



LEGISLATIVE BUDGET BOARD

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September 28, 2004

Dr. Pete Anthony
Superintendent, Southwest Independent School District

Dear Dr. Anthony:

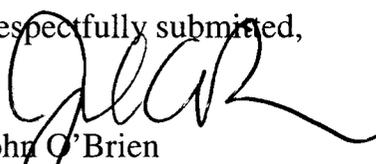
The attached report reviews the management and performance of the Southwest Independent School District's (SWISD's) educational, financial, and operational functions.

The report's recommendations will help SWISD 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 SWISD.

The staff of the Legislative Budget Board appreciates the cooperation and assistance that your staff and INFOSYS Development Group, 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
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TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
EDUCATIONAL SERVICE DELIVERY.....	5
DISTRICT MANAGEMENT.....	35
INFORMATION TECHNOLOGY AND COMPUTERS.....	53
FINANCIAL MANAGEMENT	59
ASSET AND RISK MANAGEMENT	69
OPERATIONS	77
SAFETY AND SECURITY.....	93
APPENDICES	99

EXECUTIVE SUMMARY

SOUTHWEST INDEPENDENT SCHOOL DISTRICT MANAGEMENT AND PERFORMANCE REVIEW

Southwest Independent School District's (SWISD's) school review report noted 17 commendable practices and made 45 recommendations for improvement. The following is an Executive Summary of the significant accomplishments and findings that resulted from the review. A copy of the full report can be found at www.lbb.state.tx.us.

SIGNIFICANT ACCOMPLISHMENTS

- SWISD was successful in securing a federally funded grant to establish smaller learning communities as a means of addressing academic and other areas of deficiencies of high school students.
- The district has implemented a process for developing curriculum documents aligned with the statewide curriculum and local assessments to provide improved periodic measurement of student progress that meets professional standards.
- SWISD has effectively reduced construction planning costs, by implementing a prototype-building plan. Architectural fees have been reduced by 3.5 percent, or \$78,750, by using the plans from an initial elementary school project to construct similar facilities at other district locations.
- The Transportation Department uses all components of the computer routing system to schedule the three-tier bell schedule, creating efficient operations by minimizing fleet requirements, travel distances and wait times.

SIGNIFICANT FINDINGS

- The Southwest Enrichment Center has not successfully demonstrated achieving its stated goal of preventing students from dropping out of school. It costs almost twice as much to educate a student at the Southwest Enrichment Center, yet the services offered are also available at other campuses. The district's budget for operating the center for 2003-04 was \$13,680 for each of the 80 enrolled students compared to \$6,619 for all other students.
- SWISD does not follow its own staffing formulas and does not compare staffing needs to industry standards in its staffing plans; consequently, the district is overstaffed by five assistant principals, and 18.5 clerk/secretarial staff positions.
- The Child Nutrition Department staffing levels are not monitored or controlled based on Meals Per Labor Hour (MPLH) or other staffing standards. The district's meal equivalents served divided by

total hours worked, compared to industry standards indicates that SWISD is exceeding the standards by 70.87 hours per day.

- Not all divisions in the district have comprehensive sets of manuals for conducting the operations of the district.
- SWISD's long-range planning process is not integrated with all other district instructional and operational plans.
- Campus and department staff do not have access to their financial data and are unable to get current budget and expenditure information from the district's accounting information system. Without direct access to the central computer system, efficient maintenance of current student activity funds and monitoring of budget activity is difficult.

SIGNIFICANT RECOMMENDATIONS

Recommendation: Close the Southwest

Enrichment Center. The center should remain open for 2004-05 so that students, parents, and staff can have sufficient time for transition. The district should notify parents of Southwest Enrichment Center students as soon as possible regarding closure of the facility.

Recommendation: Revise the district's staffing plan to include industry standards and staff

SWISD accordingly. Revising the district's staffing plan will reduce costs and enable the district to reallocate funds based upon established priorities. As student enrollment changes or as additional elementary campuses are opened, the district will have the flexibility to adjust the number of assistant principals, secretary/clerk positions, or any other staff needed to meet internal and industry staffing formulas and standards.

Recommendation: Reduce food service staff to conform to industry standards. SWISD should reduce labor by 70.87 hours per day to comply with the industry standard of meals per labor hour. The reduction of these hours will save the district more than \$101,000 annually.

Recommendation: Develop a comprehensive written set of manuals for conducting the operations of the district. The manuals developed by and for SWISD should be placed on the district's intranet. Each assistant superintendent should assemble all the existing policies and procedures in their functional area of responsibility and assemble a team to assist in developing the manuals. Each assistant superintendent should then review the manuals while each department head develops a plan to train all staff

members, using the manuals as a training guide. Manuals should be updated annually.

Recommendation: Develop an integrated long-range strategic plan. The assistant superintendent for Business and Finance, with input from both the assistant superintendent for Curriculum, Instruction, and Assessment and the assistant superintendent for Administration and Human Resources, should ensure that all plans are integrated into a single comprehensive plan. In addition, the plan should also be integrated with the annual budgeting process and ultimately presented to the superintendent and board for approval. Developing an integrated strategic plan will allow for a unified set of goals, objectives, and strategies to carry the district forward in providing instructional and operational services for the next several years.

Recommendation: Provide campuses and departments access to financial information available in the financial system. Timely, accurate and useful financial information is critical for schools to properly manage their budgets. Providing the information online would also eliminate the need for schools to maintain a second set of books to determine if they have funds available.

OTHER RECOMMENDATIONS

Recommendation: Increase the number of courses in which students may elect to take Advanced Placement (AP) examinations and initiate strategies to assist students in achieving a score of three or above on the exams. SWISD only offers 16 of 30 AP courses, and scores of three, four or five have declined from 33.6 percent in 2001–02 to 13.5 percent in 2002–03. By increasing the number of AP courses and developing strategies to help increase scores, the district can ensure more students are afforded an opportunity to prepare for a secondary education.

Recommendation: Reorganize staff, hire three specialized positions and assign a technician to operate a formal help desk function. The Technology Department is not staffed based on the current needs of the district and staff do not have the specialized skills required to operate and maintain the network and some functions, such as help desk, are not formally assigned. The district should eliminate three technician positions and the vacant Technology Coordinator position and staff the department with three specialized positions consisting of a network administrator, business software analyst and telecommunication analyst. The district should formally assign a technician to the help desk function. This will provide the district with on-site expertise necessary to operate the network and provide support for those systems.

Recommendation: Update the Discipline Alternative Education Program's campus improvement plan to include strategies to reduce recidivism rates at the center. The DAEP center's Campus Improvement Plan (CIP) does not identify or address recidivism rates. In 2002–03 and 2003–04, the center demonstrated recidivism rates of 35 and 31 percent, respectively. By updating the CIP, the district can focus on specific strategies to help reduce recidivism rates at the center.

