone to assist the current technician.

- Hardware problems take a long time to be fixed (exp. Broken monitors). Even initially received computers had problems or simply did not work.

- Teachers need to be involved in the purchasing of the computers.

- Computers were received in September of 2004.

TEACHER SURVEY

N = 15

PART A: DEMOGRAPHIC DATA

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

	CATEGORY		
STATEMENT	**NO RESPONSE**	**MALE**	**FEMALE**
1. Gender (Optional)	0.0%	20.0%	80.0%

	CATEGORY					
STATEMENT	**NO RESPONSE**	**ANGLO**	**AFRICAN-AMERICAN**	**HISPANIC**	**ASIAN**	**OTHER**
2. Ethnicity (Optional)	0.0%	86.7%	0.0%	0.0%	0.0%	13.3%

	CATEGORY			
STATEMENT	**NO RESPONSE**	**0-5 YEARS**	**6-10 YEARS**	**11 OR MORE YEARS**
3. How long have you lived/worked in Mullin ISD?	0.0%	40.0%	53.3%	6.7%

	CATEGORY	
STATEMENT	**GRADE LEVEL**	
4. What grade level(s) do you teach or work with?	Pre-Elementary (Pre-Kindergarten, Kindergarten)	20.0%
	Elementary (Grades 1-5)	46.7%
	Middle School (Grades 6-8)	53.3%
	High School (Grades 9-12)	73.3%
	Charter School	0.0%
	Not Applicable (Administrators)	0.0%

PART B: SURVEY QUESTIONS

EMPLOYEE SPECIFIC INFORMATION

	RATING					
CATEGORY FOR RATING	**POOR**	**BELOW AVERAGE**	**AVERAGE**	**GOOD**	**EXCELLENT**	**NO RESPONSE**
1. The ability of staff to quickly and easily purchase needed goods and services.	0.0%	6.7%	40.0%	33.3%	13.3%	6.7%
2. The competitiveness of district salaries with similar positions in the job market.	6.7%	26.7%	33.3%	33.3%	0.0%	0.0%
3. The effectiveness of the district's program to orient new employees.	0.0%	33.3%	33.3%	26.7%	6.7%	0.0%
4. The district's effectiveness in identifying and rewarding competence and excellent performance.	26.7%	13.3%	33.3%	20.0%	6.7%	0.0%

EMPLOYEE SPECIFIC INFORMATION (CONTINUED)

CATEGORY FOR RATING		RATING					
		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
5.	The district's effectiveness in dealing appropriately with employees who perform below the standard of expectation (up to and including termination).	20.0%	33.3%	26.7%	13.3%	0.0%	6.7%
6.	The ability of the district's health insurance package to meet my needs.	0.0%	26.7%	40.0%	26.7%	0.0%	6.7%
7.	The fairness and timeliness of the district's grievance process.	6.7%	0.0%	40.0%	26.7%	6.7%	20.0%

A.   DISTRICT LEADERSHIP, ORGANIZATION AND MANAGEMENT

CATEGORY FOR RATING		RATING					
		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
8.	The time allowed for public input at meetings by the school board.	0.0%	6.7%	33.3%	40.0%	6.7%	13.3%
9.	The effectiveness of the school board in its role as a policy maker for the district.	0.0%	6.7%	33.3%	33.3%	20.0%	6.7%
10.	The superintendent's effectiveness as an instructional leader and business manager.	0.0%	13.3%	20.0%	33.3%	33.3%	0.0%
11.	The level of cooperation between the superintendent and the board in working together.	0.0%	0.0%	20.0%	46.7%	33.3%	0.0%

B.   EDUCATIONAL SERVICE DELIVERY

CATEGORY FOR RATING		RATING					
		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
12.	The district's effectiveness in meeting the needs of the college-bound student.	6.7%	33.3%	13.3%	40.0%	6.7%	0.0%
13.	The district's effectiveness in meeting the needs of the work-bound student.	0.0%	26.7%	26.7%	40.0%	6.7%	0.0%
14.	The effectiveness of the district's educational programs in meeting the needs of the students.	0.0%	13.3%	20.0%	53.3%	6.7%	6.7%
15.	The effectiveness of the district's special programs in meeting the needs of students.	6.7%	0.0%	26.7%	46.7%	13.3%	6.7%
16.	The effectiveness of the district in immediately notifying a parent if a child is absent from school.	6.7%	13.3%	40.0%	26.7%	6.7%	6.7%
17.	The overall quality of district teachers.	0.0%	0.0%	6.7%	66.7%	26.7%	0.0%
18.	Students access, when needed, to a school nurse.	6.7%	26.7%	33.3%	26.7%	0.0%	6.7%

B.   EDUCATIONAL SERVICE DELIVERY (CONTINUED)

CATEGORY FOR RATING		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
19.	The equal access that all schools have to educational materials such as computers, television monitors, science labs and art classes.	0.0%	20.0%	26.7%	33.3%	20.0%	0.0%
20.	The ability of the school library to meet student needs for books and other resources.	0.0%	13.3%	6.7%	40.0%	40.0%	0.0%

21.   District educational programs that need improvement to meet the students' needs:

Reading	30.8%	English or Language Arts	30.8%	Physical Education	7.7%
Writing	61.5%	Computer Instruction	30.8%	Business Education	30.8%
Mathematics	38.5%	Social Studies (history or geography)	7.7%	Vocational Education (Career & Technology Education)	46.2%
Science	30.8%	Fine Arts	23.1%	Foreign Language	53.8%

22.   District special programs that need improvement to meet the students' needs:

Library Service	23.1%	Programs for students at-risk of dropping out of school	23.1%
Honors/Gifted and Talented Education	76.9%	Summer School Programs	7.7%
Special Education	30.8%	Alternative Education Programs	46.2%
Head Start and Even Start Programs	7.7%	English as a Second Language Programs	23.1%
Dyslexia	53.8%	Dropout Prevention Programs	15.4%
Student Mentoring	7.7%	Career Counseling Program	38.5%
Advanced Placement	38.5%	College Counseling Program	30.8%
Literacy	23.1%	Counseling Parents of Students	38.5%

C.   COMMUNITY INVOLVEMENT

CATEGORY FOR RATING		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
23.	The effectiveness and regularity of the district's communication with parents.	0.0%	6.7%	26.7%	60.0%	6.7%	0.0%
24.	The availability of district facilities for community use.	0.0%	6.7%	26.7%	60.0%	6.7%	0.0%
25.	The availability of volunteers to help with students and school programs.	0.0%	46.7%	33.3%	20.0%	0.0%	0.0%
26.	The effectiveness of the district's parent involvement programs.	13.3%	13.3%	46.7%	26.7%	0.0%	0.0%

D.   FACILITIES CONSTRUCTION, USE AND MANAGEMENT

		RATING				
CATEGORY FOR RATING	POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
27. The ability for parents, citizens, students, faculty, staff, and the board to participate and provide input into facility planning.	6.7%	33.3%	33.3%	20.0%	6.7%	0.0%
28. The cleanliness of schools.	0.0%	0.0%	0.0%	73.3%	26.7%	0.0%
29. Buildings are properly maintained in a timely manner.	0.0%	6.7%	13.3%	53.3%	20.0%	6.7%

E.   FINANCIAL/ASSET AND RISK MANAGEMENT

		RATING				
CATEGORY FOR RATING	POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
30. The effectiveness of Site-based budgeting in involving principals and teachers in the budget process.	0.0%	33.3%	33.3%	6.7%	6.7%	20.0%
31. The ability of the public to provide sufficient input during the budget process.	0.0%	26.7%	26.7%	13.3%	6.7%	26.7%
32. The district's financial reports are available and easy to understand and read.	0.0%	13.3%	40.0%	20.0%	6.7%	20.0%
33. The ability of the superintendent and administrators to effectively manage the district's budget.	0.0%	0.0%	40.0%	40.0%	13.3%	6.7%

F.   PURCHASING, WAREHOUSING, AND TEXTBOOKS

		RATING				
CATEGORY FOR RATING	POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
34. The quality of the goods and services purchased by the district.	0.0%	0.0%	33.3%	53.3%	6.7%	6.7%
35. Student access to textbooks in a timely manner.	6.7%	20.0%	26.7%	33.3%	13.3%	0.0%
36. The condition and age of textbooks.	13.3%	13.3%	33.3%	33.3%	6.7%	0.0%

G.   FOOD SERVICES

		RATING				
CATEGORY FOR RATING	POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
37. The temperature, appearance, and taste of the cafeteria's food.	13.3%	0.0%	40.0%	40.0%	6.7%	0.0%
38. The amount of time students have to eat.	6.7%	6.7%	53.3%	20.0%	13.3%	0.0%
39. Discipline and order in the cafeteria.	6.7%	6.7%	33.3%	33.3%	20.0%	0.0%
40. The helpfulness and friendliness of cafeteria staff.	6.7%	0.0%	26.7%	60.0%	6.7%	0.0%

G. FOOD SERVICES (CONTINUED)

CATEGORY FOR RATING	RATING					
	POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
41. The cleanliness and sanitary condition of district cafeteria facilities.	0.0%	0.0%	13.3%	73.3%	13.3%	0.0%

H. TRANSPORTATION

CATEGORY FOR RATING	RATING					
	POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
42. The level of discipline maintained by the bus driver on the bus.	0.0%	0.0%	20.0%	53.3%	6.7%	20.0%
43. The level of safety at bus pick-up stops and drop-off zones at schools.	0.0%	0.0%	13.3%	66.7%	6.7%	13.3%
44. The on-time arrival and departure of buses.	0.0%	0.0%	20.0%	60.0%	13.3%	6.7%
45. Buses regularly arrive in time for students to eat breakfast.	0.0%	0.0%	20.0%	53.3%	20.0%	6.7%
46. The overall cleanliness and maintenance of buses.	6.7%	0.0%	33.3%	40.0%	6.7%	13.3%

I. SAFETY AND SECURITY

CATEGORY FOR RATING	RATING					
	POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
47. Your perception of the student's level of safety and security at school.	0.0%	6.7%	20.0%	53.3%	20.0%	0.0%
48. The district's effectiveness in ensuring gangs are not a problem in this district.	0.0%	0.0%	26.7%	66.7%	6.7%	0.0%
49. The district's effectiveness in ensuring drugs are not a problem in this district.	0.0%	6.7%	53.3%	26.7%	6.7%	6.7%
50. The district's effectiveness in ensuring vandalism is not a problem in this district.	0.0%	6.7%	20.0%	60.0%	6.7%	6.7%
51. The working relationship that security personnel has with principals, teachers, staff and students.	6.7%	0.0%	33.3%	26.7%	6.7%	26.7%
52. The equity, consistency, and fairness of discipline students receive for misconduct.	13.3%	0.0%	40.0%	33.3%	6.7%	6.7%
53. The condition of school grounds (existence of safety hazards).	0.0%	6.7%	20.0%	46.7%	20.0%	6.7%