GENERAL INFORMATION

- Southwest ISD is located in the southwest quadrant of Bexar County where the new Toyota plant is scheduled to open in 2006. The district encompasses 115 square miles, situated approximately 10 miles from Lackland Air Force Base, with 50 percent of the district's population being rural.
- The district's growth rate through 2004 has remained fairly flat with only a 1.8 percent increase over the last five years.
- Southwest ISD is a majority minority district with a large population of economically disadvantaged students (79.1 percent).
- In 2003–04, of the 1,287 full-time equivalent staff, 643 are teachers.
- The district has negotiated with the Toyota plant for a tax abatement. Toyota's plant is valued at \$503 million, while its projected value is \$10 million for tax purposes.
- The Texas Education Agency (TEA) has rated the district Academically Acceptable since 2001–02.
- In spring 2004 and as a requirement for promotion to fourth grade, 88 percent of the district's third graders met TEA's passing criteria for the reading portion of the Texas Assessment of Knowledge and Skills (TAKS) in English compared to 95 percent for the state and 94 percent for Region 20.
- While TEA has not released the overall percentage of student that met the 2003–04 passing criteria for all subjects and grade-levels tested, 49.1 percent of SWISD students are projected to meet these standards based upon 2002–03 actual scores as compared to 57.4 percent for the state and 54.7 percent for Region 20. New spring 2004 scores indicate the district shows steady progress with some academic pockets of need such as in the area of mathematics grades 6–8 and in reading grade 7. In grade 10 the district still continues to lag 10 percentage points in the area of math and 14 percentage points in science.

- The district has been in a period of construction, rebuilding four elementary schools and remodeling others. In 1999 and 2001 the community approved bonds totaling \$30 million and \$27 million respectively. The district was granted \$8 million in Qualified Zone Academy Bonds (QZAB) by TEA in 2003.
- Senator Frank Madla and Representative Ken Mercer represent SWISD.

SCHOOLS

- Nine elementary schools
- One sixth grade center
- Two junior high schools
- One high school

ALTERNATIVE EDUCATION PROGRAMS

- Southwest Enrichment Center, a dropout prevention program, accommodates 80 students grades 6 through 8.
- The Discipline Alternative Education Program (DAEP) housed in two portable buildings in the administrative complex accommodates from 60–110 students grades 6–12 throughout the year.

2003–04 STUDENT DATA

- 9,654 students enrolled
- 9.3 percent White
- 86.6 percent Hispanic
- 3.6 percent African American
- 0.4 percent Asian/Pacific Islander
- 0.1 percent Native American
- 79.1 percent economically disadvantaged

2003–04 FINANCIAL DATA

- Total budgeted expenditures: \$72.2 million.
- Fund balance: 18 percent or \$13.5 million of 2002–03 total budgeted expenditures (Undesignated component).
- Total effective tax rate (2003): \$1.67 (\$1.50 Maintenance and Operations and \$0.17 Interest and Sinking).

2003–04 PERCENT SPENT ON INSTRUCTION

- Out of total budgeted expenditures of \$72.2 million, SWISD spent 48.3 percent on instruction, which is below the state average of 50.4 percent. Looking at operating expenditures only (excluding debt service and bond repayment) SWISD spent 54 percent on instruction, which is below the state average of 56.6 percent.

The chapters that follow contain a summary of the district’s accomplishments, findings, and numbered recommendations. Detailed explanations for accomplishments and findings/recommendations follow the summary and include fiscal impacts. Each recommendation also lists the page number that corresponds to its detailed explanation.

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 2004–05 through 2008–09.

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 staff surveys conducted by the review team.

The table below summarizes the fiscal impact of all 45 recommendations contained in the report.

FISCAL IMPACT

	2004–05	2005–06	2006–07	2007–08	2008–09	TOTAL 5-YEAR (COSTS) OR SAVINGS	ONE TIME (COSTS) OR SAVINGS
Gross Savings	\$501,573	\$1,851,665	\$1,851,665	\$1,851,665	\$1,851,665	\$7,908,233	\$0
Gross Costs	(\$529,298)	(\$746,556)	(\$848,440)	(\$931,398)	(\$972,877)	(\$4,028,569)	(\$69,800)
Total	(\$27,725)	\$1,105,109	\$1,003,225	\$920,267	\$878,788	\$3,879,664	(\$69,800)

CHAPTER 1

EDUCATIONAL SERVICE DELIVERY

Texas school districts are challenged with providing instructional services in the most cost-effective and productive manner possible.

Effective and efficient programs and a well-designed instructional program determine how well a district meets its goal of educating children. Student performance on standardized tests, mastery of subject matter, and fluctuating student enrollment effect the development and modification of programs and services provided by a district.

SWISD is located in the southwest portion of Bexar County Texas. Most of the county, including the school district, is composed of areas dedicated to farming and ranching, in contrast to residential areas near Loop 410. Fifty percent of the students enrolled in the district live within a twelve-mile radius of Loop 410 or within a three-mile radius of Highway 1604 and Highway 90. The remaining 50 percent of the population is rural and is divided among approximately 115 square miles.

As the land contrasts, so do the people. The area is richly endowed with the cultures of the Spanish-American, early American settlers, and European peoples. The travel-experienced military families add additional diversity to the area. Included within the school community are the rural areas of Von Ormy, Atascosa, Southwest (surrounding the main school campus), Macdona, and the suburban area of Valley Hi.

In 1950, the County Board of Trustees created the Southwest Rural High School District No. 26 by consolidating five common school districts: Medina No. 26, Von Ormy No. 27, Tinsley No. 30, Idewild No. 29, and Macdona No.45. In March 1950, the Common School District No. 29 was annexed by election to Southwest Rural High School District No. 26 and by order of a special election became SWISD in April 1962.

Three districts were selected for the purpose of comparing data with SWISD: East Central ISD, San Felipe–Del Rio Cons, and San Benito Cons. To make these comparisons, data from the Texas Education Agency (TEA) Public Education Information Management System (PEIMS) and the Academic Excellence Indicator System (AEIS) was used. PEIMS collects educational data from each school district in the state. This information is organized and made public in the AEIS reports that are distributed to each school and school district in the state. The reports provide a comprehensive picture of Texas public education, including information relating to demographics, staffing, student performance, and finances for each school and school district.

The October 2003 PEIMS data indicate that SWISD had 9,654 students enrolled, ranking SWISD as the 90th largest district among 1,031 school districts in Texas. Because a school district's enrollment varies from day to day, the state selects a single "snapshot" date on which all districts report the number of students in membership. The student enrollment on October 31st becomes the district's official enrollment for comparison purposes and are the ones used in this report unless otherwise noted. At the time of this report, 80 of the district's students attended the Southwest Enrichment Center (SEC), a campus created for students in grades six through eight who need a learning environment emphasizing basic academic skills.

ACCOMPLISHMENTS

- The district has implemented a process for developing curriculum documents aligned with the statewide curriculum and local assessments to provide improved periodic measurement of student progress that meet professional standards.
- SWISD was successful in securing a federally funded grant to establish smaller learning communities as a means of addressing academic and other areas of deficiencies of high school students.
- SWISD has increased the number of students enrolled in Pre-AP, AP, and Dual Credit courses through its Academic Academies.
- The district has initiated a number of strategies resulting in improvements in student attendance.
- SWISD provides opportunities for students to prepare for jobs in the aerospace industry by participating in the Alamo Area Aerospace Academy.
- SWISD has successfully implemented a system of tracking student performance that has contributed to a decrease in referrals for special education evaluation.

FINDINGS

- SWISD does not have a local policy to provide direction for the management of the curriculum. SWISD has 11 policies related to curriculum; however, none of these policies provide direction on how the district should manage its curriculum.
- The district has not demonstrated that the Southwest Enrichment Center, a dropout prevention center, has been successful in preventing students from dropping out of school.
- Not all staff is included in decisions regarding the administration of interval tests, consequently,

many principals and teachers perceive the district's "interval" tests as unnecessary and burdensome and believe that tests given between benchmarking could be handled more efficiently and effectively at the campus level, eliminating the need to send more paperwork to the Central Office.

- SWISD has initiated a process (program evaluation reports) that could allow for the collection of data required for making decisions about the programs operating in the district, but it is not using the process effectively.
- While the district reflects continual improvement and gains to narrow the gap between the Individual Student Profile and the state average, the performance of SWISD students on certain Texas Assessment of Knowledge and Skills (TAKS) subtests remains below the state average.
- The district lacks strategies to increase Advanced Placement examination scores courses and participation. The College Board offers more than 30 AP courses in 19 subject areas, and only 16 of the courses are offered by SWISD. In 2001–02 and 2002–03, the percent of SWISD students taking AP exams was the lowest among peer districts and lower than the percent in Region 20 and the state. In addition, the percentage of students receiving a score of three, four, or five declined from 33.6 percent in 2001–02 to 13.5 percent in 2002–03.
- The district has not used alternate strategies to encourage more students to successfully take and complete the SAT and ACT college entrance exams.
- The district provides limited placement options for high school students who are at risk of dropping out of school.
- SWISD's District and Campus Improvement Plans are not consistent in specifying the amount of State Compensatory Education (SCE) funds allocated for resources and staff to address the needs of students at risk of dropping out of school.
- The district does not have adequate personnel at the high school campus to provide effective school health services. In 2003–04, Southwest High School had one school nurse with no clerical assistance to serve 2,586 students.
- SWISD libraries do not meet Texas State Library and Archives Commission standards for "acceptable" staffing. The district lacks eight

librarians and three library aides in meeting acceptable standards.

- SWISD's library program does not meet Texas State Library and Archives Commission guidelines for the number of books available to students. Seven SWISD schools are below standard regarding age of collections, and six schools are below standard in the number of books required per student.

RECOMMENDATIONS

Recommendation 1 (p. 13): Adopt a board policy that provides direction for management of curriculum. Well-written policies on curriculum management provide focus for the entire district by establishing common standards for what is taught and evaluated. Such standards ensure the district's curriculum is consistent and provide a systematic basis for decision-making in all instructional settings. With assistance from Texas Association of School Boards (TASB), the district should obtain copies of curriculum management policies from other districts, determine which elements of the policies are appropriate locally, and adopt or adapt a policy to meet local needs.

Recommendation 2 (p. 15): Close the Southwest Enrichment Center. The center should remain open for 2004–05 so that students, parents, and staff can have sufficient time for transition. The district should notify parents of Southwest Enrichment Center students as soon as possible regarding closure of the facility. Early notification will allow parents to determine if it is in their child's best interest to return to a program that will be open for only one more year.

Recommendation 3 (p. 15): Review the requirements for interval testing to ensure that lost instructional time is minimized and develop ways to involve staff in decisions regarding administration of the tests. Principals and other campus-based educators should play a greater role in the formative evaluation process and have more ownership in the system. Giving principals and the Campus Improvement Team decision-making authority over the interval tests will help them better understand such assessments, encourage campuses to discover ways to administer the tests most efficiently, and reduce the frequency of the transfer of paperwork from one location to another.

Recommendation 4 (p. 16): Ensure that the requirements for the program evaluation reviews provide the information needed for informed decision-making. The district should develop or adopt procedures and processes for evaluating all programs in the district to better determine their effectiveness. Presentations of reports should be

scheduled at a time and manner that will provide decision-makers with the best available information about the programs. At a minimum, the steps in the process should include determining the purpose for an evaluation, designing the scope of the evaluation, collecting needed data and information, analyzing the data, and reporting and interpreting the findings. A schedule should be developed by which all programs can be evaluated within a designated period of time, and the information should be provided to the superintendent and Board of Trustees at a time consistent with budgetary and other program-impacting decisions.

Recommendation 5 (p. 19): Review pacing guides and benchmark tests for the grades and Texas Assessment of Knowledge and Skills (TAKS) subtests most in need of improvement to determine if the written, taught, and tested curriculum are properly aligned. The district should examine its pacing guides and benchmark tests in mathematics to determine how they are used, with particular attention given to McNair Sixth Grade School and McAuliffe and Scobee Junior High Schools. The variation in scores between SWISD and the state at grades 6–8 are inconsistent with those for other grades and subtests, with the exception of mathematics and science at grade 10. While the district is making efforts to develop and maintain an aligned curriculum with appropriate assessments to determine student progress, gaps in concepts presented in the guides or in the assessment effort should be identified and rectified before they are allowed to compound deficiencies in student performance.

Recommendation 6 (p. 22): Increase the number of courses in which students may elect to take Advanced Placement (AP) examinations and initiate strategies to assist students in achieving a score of three or above on the exams. SWISD only offers 16 of 30 AP courses, and scores of three, four or five have declined from 33.6 percent in 2001–02 to 13.5 percent in 2002–03. By increasing the number of AP courses and developing strategies to help increase scores, the district can ensure more students are afforded an opportunity to prepare for a secondary education.

Recommendation 7 (p. 25): Encourage increased student participation on the Scholastic Aptitude Test (SAT) and American College Test (ACT) examinations by establishing business and community partnerships to underwrite student-related fees. By partnering with businesses to underwrite expenses related to examination fees, more students will be encouraged to take their college entrance examinations.

Recommendation 8 (p. 27): Reconvene the district dropout task force to explore alternative placement strategies for students at risk of dropping out of high school. By reconvening the district’s dropout task force, the district will ensure that alternative placement methodologies are in place to assist the district in combatting its high drop out rates.

Recommendation 9 (p. 29): Specify all State Compensatory Education (SCE) funds and staff resources identified in district and campus improvement plans. SWISD district and campus site-based committees should review the district and campus improvement plans to ensure that all activities for which SCE resources are listed, specify the amount of SCE funds, or staff allocated to those activities and strategies.

Recommendation 10 (p. 29): Add three full-time nurses to Southwest High School. Adding three nurses to Southwest High School will ensure that the student body’s health needs are adequately met.