J.   *COMPUTERS AND TECHNOLOGY*

			RATING				
CATEGORY FOR RATING		**POOR**	**BELOW AVERAGE**	**AVERAGE**	**GOOD**	**EXCELLENT**	**NO RESPONSE**
54.	The ability and knowledge of teachers to teach computer science and other technology-related courses.	0.0%	13.3%	20.0%	53.3%	13.3%	0.0%
55.	The age and condition of computers and their usefulness in applying new technology.	0.0%	6.7%	26.7%	40.0%	26.7%	0.0%
56.	Student access to sufficient computers for students to learn and apply technology.	6.7%	20.0%	6.7%	46.7%	20.0%	0.0%
57.	Easy student access to the Internet.	6.7%	6.7%	20.0%	46.7%	20.0%	0.0%

STUDENT SURVEY

N = 14

PART A: DEMOGRAPHIC DATA

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

	CATEGORY		
STATEMENT	NO RESPONSE	MALE	FEMALE
1. Gender (Optional)	0.0%	35.7%	64.3%

	CATEGORY				
STATEMENT	NO RESPONSE	ANGLO	AFRICAN-AMERICAN	HISPANIC	ASIAN	OTHER
2. Ethnicity (Optional)	0.0%	28.6%	0.0%	7.1%	0.0%	64.3%

	CATEGORY			
STATEMENT	NO RESPONSE	0-5 YEARS	6-10 YEARS	11 OR MORE YEARS
3. How long have you lived/worked in Mullin ISD?	0.0%	57.1%	7.1%	35.7%

	CATEGORY	
STATEMENT	GRADE LEVEL	
4. What grade level do you attend?	Pre-Elementary (Pre-Kindergarten, Kindergarten)	0.0%
	Elementary (Grades 1-5)	0.0%
	Middle School (Grades 6-8)	0.0%
	High School (Grades 9-12)	100.0%
	Charter School	0.0%
	Not Applicable (Administrators)	0.0%

PART B: SURVEY QUESTIONS

A. DISTRICT LEADERSHIP, ORGANIZATION AND MANAGEMENT

	RATING					
CATEGORY FOR RATING	POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
1. The time allowed for public input at meetings by the school board.	7.1%	0.0%	14.3%	7.1%	0.0%	71.4%
2. The effectiveness of the school board in its role as a policy maker for the district.	0.0%	7.1%	14.3%	7.1%	0.0%	71.4%
3. The superintendent's effectiveness as an instructional leader and business manager.	0.0%	0.0%	21.4%	0.0%	14.3%	64.3%
4. The level of cooperation between the superintendent and the board in working together.	0.0%	0.0%	14.3%	14.3%	0.0%	71.4%

B. EDUCATIONAL SERVICE DELIVERY

CATEGORY FOR RATING		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
5.	The district's effectiveness in meeting the needs of the college-bound student.	0.0%	0.0%	57.1%	28.6%	7.1%	7.1%
6.	The district's effectiveness in meeting the needs of the work-bound student.	0.0%	0.0%	50.0%	42.9%	0.0%	7.1%
7.	The effectiveness of the district's educational programs in meeting the needs of the students.	0.0%	14.3%	28.6%	35.7%	7.1%	14.3%
8.	The effectiveness of the district's special programs in meeting the needs of students.	0.0%	0.0%	35.7%	50.0%	7.1%	7.1%
9.	The effectiveness of the district in immediately notifying a parent if a child is absent from school.	0.0%	7.1%	28.6%	28.6%	14.3%	21.4%
10.	The overall quality of district teachers.	0.0%	7.1%	21.4%	50.0%	21.4%	0.0%
11.	Students access, when needed, to a school nurse.	0.0%	42.9%	21.4%	21.4%	14.3%	0.0%
12.	The equal access that all schools have to educational materials such as computers, television monitors, science labs and art classes.	0.0%	0.0%	21.4%	35.7%	42.9%	0.0%
13.	The ability of the school library to meet student needs for books and other resources.	0.0%	7.1%	14.3%	42.9%	35.7%	0.0%

14. District educational programs that need improvement to meet the students' needs:

Reading	0.0%	English or Language Arts	0.0%	Physical Education	0.0%
Writing	10.0%	Computer Instruction	10.0%	Business Education	20.0%
Mathematics	10.0%	Social Studies (history or geography)	0.0%	Vocational Education (Career & Technology Education)	20.0%
Science	30.0%	Fine Arts	0.0%	Foreign Language	70.0%

15. District special programs that need improvement to meet the students' needs

Library Service	14.3%	Programs for students at-risk of dropping out of school	14.3%
Honors/Gifted and Talented Education	28.6%	Summer School Programs	0.0%
Special Education	14.3%	Alternative Education Programs	0.0%
Head Start and Even Start Programs	28.6%	English as a Second Language Programs	0.0%
Dyslexia	14.3%	Dropout Prevention Programs	28.6%
Student Mentoring	14.3%	Career Counseling Program	28.6%
Advanced Placement	28.6%	College Counseling Program	14.3%
Literacy	0.0%	Counseling Parents of Students	14.3%