Recommendation 11 (p. 30): Employ additional librarians and library aides to meet the Texas State Library and Archives Commission’s (TSLAC’s) acceptable standards. As a result of a librarian’s specialized training, they can support instruction in Texas Essential Knowledge and Skills (TEKS) and help students become accomplished readers, independent learners, critical thinkers, creative problem solvers, and informed citizens. In order for students to have available the materials they need to learn and librarians to help instruct, priority must be given to having a sufficient number of librarians to meet the state’s acceptable standard. To accomplish this, eight librarians and three library aides should be added to current district staff.

Recommendation 12 (p. 32): Improve school library collections to meet the Texas State Library and Archives Commission’s (TSLAC’s) acceptable standards. In order to assure that the quality of books and materials available meet student needs, the average age of collections must be made more current by removing outdated books with the systematic process recommended by the TSLAC and replacing them with current books.

DETAILED ACCOMPLISHMENTS

CURRICULUM PROCESS

SWISD has implemented a process for aligning the written, taught, and tested curriculum consistent with professional standards. SWISD has designed “pacing guides” as the basis for connecting the district’s curriculum vertically and horizontally, benchmark testing as the means of assessing student performance

on the aligned curriculum, and a student profile to track student progress over time. Prior to 2002–03, when pacing guides were implemented, the district had no standardized districtwide curriculum documents and no districtwide testing system to monitor the curriculum.

The district uses the term “pacing guides,” rather than “curriculum guides,” in describing its curriculum documents to emphasize that the documents are not intended to regulate or control what teachers teach in the classroom but rather provide guidance for the sequence and pacing of teaching district objectives. The guides do not direct the teacher on how the objectives should be taught. The guides have been well received by teachers and principals since there was a generally recognized need for more direction in order to align teaching with the curriculum requirements of the state.

Benchmark testing was established to assess student progress at various points during the year in mastering the curriculum. The district’s curriculum specialists and the teachers develop the tests aligned to pacing guides and TEKS as measured by the TAKS, administered at the school level, scored at the Central Office, and returned to the school for use by individual teachers. Although there were initial concerns about the process due to delays in turn-around time for results, questions about the placement and wording of some test items, and questions about the accuracy of some answers, staff has come to recognize the value of benchmarking. Benchmark testing is now well regarded by most of the instructional staff members who use the results to adjust instruction and identify

students who are not mastering course material.

The review team compared the district’s process for developing written curriculum documents and determining what is to be taught and tested to professional standards for educational service delivery. **Exhibit 1-1** contains the one set of criteria to which the district’s curriculum and assessment program was compared. The exhibit includes the basic components of a curriculum plan, the definition of each component, and examples. The district’s pacing guides and benchmark tests meet at least partially all criteria in the two sets of standards.

A second set of criteria used to assess the district’s process is the Texas Association of School Administrators’ (TASA) Goals for Curriculum Development **Exhibit 1-2**.

The district curriculum specialists prepare analyses of statewide test data for their respective subject areas. Test results are broken down according to subgroups, grade levels, campuses, and test items. The summative information from TAKS and the formative information from the benchmark and interval tests provide the basis for assessing the effectiveness of the district’s educational delivery system.

In addition to providing a method for assessing overall instructional effectiveness, results from state and district tests are used to track individual student performance, identify learning styles, and pinpoint instructional needs. An important element of this system is the Student Profile Data sheet, which is maintained in the student’s instructional record as he or she progresses through grade levels.

**EXHIBIT 1-1
CURRICULUM COMPONENTS, DEFINITIONS, AND EXAMPLES**

COMPONENT	DEFINITION	EXAMPLES
Curriculum Documents	Work plan or plans developed by or for teachers to use in classrooms by which the content, scope, and sequence of that content, and to some extent the methodology of their teaching, is defined and configured.	Curriculum guides, Lesson plans, Scope and Sequence
Instructional Plan	When teaching is influenced by a work plan (or curriculum), it becomes instruction. Focused and connected teaching. Systemized teaching that adheres to the curriculum and formal testing scenarios based upon focused teaching.	Lesson plans Classroom observation records, Benchmark tests
Curriculum Coordination	Lateral or horizontal focus and connectivity of curriculum in a school environment. Classes in a particular subject area actually teaching the same content.	Classroom observation records, Lesson plans, Sample tests
Curriculum Articulation	Curriculum is focused and connected vertically from one grade to the next or from one school to the next.	Lesson plans, Sample tests, Course syllabus
Curriculum Evaluation	Assessing whether or not students have learned the content of the district’s official curriculum. May include assessment of teacher delivering instruction.	Teacher evaluation records, Formative tests, Summative tests, Departmental reports, Curriculum audits, Student profiles
Curriculum Alignment	The match or fit between the curriculum and the test or tests to be used to assess learners.	Formative tests, Teacher-made tests, Summative tests, Side-by-side comparisons
Curriculum Tightening	Actions that bring the written, taught, and tested curricula into alignment or congruence with one another. Lack of overlap between the three curricula is decreased.	Curriculum guides, Lesson plans, Side-by-side comparisons, Formative tests, Curriculum audits

SOURCE: English, F., *Deciding What to Teach and Test*. Thousand Oaks, CA: Corwin Press, 2000.

EXHIBIT 1-2
TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS (TASA)
CURRICULUM LEADERSHIP COOPERATIVE
GOALS FOR CURRICULUM DEVELOPMENT
2002

The curriculum development process will allow for the input and interaction of classroom teachers with those serving in developmental roles. This interaction will allow teachers to integrate ideas and materials into planning and teaching so that they will have ownership of the guides.

The development process will be open-ended so that curriculum documents can be refined and updated as needed and can become more comprehensive. Curriculum development will align the written, the taught and the tested curricula to ensure a high percentage of learner outcomes.

The curriculum for a course or grade level subject will define that course in a finite set of objectives which will be few in number, broad in scope and aimed at developing in students an integrated understanding of that course or subject.

The curriculum documents (resource packets) will be a mechanism for collecting, organizing and sharing teachers' effective classroom practices and ideas related to accomplishing course objectives.

The curriculum documents will address the development of students' cognitive thinking skills. They will define the course or subject for teachers and students and will include the development of student thinking as a priority.

The curriculum documents will be designed to reduce teachers' paperwork in linking daily lesson plans; student instructional activities; student performance assessments to instructional objectives; and the TEKS and in documenting mastery of curriculum objectives.

Curriculum documents will be as comprehensive as possible to provide teachers with quality information to help in the election of instructional activities, strategies, resources and assessment alternatives.

Curriculum documents will address the TEKS in a format that is easy for classroom teachers to use.

Curriculum documents will be differentiated to meet the needs of special population learners.

SOURCE: Texas Association of School Administrators (TASA), Texas Center for Curriculum Management Audits, 2002.

The district's process for developing curriculum documents aligned with the statewide curriculum and local assessments improved the periodic measurement of student academic progress and met the state's professional standards.