C. COMMUNITY INVOLVEMENT

CATEGORY FOR RATING		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
16.	The effectiveness and regularity of the district's communication with parents	0.0%	0.0%	64.3%	21.4%	7.1%	7.1%
17.	The availability of district facilities for community use.	7.1%	7.1%	71.4%	14.3%	0.0%	0.0%

C. COMMUNITY INVOLVEMENT (CONTINUED)

			RATING				
CATEGORY FOR RATING		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
18.	The availability of volunteers to help with students and school programs.	7.1%	21.4%	42.9%	21.4%	7.1%	0.0%
19.	The effectiveness of the district's parent involvement programs.	0.0%	21.4%	42.9%	28.6%	0.0%	7.1%

D. FACILITIES CONSTRUCTION, USE AND MANAGEMENT

			RATING				
CATEGORY FOR RATING		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
20.	The ability for parents, citizens, students, faculty, staff, and the board to participate and provide input into facility planning.	0.0%	21.4%	50.0%	14.3%	0.0%	14.3%
21.	The cleanliness of schools.	0.0%	0.0%	42.9%	42.9%	14.3%	0.0%
22.	Buildings are properly maintained in a timely manner.	0.0%	0.0%	35.7%	42.9%	21.4%	0.0%

E. FINANCIAL/ASSET AND RISK MANAGEMENT

			RATING				
CATEGORY FOR RATING		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
23.	The effectiveness of Site-based budgeting in involving principals and teachers in the budget process.	0.0%	0.0%	23.1%	23.1%	0.0%	53.8%
24.	The ability of the public to provide sufficient input during the budget process.	0.0%	7.1%	28.6%	14.3%	0.0%	50.0%
25.	The district's financial reports are available and easy to understand and read.	0.0%	0.0%	28.6%	21.4%	0.0%	50.0%
26.	The ability of the superintendent and administrators to effectively manage the district's budget.	0.0%	7.1%	14.3%	7.1%	14.3%	57.1%

F. PURCHASING, WAREHOUSING, AND TEXTBOOKS

			RATING				
CATEGORY FOR RATING		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
27.	The quality of the goods and services purchased by the district.	0.0%	7.1%	42.9%	28.6%	7.1%	14.3%
28.	Student access to textbooks in a timely manner.	0.0%	0.0%	35.7%	42.9%	21.4%	0.0%
29.	The condition and age of textbooks.	14.3%	14.3%	35.7%	28.6%	7.1%	0.0%

G.   FOOD SERVICES

			RATING			
CATEGORY FOR RATING	POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
30. The temperature, appearance, and taste of the cafeteria's food.	35.7%	21.4%	35.7%	7.1%	0.0%	0.0%
31. The amount of time students have to eat.	0.0%	14.3%	57.1%	28.6%	0.0%	0.0%
32. Discipline and order in the cafeteria.	0.0%	7.1%	71.4%	14.3%	7.1%	0.0%
33. The helpfulness and friendliness of cafeteria staff.	0.0%	14.3%	35.7%	28.6%	21.4%	0.0%
34.- The cleanliness and sanitary condition of district cafeteria facilities.	0.0%	7.1%	50.0%	28.6%	14.3%	0.0%

H.   TRANSPORTATION

			RATING			
CATEGORY FOR RATING	POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
35. The level of discipline maintained by the bus driver on the bus.	0.0%	7.1%	57.1%	14.3%	14.3%	7.1%
36. The level of safety at bus pick-up stops and drop-off zones at schools.	0.0%	7.1%	35.7%	28.6%	21.4%	7.1%
37. The on-time arrival and departure of buses.	7.1%	21.4%	35.7%	21.4%	7.1%	7.1%
38. Buses regularly arrive in time for students to eat breakfast.	0.0%	14.3%	42.9%	21.4%	14.3%	7.1%
39. The overall cleanliness and maintenance of buses.	28.6%	14.3%	35.7%	7.1%	7.1%	7.1%

I.   SAFETY AND SECURITY

			RATING			
CATEGORY FOR RATING	POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
40. Your perception of the student's level of safety and security at school.	0.0%	0.0%	35.7%	57.1%	0.0%	7.1%
41. The district's effectiveness in ensuring gangs are not a problem in this district.	0.0%	7.1%	21.4%	35.7%	35.7%	0.0%
42. The district's effectiveness in ensuring drugs are not a problem in this district.	0.0%	14.3%	42.9%	28.6%	14.3%	0.0%
43. The district's effectiveness in ensuring vandalism is not a problem in this district.	0.0%	14.3%	50.0%	28.6%	7.1%	0.0%
44. The working relationship that security personnel has with principals, teachers, staff and students.	0.0%	0.0%	57.1%	28.6%	0.0%	14.3%
45. The equity, consistency, and fairness of discipline students receive for misconduct.	0.0%	0.0%	71.4%	28.6%	0.0%	0.0%
46. The condition of school grounds (existence of safety hazards).	0.0%	7.1%	50.0%	28.6%	14.3%	0.0%

J.   COMPUTERS AND TECHNOLOGY

CATEGORY FOR RATING	RATING					
	POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
47. The ability and knowledge of teachers to teach computer science and other technology-related courses.	0.0%	7.1%	42.9%	28.6%	14.3%	7.1%
48. The age and condition of computers and their usefulness in applying new technology.	0.0%	0.0%	42.9%	28.6%	28.6%	0.0%
49. Student access to sufficient computers for students to learn and apply technology.	0.0%	0.0%	35.7%	42.9%	21.4%	0.0%
50. Easy student access to the Internet.	7.1%	7.1%	28.6%	35.7%	21.4%	0.0%

PARENT SURVEY

N = 7

PART A: DEMOGRAPHIC DATA

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

	CATEGORY		
STATEMENT	**NO RESPONSE**	**MALE**	**FEMALE**
1. Gender (Optional)	0.0%	0.0%	100.0%

	CATEGORY				
STATEMENT	**NO RESPONSE**	**ANGLO**	**AFRICAN-AMERICAN**	**HISPANIC**	**ASIAN**	**OTHER**
2. Ethnicity (Optional)	0.0%	100.%	0.0%	0.0%	0.0%	0.0%

	CATEGORY			
STATEMENT	**NO RESPONSE**	**0-5 YEARS**	**6-10 YEARS**	**11 OR MORE YEARS**
3. How long have you lived/worked in Mullin ISD?	0.0%	28.6%	42.9%	28.6%

	CATEGORY
STATEMENT	**GRADE LEVEL**
4. What grade level(s) does your child attend?	Pre-Elementary (Pre-Kindergarten, Kindergarten) 28.6%
	Elementary (Grades 1-5) 57.1%
	Middle School (Grades 6-8) 14.3%
	High School (Grades 9-12) 57.1%
	Charter School 0.0%
	Not Applicable (Administrators) 0.0%

PART B: SURVEY QUESTIONS

A. DISTRICT LEADERSHIP, ORGANIZATION AND MANAGEMENT

	RATING					
CATEGORY FOR RATING	**POOR**	**BELOW AVERAGE**	**AVERAGE**	**GOOD**	**EXCELLENT**	**NO RESPONSE**
1. The time allowed for public input at meetings by the school board.	28.6%	0.0%	57.1%	14.3%	0.0%	0.0%
2. The effectiveness of the school board in its role as a policy maker for the district.	0.0%	28.6%	57.1%	14.3%	0.0%	0.0%
3. The superintendent's effectiveness as an instructional leader and business manager.	0.0%	28.6%	42.9%	28.6%	0.0%	0.0%
4. The level of cooperation between the superintendent and the board in working together.	14.3%	0.0%	28.6%	57.1%	0.0%	0.0%

B.   EDUCATIONAL SERVICE DELIVERY

CATEGORY FOR RATING	POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
5. The district's effectiveness in meeting the needs of the college-bound student.	28.6%	42.9%	0.0%	28.6	0.0%	0.0%
6. The district's effectiveness in meeting the needs of the work-bound student.	28.6%	28.6%	14.3%	28.6%	0.0%	0.0%
7. The effectiveness of the district's educational programs in meeting the needs of the students.	14.3%	0.0%	42.9%	42.9%	0.0%	0.0%
8. The effectiveness of the district's special programs in meeting the needs of students.	14.3%	14.3%	14.3%	42.9%	14.3%	0.0%
9. The effectiveness of the district in immediately notifying a parent if a child is absent from school.	28.6%	0.0%	28.6%	42.9%	0.0%	0.0%
10. The overall quality of district teachers.	0.0%	14.3%	71.4%	14.3%	0.0%	0.0%
11. Students access, when needed, to a school nurse.	14.3%	14.3%	71.4%	0.0%	0.0%	0.0%
12. The equal access that all schools have to educational materials such as computers, television monitors, science labs and art classes.	0.0%	14.3%	42.9%	28.6%	14.3%	0.0%
13. The ability of the school library to meet student needs for books and other resources.	14.3%	0.0%	42.9%	28.6%	14.3%	0.0%

14.   District educational programs that need improvement to meet the students' needs:

Reading	40.0%	English or Language Arts	40.0%	Physical Education	40.0%
Writing	40.0%	Computer Instruction	20.0%	Business Education	80.0%
Mathematics	40.0%	Social Studies (history or geography)	20.0%	Vocational Education (Career & Technology Education)	80.0%
Science	20.0%	Fine Arts	20.0%	Foreign Language	40.0%

15.   District special programs that need improvement to meet the students' needs:

Library Service	0.0%	Programs for students at-risk of dropping out of school	40.0%
Honors/Gifted and Talented Education	20.0%	Summer School Programs	20.0%
Special Education	40.0%	Alternative Education Programs	40.0%
Head Start and Even Start Programs	20.0%	English as a Second Language Programs	0.0%
Dyslexia	20.0%	Dropout Prevention Programs	40.0%
Student Mentoring	60.0%	Career Counseling Program	60.0%
Advanced Placement	20.0%	College Counseling Program	60.0%
Literacy	20.0%	Counseling Parents of Students	20.0%

C.   COMMUNITY INVOLVEMENT

		RATING				
CATEGORY FOR RATING	POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
16. The effectiveness and regularity of the district's communication with parents.	14.3%	14.3%	42.9%	28.6%	0.0%	0.0%
17. The availability of district facilities for community use.	28.6%	0.0%	28.6%	42.9%	0.0%	0.0%
18. The availability of volunteers to help with students and school programs.	42.9%	14.3%	28.6%	14.3%	0.0%	0.0%
19. The effectiveness of the district's parent involvement programs.	28.6%	0.0%	57.1%	14.3%	0.0%	0.0%