LEARNING COMMUNITIES

Southwest High School competed for and received a federal grant designed to provide students with more personalized units of instruction, which are organized around occupational interest areas. The \$50,000 grant from the U.S. Department of Education was made available through the federal No Child Left Behind Act to defray expenses, including substitutes, to allow classroom teachers to attend training and planning sessions, visit demonstration programs, purchase supplies and materials for such items as postage for mailing out surveys and study materials for teachers, and purchase consultant services from the Southwest Educational Development Laboratory (SWEDL). Staff from the SWEDL will assist in program development, implementation, training, and evaluation.

The Small Learning Communities Project is described in the 2004–05 Southwest High School Course Catalog, as seen in **Exhibit 1-3**.

The Southwest High School (SWHS) Campus Improvement Team and district instructional administrators openly acknowledged the serious academic deficiencies of many SWHS students. The application states, "Factors that are being closely scrutinized [by the Campus Improvement Team] include a declining attendance rate, declining scores on state standardized tests and college entrance exams, and increasing number of discipline referrals and

placements, and a low percentage of students taking advanced and/or higher level courses. There is a heightened concern because the areas with the greatest decline in student performance are occurring among minority sub-populations."

The high school and district staff recognized the significance of the academic challenges facing students and teachers at SWHS and decided that a reform of the basic instructional model of the school was needed. They researched approaches to school reform, agreed upon an appropriate reform model for their campus, and secured funds to help put the reform in place.

SWISD was consequently successful in securing a federally funded grant to establish smaller learning communities as a means of addressing academic and other areas of deficiencies of high school students.

ADVANCED PLACEMENT COURSES

SWISD has increased the number of students enrolled in Pre-Advanced Placement (PAP), Advanced Placement (AP), and Dual Credit courses (DC) through its Academic Academies program. In 2001–02, SWISD began the Academic Academy program at Southwest High School, Scobee Junior High School, and McNair Sixth Grade School. The purpose of the program was to prepare students for academic success beyond the state minimum requirements and foster preparedness for university studies. The elementary academies did not begin until 2002–03 and involved all students at all campuses having academic academies. Participation in the program was by choice and parental signature required at all levels, however, parents have the choice to opt

EXHIBIT 1-3**INTRODUCTION TO SMALL LEARNING COMMUNITIES****A Personalized Education Plan**

This information is to assist parents, teachers, students and school counselors in creating a "personalized education plan" which will provide students the opportunity for success in both their post-secondary and career goals.

Jobs in the 21st century will require high academic and high technical skills. It is important that education keep pace. To prepare for this labor market it is necessary for students to begin as early as grades 7 and 8, to think about the types of occupations they may want to pursue. A rigorous course of study will provide students more opportunities for success. Therefore, careful consideration should be given to the four-year course offerings.

Small Learning Communities are defined as individualized learning units within a larger school setting. Small learning communities focus on a common area of interest. The following pages [in course catalog] are based upon five "Small Learning Communities" which are organized around career clusters. These clusters are Health & Natural Sciences; Math, Engineering & Industrial Technology; Arts & Communication; Business, Marketing & Technology; and Human Development, Governmental & Social Services.

Using the student's career interest and aptitude information gathered during middle school, counselors, parents and teachers can help students develop a "personalized" graduation plan in an appropriate pathway.

Career pathways, flexible plans of study within each group, will provide additional guidance to the students. Pathways help students clarify goals following graduation and provide purpose and relevance to the student's course selection. This strengthens the student's opportunities to gain the qualities and skills that are vital for employment and productivity in business, industry and the community.

These pathways provide challenging, coherent sequences of courses that provide roadmaps to future career goals. Career paths allow flexibility for students to change direction as new knowledge and skills are acquired. In every pathway, students will continue to take the "core" curriculum necessary for graduation and one that provides students with the foundation necessary to enter post-secondary institutions.

Our goal at Southwest High School is to provide relevant, rigorous curriculum to all students, assisting them in identifying their individual interests, aptitudes and skills necessary to graduate high school and become successful adults.

SOURCE: Southwest High School Course Catalog, 2004–05.

out? If not, the curriculum focus is available to all students. The length of the instructional day and school year were the same. Student survey results indicated that 66.67 percent agreed or strongly agreed that the district had effective special programs for honors/gifted and talented education.

During the initial year 2001–02, enrollment was limited to 110 of approximately 700 grade 6 students, 265 of approximately 1,500 grade 7 and grade 8 students at the two junior high schools, and 100 of 780 students in grade 9 at the high school. Sixth grade students that participated the previous year in the Edison project at Elm Creek and Kriewald Road Elementary Schools and passed all portions of the 2000 Texas Assessment of Academic Skills (TAAS) were invited to apply for the program. Beginning with the applications of students with the highest grade point average (GPA) and who passed all portions of the TAAS, students from other elementary schools were allowed to apply until the targeted enrollment was filled. Final acceptance was based on 2001 TAAS passing results. Both Academy and traditional program students took English, math, science, social studies, physical education, and health. Academy students took a foreign language class while traditional program students were enrolled in reading. The curriculum differed between the groups in that the curriculum for those in the Academies was based in part on the

national standards in the respective subject areas, rather than on the TEKS alone.

The course of study at the junior high school for Academy program students was similar to that for traditional program students. Both groups took English, history, math, science, and physical education/health in grade 7 and grade 8. Reading and TAAS math were required in both grades for students who had not mastered those subjects. The difference between the programs in 2001–02 at (Scobee Junior High School and McNair Sixth Grade School) was that the Academy offered "curriculum acceleration," movement through the curriculum on a four-day rather than a five-day schedule, with the fifth day dedicated to enrichment activities such as art projects, community service, guest speakers, field trips, and creative research projects. With the addition of McAuliffe in 2002–03, the redesign of the four-day schedule was implemented. Higher expectation and academic standards were established for grade 8 students taking high school courses for credit. Ultimately, this change redirected the PAP, AP and Dual Credit courses and number of students in 2003–04. In addition, there was a continued increase in PAP enrollment in other courses beyond English Language Arts.

At the high school level, 80 students from each junior high school were invited to apply. Students were required to have a minimum pass rate of 85 on the TAAS reading and math sections and a first semester average of at least 85. All participants were assigned to Pre-Advanced Placement classes in language arts, math, social studies, and science and were expected to pursue the Distinguished High School diploma. The requirements of the graduation plan leading to the diploma, the Distinguished Achievement Plan (DAP), included additional credits above the minimum plan, including one credit in World History, one credit in an international language, one credit in fine arts, four “advanced measures,” and three fewer elective credits. Advanced measures are equivalent to college or professional level work usually satisfied by successful completion of AP, International Baccalaureate, or Dual Credit courses, which are college-level courses taken by high school students for which they receive college and high school credit at the same time. The students were also expected to participate in various testing programs, including the Texas Academic Skills Program (TASP), the College Board’s SAT I, and the American College Test (ACT).