D.   FACILITIES CONSTRUCTION, USE AND MANAGEMENT

		RATING				
CATEGORY FOR RATING	POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
20. The ability for parents, citizens, students, faculty, staff, and the board to participate and provide input into facility planning.	28.6%	14.3%	42.9%	14.3%	0.0%	0.0%
21. The cleanliness of schools.	0.0%	14.3%	42.9%	28.6%	14.3%	0.0%
22. Buildings are properly maintained in a timely manner.	0.0%	14.3%	42.9%	28.6%	14.3%	0.0%

E.   FINANCIAL/ASSET AND RISK MANAGEMENT

		RATING				
CATEGORY FOR RATING	POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
23. The effectiveness of Site-based budgeting in involving principals and teachers in the budget process.	14.3%	14.3%	28.6%	28.6%	0.0%	14.3%
24. The ability of the public to provide sufficient input during the budget process.	14.3%	14.3%	57.1%	0.0%	0.0%	14.3%
25. The district's financial reports are available and easy to understand and read.	14.3%	14.3%	42.9%	0.0%	0.0%	28.6%
26. The ability of the superintendent and administrators to effectively manage the district's budget.	0.0%	0.0%	57.1%	28.6%	0.0%	14.3%

F.   PURCHASING, WAREHOUSING, AND TEXTBOOKS

		RATING				
CATEGORY FOR RATING	POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
27. The quality of the goods and services purchased by the district.	0.0%	14.3%	57.1%	28.6%	0.0%	0.0%
28. Student access to textbooks in a timely manner.	14.3%	14.3%	42.9%	28.6%	0.0%	0.0%
29. The condition and age of textbooks.	0.0%	14.3%	71.4%	14.3%	0.0%	0.0%

G.   FOOD SERVICES

			RATING			
CATEGORY FOR RATING	POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
30. The temperature, appearance, and taste of the cafeteria's food.	14.3%	42.9%	28.6%	14.3%	0.0%	0.0%
31. The amount of time students have to eat.	0.0%	14.3%	71.4%	14.3%	0.0%	0.0%
32. Discipline and order in the cafeteria.	14.3%	14.3%	28.6%	42.9%	0.0%	0.0%
33. The helpfulness and friendliness of cafeteria staff.	14.3%	28.6%	42.9%	14.3%	0.0%	0.0%
34. The cleanliness and sanitary condition of district cafeteria facilities.	0.0%	14.3%	71.4%	14.3%	0.0%	0.0%

H.   TRANSPORTATION

			RATING			
CATEGORY FOR RATING	POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
35. The level of discipline maintained by the bus driver on the bus.	0.0%	0.0%	57.1%	42.9%	0.0%	0.0%
36. The level of safety at bus pick-up stops and drop-off zones at schools.	0.0%	14.3%	42.9%	42.9%	0.0%	0.0%
37. The on-time arrival and departure of buses.	0.0%	14.3%	28.6%	57.1%	0.0%	0.0%
38. Buses regularly arrive in time for students to eat breakfast.	0.0%	0.0%	42.9%	57.1%	0.0%	0.0%
39. The overall cleanliness and maintenance of buses.	14.3%	14.3%	42.9%	28.6%	0.0%	0.0%

I.   SAFETY AND SECURITY

			RATING			
CATEGORY FOR RATING	POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
40. Your perception of the student's level of safety and security at school.	0.0%	14.3%	14.3%	28.6%	42.9%	0.0%
41. The district's effectiveness in ensuring gangs are not a problem in this district.	0.0%	0.0%	28.6%	42.9%	28.6%	0.0%
42. The district's effectiveness in ensuring drugs are not a problem in this district.	14.3%	14.3%	14.35	42.9%	14.3%	0.0%
43. The district's effectiveness in ensuring vandalism is not a problem in this district.	0.0%	14.3%	28.6%	28.6%	28.6%	0.0%
44. The working relationship that security personnel has with principals, teachers, staff and students.	28.6%	0.0%	14.3%	28.6%	14.3%	14.3%
45. The equity, consistency, and fairness of discipline students receive for misconduct.	14.3%	14.3%	28.6%	42.9%	0.0%	0.0%
46. The condition of school grounds (existence of safety hazards).	0.0%	0.0%	42.9%	42.9%	14.3%	0.0%

J. COMPUTERS AND TECHNOLOGY

	RATING					
CATEGORY FOR RATING	POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
47. The ability and knowledge of teachers to teach computer science and other technology-related courses.	14.3%	0.0%	57.1%	14.3%	14.3%	0.0%
48. The age and condition of computers and their usefulness in applying new technology.	0.0%	0.0%	57.1%	42.9%	0.0%	0.0%
49. Student access to sufficient computers for students to learn and apply technology.	14.3%	0.0%	42.9%	28.6%	14.3%	0.0%
50. Easy student access to the Internet.	0.0%	0.0%	71.4%	28.6%	0.0%	0.0%

OTHER STAFF SURVEY

N = 21

This survey included administrators, principal, and professional and auxiliary staff.

PART A: DEMOGRAPHIC DATA

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

	CATEGORY		
STATEMENT	**NO RESPONSE**	**MALE**	**FEMALE**
1. Gender (Optional)	0.0%	14.3%	85.7%

	CATEGORY				
STATEMENT	**NO RESPONSE**	**ANGLO**	**AFRICAN-MERICAN**	**HISPANIC**	**ASIAN**	**OTHER**
2. Ethnicity (Optional)	0.0%	85.7%	0.0%	9.5%	0.0%	4.8%

	CATEGORY		
STATEMENT	**NO RESPONSE**	**0-5 YEARS**	**6-10 YEARS**	**11 OR MORE YEARS**
3. How long have you lived/worked in Mullin ISD?	0.0%	19.0%	47.6%	33.3%

	CATEGORY	
STATEMENT	**GRADE LEVEL**	
4. What grade level(s) do you teach or work with?	Pre-Elementary (Pre-Kindergarten, Kindergarten)	40.0%
	Elementary (Grades 1-5)	75.0%
	Middle School (Grades 6-8)	60.0%
	High School (Grades 9-12)	60.0%
	Charter School	0.0%
	Not Applicable (Administrators)	15.0%

PART B: SURVEY QUESTIONS

EMPLOYEE SPECIFIC INFORMATION

	RATING					
CATEGORY FOR RATING	**POOR**	**BELOW AVERAGE**	**AVERAGE**	**GOOD**	**EXCELLENT**	**NO RESPONSE**
1. The ability of staff to quickly and easily purchase needed goods and services.	4.8%	4.8%	33.3%	47.6%	9.5%	0.0%
2. The competitiveness of district salaries with similar positions in the job market.	0.0%	14.3%	33.3%	42.9%	4.8%	4.8%
3. The effectiveness of the district's program to orient new employees.	4.8%	4.8%	42.9%	47.6%	0.0%	0.0%

EMPLOYEE SPECIFIC INFORMATION (CONTINUED)

			RATING				
CATEGORY FOR RATING		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
4.	The district's effectiveness in identifying and rewarding competence and excellent performance.	9.5%	4.8%	42.9%	28.6%	4.8%	9.5%
5.	The district's effectiveness in dealing appropriately with employees who perform below the standard of expectation (up to and including termination).	23.8%	28.6%	33.3%	14.3%	0.0%	0.0%
6.	The ability of the district's health insurance package to meet my needs.	0.0%	9.5%	42.9%	33.3%	14.3%	0.0%
7.	The fairness and timeliness of the district's grievance process.	4.85	0.0%	52.4%	28.6%	4.8%	9.5%

A.   DISTRICT LEADERSHIP, ORGANIZATION AND MANAGEMENT

			RATING				
CATEGORY FOR RATING		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
8.	The time allowed for public input at meetings by the school board.	0.0%	14.3%	23.8%	52.4%	4.8%	4.8%
9.	The effectiveness of the school board in its role as a policy maker for the district.	0.0%	0.0%	42.9%	42.9%	9.5%	4.8%
10.	The superintendent's effectiveness as an instructional leader and business manager.	0.0%	5.0%	20.0%	45.0%	30.0%	0.0%
11.	The level of cooperation between the superintendent and the board in working together.	0.0%	0.0%	9.5%	47.6%	38.1%	4.8%

B.   EDUCATIONAL SERVICE DELIVERY

			RATING				
CATEGORY FOR RATING		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
12.	The district's effectiveness in meeting the needs of the college-bound student.	9.5%	14.3%	38.1%	33.3%	4.8%	0.0%
13.	The district's effectiveness in meeting the needs of the work-bound student.	9.5%	4.85	42.9%	38.1%	4.8%	0.0%
14.	The effectiveness of the district's educational programs in meeting the needs of the students.	4.8%	0.0%	52.4%	42.9%	0.0%	0.0%
15.	The effectiveness of the district's special programs in meeting the needs of students.	0.0%	9.5%	52.4%	33.3%	4.8%	0.0%
16.	The effectiveness of the district in immediately notifying a parent if a child is absent from school.	0.0%	19.0%	28.6%	47.6%	4.8%	0.0%
17.	The overall quality of district teachers.	0.0%	0.0%	9.5%	71.4%	19.0%	0.0%
18.	Students access, when needed, to a school nurse.	4.8%	23.8%	28.6%	42.9%	0.0%	0.0%
19.	The equal access that all schools have to educational materials such as computers, television monitors, science labs and art classes.	4.8%	0.0%	23.8%	57.1%	14.3%	0.0%

B.   EDUCATIONAL SERVICE DELIVERY (CONTINUED)

		RATING					
CATEGORY FOR RATING		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
20. The ability of the school library to meet student needs for books and other resources.		0.0%	0.0%	9.5%	66.7%	23.8%	0.0%

21.   District educational programs that need improvement to meet the students' needs:

Reading	30.0%	English or Language Arts	15.0%	Physical Education	0.0%
Writing	40.0%	Computer Instruction	20.0%	Business Education	15.0%
Mathematics	15.0%	Social Studies (history or geography)	5.0%	Vocational Education (Career & Technology Education)	45.0%
Science	20.0%	Fine Arts	10.0%	Foreign Language	65.0%

22.   District special programs that need improvement to meet the students' needs:

Library Service	0.0%	Programs for students at-risk of dropping out of school	50.0%
Honors/Gifted and Talented Education	44.4%	Summer School Programs	22.2%
Special Education	11.1%	Alternative Education Programs	33.3%
Head Start and Even Start Programs	16.7%	English as a Second Language Programs	11.1%
Dyslexia	38.9%	Dropout Prevention Programs	27.8%
Student Mentoring	22.2%	Career Counseling Program	22.2%
Advanced Placement	44.4%	College Counseling Program	16.7%
Literacy	0.0%	Counseling Parents of Students	22.2%