One of the stated goals of the Southwest High School Academic Academy program is to increase the enrollment of students in the Distinguished Achievement graduation program. A strategy for reaching that goal was to create a successful, active recruitment program for Pre-AP, Advanced Placement, Dual Credit, career and technology education, and academy-specific electives. **Exhibit 1-4** depicts the increase in number of SWISD students taking Pre-AP, AP and Dual Credit courses. SWISD through the Southside Initiative sponsored by major businesses of San Antonio, works in collaboration with University of Texas at San Antonio to implement the University of Texas system GATES Early College

High School statewide initiative.

SWISD has increased the number of students enrolled in Pre-AP, AP, and Dual Credit courses through its Academic Academies.

STUDENT ATTENDANCE

The district has initiated a variety of strategies resulting in improved student attendance. Prior to 2003–04, SWISD consistently had an attendance rate of less than 95 percent. In 2002–03, the district ranked 977 out of the 1,031 school districts in the state for student attendance percentage. SWISD had the lowest percent of attendance among peer districts in seven of nine years between 1993–94 and 2001–02 (**Exhibit 1-5**).

In 1999, the TEA Office of Policy Planning and Research conducted a study entitled *Block Scheduling in Texas Public High Schools*. The purpose of the study was to determine the effectiveness of different high school schedules on student performance. The authors of the study did find that one of the strongest predictors of academic achievement is attendance. They came to the following conclusion: “By far...attendance was the one school characteristic most consistently related to aggregate student performance.”

SWISD recognized that attendance is a critical factor in student achievement and addressed the issue specifically in its “Strategic Action Plan 2003–2009.” Area 6 of the plan states that the attendance in the district “will increase annually and will surpass the Texas state attendance average by the 2008–09 school year.” The plan identified several activities to be

**EXHIBIT 1-4
INCREASE IN NUMBER AND PERCENT OF SWISD
STUDENTS TAKING PRE-AP, AP, AND DUAL CREDIT COURSES
2001-02 THROUGH 2003-04**

SUBJECT AREA	2001-02			2002-03			2003-04		
	PRE-AP	AP	DUAL CREDIT	PRE-AP	AP	DUAL CREDIT	PRE-AP	AP	DUAL CREDIT
English Language Arts	542	65	37	590	97	NA	334	206	78
Mathematics	200	0	33	359	28	53	352	18	23
Science	301	0	0	479	48	0	412	27	0
Social Studies	281	12	73	362	44	0	395	16	157
Spanish	51	50	0	106	23	24	70	57	0
French	0	0	0	0	10		8	0	0
Music	0	0	0	NA	NA	137	0	6	0
Career and Technology Education	0	0	156	896	250	214	0	0	163

SOURCE: SWISD, Assistant Superintendent, Department of Curriculum, Instruction, and Assessment.

**EXHIBIT 1-5
PERCENT OF STUDENT ATTENDANCE
SWISD, STATE, AND PEER DISTRICT
1993-94 THROUGH 2001-02**

DISTRICT	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02
East Central	95.2%	95.4%	95.6%	95.8%	95.5%	95.4%	95.5%	95.8%	95.6%
San Benito	94.1	94.5	94.0	93.9	94.4	95.3	95.1	95.0	95.4
San Felipe-- Del Rio	94.1	94.5	94.0	93.9	94.4	95.3	95.1	95.0	95.3
Southwest	93.2	94.5	94.5	94.1	94.5	94.4	94.8	94.0	94.7
Region 20	94.9	94.9	94.9	94.9	94.9	94.9	95.4	95.2	95.2
State	95.1	95.1	95.1	95.2	95.3	95.4	95.6	95.5	95.6

SOURCE: Texas Education Agency, PEIMS, AEIS 1993-94 through 2001-02.

initiated by the district that were designed to improve student attendance (Exhibit 1-6).

In addition to increased instructional time for students, there is a strong financial incentive to get students to school every day. In 2001-02, with an attendance rate of 94.7 percent, more than 500 students were absent from SWISD schools on a daily basis, consequently, the district did not collect ADA funding for those students.

Based on information provided by the district, a number of the strategies outlined in the Strategic Plan have been implemented, including initiation of the district committee to study and make recommendations on improving attendance, implementation of a system for communicating with parents regarding student absences on a daily basis, adding an additional visiting teacher position, and beginning a credit recovery program available to students during the regular school year. As a result of implementing a number of strategies to improve student attendance, the district's attendance percentage for 2003-04 improved to 95.2 percent, increasing not only the attendance rate but according to district officials, bringing additional average daily attendance (ADA) funding.

AEROSPACE ACADEMY

SWISD participates in the Alamo Area Aerospace Academy. The program is a community partnership that provides students with education, experience, and job opportunities in the aerospace industry. The Alamo Area Aerospace Academy is an outgrowth of the Mayor's Better Job Initiative. The program is a partnership among 17 Bexar County school districts, a number of aerospace industry employers, the Alamo Community College District (ACCD), and the Greater Kelly Development Authority.

Students in the program receive technical training in airframe and power plant mechanics from ACCD instructors during their junior and senior years in high school, with paid summer internships at one of the industry partners. Upon graduation, the students will be prepared for jobs in the aerospace industry, where they can complete their technical training toward their Federal Aviation Administration license or use their credits toward a college degree. During 2003-04, three SWISD students were enrolled in Aircraft Mechanics I and six in Aircraft Mechanics II. In 2002-03, 10 students were enrolled in the two courses, nine students in the first course and one student in the second course.

**EXHIBIT 1-6
ATTENDANCE ACTIVITIES AND PERSONS RESPONSIBLE
SWISD STRATEGIC PLAN
2003-09**

ACTIVITY	PERSONS RESPONSIBLE
A district committee composed of administrators, teachers, counselors, parents, and community members will be formed to examine attendance patterns and identify areas of need to increase attendance.	District administrators, counselors, parents, and community members.
Intervention programs are developed at each campus.	District and campus administrators, counselors, parents, and community members.
Allocation of resources based upon cost/benefit implications and improvement.	Central Office administrators (Curriculum Instruction and Assessment, Finance, and top administrators), campus administrators.
New system for campus attendance clerks is considered for each campus to communicate daily absence to parents.	Central Office (administrators and personnel), campus administrators, teachers, staff, attendance data clerks.
College Fairs and College Nights at all secondary campuses.	Central Office, campus administrators, teachers, counselors, parents, and community members.
A student "Credit Recovery" program will be available for high school students during the regular school year.	Central Office, campus administrators, teachers, counselors, parents, and community members.

SOURCE: SWISD, Strategic Plan, 2003-09.

SWISD is therefore, providing opportunities for students to prepare for jobs in the aerospace industry by participating in the Alamo Area Aerospace Academy.

SPECIAL EDUCATION REFERRALS

SWISD uses an individual student profile to track the performance of each student on a number of different measures of student performance. Teachers record assessment information for each student on the student profile. If the student demonstrates learning difficulties, the profile becomes an important part of information that will be considered by the school’s Student Support Team. The sections of the profile are provided in **Exhibit 1-7**.