C.   COMMUNITY INVOLVEMENT

		RATING					
CATEGORY FOR RATING		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
23. The effectiveness and regularity of the district's communication with parents.		4.8%	14.3%	19.0%	47.6%	14.3%	0.0%
24. The availability of district facilities for community use.		9.5%	9.5%	14.3%	57.1%	9.5%	0.0%
25. The availability of volunteers to help with students and school programs.		4.8%	33.3%	33.3%	23.8%	4.8%	0.0%
26. The effectiveness of the district's parent involvement programs.		9.5%	19.0%	33.3%	28.6%	4.8%	4.8%

D.   FACILITIES CONSTRUCTION, USE AND MANAGEMENT

		RATING					
CATEGORY FOR RATING		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
27. The ability for parents, citizens, students, faculty, staff, and the board to participate and provide input into facility planning.		4.8%	19.0%	42.9%	28.6%	0.0%	4.8%
28. The cleanliness of schools.		0.0%	0.0%	19.0%	52.4%	28.6%	0.0%
29. Buildings are properly maintained in a timely manner.		0.0%	4.8%	23.8%	57.1%	14.3%	0.0%

E. FINANCIAL/ASSET AND RISK MANAGEMENT

				RATING			
CATEGORY FOR RATING		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
30.	The effectiveness of Site-based budgeting in involving principals and teachers in the budget process.	4.8%	23.8%	28.6%	23.8%	4.8%	14.3%
31.	The ability of the public to provide sufficient input during the budget process.	4.8%	19.0%	33.3%	19.0%	0.0%	23.8%
32.	The district's financial reports are available and easy to understand and read.	9.5%	19.0%	33.3%	28.6%	0.0%	9.5%
33.	The ability of the superintendent and administrators to effectively manage the district's budget.	0.0%	0.0%	23.8%	52.4%	14.3%	9.5%

F. PURCHASING, WAREHOUSING, AND TEXTBOOKS

				RATING			
CATEGORY FOR RATING		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
34.	The quality of the goods and services purchased by the district.	0.0%	4.8%	23.8%	57.1%	0.0%	14.3%
35.	Student access to textbooks in a timely manner.	4.8%	19.0%	23.8%	33.3%	4.8%	14.3%
36.	The condition and age of textbooks.	0.0%	23.8%	33.3%	23.8%	4.8%	14.3%

G. FOOD SERVICES

				RATING			
CATEGORY FOR RATING		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
37.	The temperature, appearance, and taste of the cafeteria's food.	4.8%	19.0%	52.4%	23.8%	0.0%	0.0%
38.	The amount of time students have to eat.	4.8%	14.3%	14.3%	61.9%	4.8%	0.0%
39.	Discipline and order in the cafeteria.	0.0%	14.3%	19.0%	57.1%	9.5%	0.0%
40.	The helpfulness and friendliness of cafeteria staff.	0.0%	14.3%	47.6%	28.6%	9.5%	0.0%
41.	The cleanliness and sanitary condition of district cafeteria facilities.	4.8%	4.8%	9.5%	66.7%	14.3%	0.0%

H. TRANSPORTATION

				RATING			
CATEGORY FOR RATING		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
42.	The level of discipline maintained by the bus driver on the bus.	0.0%	0.0%	42.9%	38.1%	4.8%	14.3%
43.	The level of safety at bus pick-up stops and drop-off zones at schools.	0.0%	0.0%	23.8%	52.4%	9.5%	14.3%
44.	The on-time arrival and departure of buses.	0.0%	0.0%	19.0%	61.9%	9.5%	9.5%

H.   TRANSPORTATION (CONTINUED)

		RATING					
CATEGORY FOR RATING		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
45.	Buses regularly arrive in time for students to eat breakfast.	0.0%	0.0%	14.3%	61.9%	14.3%	9.5%
46.	The overall cleanliness and maintenance of buses.	9.5%	14.3%	28.6%	33.3%	0.0%	14.3%

I.   SAFETY AND SECURITY

		RATING					
CATEGORY FOR RATING		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
47.	Your perception of the student's level of safety and security at school.	0.0%	9.5%	4.8%	66.7%	19.0%	0.0%
48.	The district's effectiveness in ensuring gangs are not a problem in this district.	0.0%	0.0%	28.6%	52.4%	14.3%	4.8%
49.	The district's effectiveness in ensuring drugs are not a problem in this district.	0.0%	4.8%	33.3%	52.4%	4.8%	4.8%
50.	The district's effectiveness in ensuring vandalism is not a problem in this district.	0.0%	4.8%	23.8%	57.1%	9.5%	4.8%
51.	The working relationship that security personnel has with principals, teachers, staff and students.	4.8%	0.0%	33.3%	38.1%	4.8%	19.0%
52.	The equity, consistency, and fairness of discipline students receive for misconduct.	9.5%	14.3%	19.0%	57.1%	0.0%	0.0%
53.	The condition of school grounds (existence of safety hazards).	4.8%	0.0%	33.3%	57.1%	4.8%	0.0%

J.   COMPUTERS AND TECHNOLOGY

		RATING					
CATEGORY FOR RATING		POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NO RESPONSE
54.	The ability and knowledge of teachers to teach computer science and other technology-related courses.	0.0%	4.8%	33.3%	47.6%	14.3%	0.0%
55.	The age and condition of computers and their usefulness in applying new technology.	0.0%	0.0%	28.6%	61.9%	9.5%	0.0%
56.	Student access to sufficient computers for students to learn and apply technology.	0.0%	9.5%	23.8%	47.6%	19.0%	0.0%
57.	Easy student access to the Internet.	0.0%	4.8%	28.6%	42.9%	19.0%	4.8%