Each campus establishes procedures for using the profile when a student is referred to the Student Support Team. The team, made up of campus staff members, considers information contained in the profile and other information included in the Student Support Packet in making recommendations for assisting the student as well as decisions on whether the student should be referred for additional assessment. **Exhibit 1-8** presents the steps taken at Indian Creek Elementary.

The district began using the Student Profile Data sheet and the pre-referral process in 2002–03. According to district staff, the process has significantly reduced the number of referrals for special education assessment that had been steadily increasing. In 2003–04, special education referrals declined by 14 percent (**Exhibit 1-9**).

SWISD has successfully implemented a system of tracking student performance that has contributed to a decrease in referrals for special education evaluation.

DETAILED FINDINGS

LOCAL CURRICULUM POLICY (REC. 1)

SWISD does not have a local policy to provide direction for management of the curriculum. The district contracts with the Texas Association of School Boards (TASB) for its policy development. TASB codes all policies according to major areas of school district operations, including the following:

- basic district operations,
- local governance,
- business and support services,
- personnel,
- instruction,
- students, and
- community and government relations.

**EXHIBIT 1-7
SWISD STUDENT PROFILE**

PROFILE SECTION	CONTENTS
Student Information	Name Date of birth Grade Level Teacher Campus Comments
PROFILE SECTION	CONTENTS
Required Assessment Data	Texas Assessment of Knowledge and Skills (TAKS)/State Developed Alternative Assessment (SDAA) Texas Primary Reading Inventory (TPRI)/TEJAS Lee SAT 9 Benchmarks Inventory of Multiple Intelligences Reading Proficiency Test in English (RPTE) Homeroom.com
Additional Optional Assessments	Informal Reading Inventory Degrees of Reading Power Accelerated Reader Personality Type Learning Style
Attachments	Instructional Interventions Form Health Screening Form Other relevant information

SOURCE: SWISD, Department of Curriculum, Instruction, and Assessment.

**EXHIBIT 1-8
STUDENT SUPPORT
INDIAN CREEK ELEMENTARY
2003-04**

STUDENT SUPPORT STEPS
Complete the information at the top of the Health Screening form and turn it into the nurse.
Research and identify information about the student's academic history and performance by locating and/or completing the Student Profile Form.
Attempt to assist the student by using a variety of modifications. Document the strategies tried on the Instructional Interventions form.
Begin documenting intervention/modification strategies used to assist the child on the 4-Week Documentation Form.
Discuss concerns with parents and complete the Parent-Teacher Conference form.
Seek support/collaboration from Grade Level teachers and complete the Grade Level Intervention Strategies form.
Meet with Student Support Team chairperson with the completed Student Support Packet and all other collected documentation for the Pre-Referral check.

SOURCE: SWISD, Department of Curriculum, Instruction, and Assessment.

**EXHIBIT 1-9
SPECIAL EDUCATION REFERRALS
1999-2000 THROUGH 2003-04**

YEAR	NUMBER OF REFERRALS	PERCENT CHANGE FROM PRIOR YEAR
1999-2000	184	NA
2000-01	290	58%
2001-02	361	24%
2002-03	435	20%
2003-04	376	(14%)

SOURCE: SWISD, Department of Special Education.

Any policy designated in the policy manual as (Legal) or as an (Exhibit), is one developed by TASB to comply with various legal sources of authority defining local district governance. Local policies developed by or for the district to reflect decisions of the local Board of Trustees are designated as (Local). TASB issues policy updates to help ensure that the district's policies remain current. SWISD's policy manual is available online at the district's Website.

SWISD has eight policies related to curriculum development:

- 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, and
- EHB (Legal) Curriculum Design: Special Programs.

Three additional policies, BQ (Legal), and BQ (Local) Planning and Decision-Making Process and EFA (Local) Instructional Resources: Instructional Materials Selection and Adoption, refer to the curriculum, but, as with the other policies, do not provide direction on how the district should manage its curriculum.

The district provided information indicating that the teams that develop the Campus and District Improvement Plans address individual campus and district needs and goals to improve student learning. The district has aligned not only the campus and district improvement plans but also the pacing guides with formative benchmark testing for each district campus. These efforts, while commendable, do not provide the direction for curriculum development attained through board-adopted policy.

Strong curriculum management policies include statements that define the curriculum, outline the curriculum development process, require written documents in all subject areas and courses, establish expectations regarding the coordination of curriculum, instructional materials, and assessment programs, provide staff training, and establish a direct link between the budget development process and curricular priorities. Existing SWISD policies adequately define the curriculum. The other elements, however, are missing.

Many districts include well-written board policies on curriculum management in their policy manuals including Corpus Christi, East Central, Fort Bend, and Roma ISDs. Generally codified as EG (Local)

Curriculum Development, such a policy establishes common standards for what is being taught, how it is to be presented in written form, and how it should be evaluated. These standards ensure that curriculum is consistent across the district and provide a basis for decision-making in all instructional settings.

SWISD should adopt a board policy that provides direction for management of curriculum.

With assistance from TASB, the district should obtain copies of curriculum management policies from other districts, determine which elements of the policies are appropriate locally, and adopt or adapt a policy to meet local needs.

SOUTHWEST ENRICHMENT CENTER (REC. 2)

The district has not demonstrated that the Southwest Enrichment Center has been successful in preventing students from dropping out of school. There is no evidence that the Southwest Enrichment Center is accomplishing its stated goal of preventing dropouts or that it has developed a method to track students attending the center for high school completion.

The Southwest Enrichment Center is housed at the district's original high school campus, where in 2003–04 it served 80 students in grades 6 through 8 who attended the program with their parents' permission. The program is adequately staffed and equipped and is well managed. Facilities include full-size classrooms, science labs, a gymnasium, and ample administrative office space.

Although the Southwest Enrichment Center is described as "a dropout intervention program" in the document *Welcome to the Southwest Enrichment Center*, the district has maintained no data to support whether the center has had a positive effect on keeping students in school. Since the center opened in 1990, no student tracking has taken place, and the district does not know if Southwest Enrichment Center students are more or less likely to graduate from high school than other students in grades 6 through 8. Further, the district's 2001–02 dropout rate of 1.4 percent continues to be among the highest in the state and data indicates that the class of 2002 exhibited a four-year dropout rate of 8.5 percent, compared to the state average of 5.0 percent.

Most services offered at the Southwest Enrichment Center are also offered at the regular campuses. The McNair Sixth Grade School, Scobee, and McAuliffe Junior Highs provide the same special services offered at the Southwest Enrichment Center. The regular campuses offer special education, special reading instruction, TAKS remediation, after-school programs,

counseling, dyslexia services, full-time nursing services, and social work services. An advantage offered by the Southwest Enrichment Center is a lower student-to-staff ratio. However, the district did not provide any documentation to substantiate that students at the center are performing more successfully in their TAKS assessments than they did prior to their placement at the center.

The program is also more costly than other programs in the district. A review of budgeted expenditures associated with the program indicates that the costs for operating the center totaled \$1,094,429, or \$13,680 per student, for the 80 students enrolled during 2003–04. According to PEIMS, the average budgeted amount to educate a SWISD student for 2003–04 is \$6,619. Costs associated with operating the Southwest Enrichment Center by major expenditure areas are provided in **Exhibit 1-10**.

The district should therefore, close the Southwest Enrichment Center. The center should remain open for 2004–05 so that students, parents, and staff can have sufficient time for transition. The district should notify parents of Southwest Enrichment Center students as soon as possible regarding closure of the facility.

The estimated savings to the district from closing the Southwest Enrichment Center is \$846,240 based on the amount budgeted in 2003–04 for center operations of \$1,094,429 less fixed costs to maintain the building in the amount of, \$241,764 for plant maintenance and operations, \$425 for security and monitoring, and \$6,000 for facilities acquisition and construction. Because the center would remain open in 2004–05, savings are estimated not to start until 2005–06.

INTERVAL TESTING (REC. 3)

Not all staff is included in decisions regarding the administration of interval tests, consequently, many principals and teachers perceive the district's "interval" tests as unnecessary and burdensome and believe that tests given between benchmarking could be handled more efficiently and effectively at the campus level, eliminating the need to send more paperwork to the Central Office.

Many staff members perceive interval testing as an added layer of testing that creates extra paperwork and takes away from time that would be better spent on instruction. The interval tests are teacher-made tests that vary from campus to campus. They are intended to be very short quizzes that give feedback to the teacher and provide other instructional information to staff student performance are doing and instructional material in use throughout the district. The campuses send the tests to Central Office where district

**EXHIBIT 1-10
SOUTHWEST ENRICHMENT CENTER
BUDGETED EXPENDITURES BY OBJECT
2003-04**

TYPE OF EXPENDITURE	AMOUNT BUDGETED FOR EXPENDITURE	PERCENT OF SOUTHWEST ENRICHMENT CENTER BUDGET FOR TYPE OF EXPENDITURE
Payroll Costs – Salary and benefits for seven teachers, principal, assistant principal, counselor, secretary, custodians, one-half time nurse, and one-half time special education teacher.	\$724,779	66.22%
Professional and Contracted Services – Rental of equipment, maintenance contracts on equipment, services from the Regional Education Service Center, and contracted maintenance and repair.	\$94,553	8.64%
Supplies and Materials – Consumable teaching materials, custodial supplies, office supplies, testing materials, furniture, and equipment valued at less than \$5,000.	\$157,571	14.40%
Other Operating Expenses – Bus travel for student field trips, and employee travel.	\$11,526	1.05%
Capital Outlay for Building – Construction and repair of facility.	\$106,000	9.69%
Total	\$1,094,429	100%

SOURCE: SWISD, Business Office, April 2004.

instructional staff members, primarily the curriculum specialists, review them.

According to a member of the central staff, the interval tests are supposed to be administered every two weeks. Teachers and principals, however, reported that they were given less frequently. One teacher said the tests were administered once or twice between the benchmark tests that are given every nine weeks.

From the perspective of Central Office instructional staff, the tests help show what is actually being taught in the classroom. They also allow staff to assess the consistency of what is being taught from one campus to another and determine how closely district instructional activities follow the TEKS. To curriculum experts, the interval tests are important tools for helping to ensure that curriculum coordination, articulation, evaluation, alignment, and tightening are occurring. From the perspective of many teachers, principals, and counselors, the interval tests come at too high a price because they take so much time away from instruction and other critical activities on the campus.

Actual comments from staff members about interval testing include the following:

- High school teacher: “The single most significant problem with our instructional program is the interval tests and, to some extent, the benchmark testing. The interval tests were given twice between benchmarks but now we give one. The negative feeling toward these tests is influencing opinions of the whole testing system.”
- Elementary teacher: “The interval testing ought to be a part of what is done regularly in the classroom. It is probably required too quickly for my students. The interval tests are different for

each campus, but they are still sent to Central Office. We give so many other tests that it is taking time away from instruction.”

- Counselor: “Too much time testing and not enough time in actual classroom instruction. Students and teachers are frustrated with no time for instruction. Field trips, interval testing, benchmarks, TAKS pre-assessments, etc. are taking too much time from the classroom. A good number of counselors in SWISD are test coordinators and feel the same frustration. One elementary counselor said 60 percent of her time is spent on testing.”

SWISD should review the requirements for interval testing to ensure that lost instructional time is minimized and develop ways to involve staff in decisions regarding administration of the tests. Principals and other campus-based educators should play a greater role in the formative evaluation process and have more ownership in the system. Giving principals and the Campus Improvement Team decision-making authority over the interval tests will help them better understand such assessments.

PROGRAM EVALUATIONS (REC. 4)

Program evaluation reports are not structured to provide the data required for making decisions relative to needed modifications in district programs. The Office of Curriculum, Instruction, and Assessment (CIA) requires managers to develop program evaluation reports and make 15-minute presentations to share information contained in the reports. The stated purpose of the reports is “to improve practice by providing the information necessary to support informed, data-driven decisions.” According to meeting agendas, the program evaluation presentations

scheduled during the CIA staff meetings in 2003–04 included 11 areas bilingual/ESL, career and technology education, curriculum, community education, entitlements/State Compensatory Education, fine arts, Gifted and Talented/Academy, library, staff development, special education, and technology.

The format provided to district administrators follows the standards guiding program evaluation as revised in 1994 by the Joint Committee on Standards for Educational Evaluation. The intent of the evaluations is determined by considering seven questions/statements and five criteria in preparing the evaluation reports. The questions or statements to be addressed include the following:

- What does the program look like and accomplish?
- How effective is the program?
- What conclusions can be made about the effects of the program or its various components?
- What are the overall goals of the program?
- What program activities are used, why are they used, and what are the outputs?
- Provide summary of data analysis results.
- What overall conclusions might be made?

The criteria to be used in developing the presentations include the following:

- Programs are outlined in Board Policy EG and EH, Curriculum Development and Curriculum Design, and/or through program defined regulations.
- Program evaluation includes a needs assessment, formative evaluation, and summative evaluation.
- Persons conducting the evaluation ensure that findings achieve creditability and acceptance based upon accurate and reliable data.
- Multiple measures of data collection are used,

including qualitative and qualitative/qualitative measures.

- Reports clearly describe programs and their contents, purposes, procedures, findings, and recommendations.

The district provided a number of documents in response to a request for completed program evaluations. Five of the evaluations bilingual/ESL, community education, music, professional development, and technology were dated 2003–04. A sixth report for 2003–04 for the gifted and talented program was incomplete and noted as “in progress.” Evaluations of the G/T program for 2001–02 and 2002–03 were also included. Two reports, career and technology education, and special education—were dated 2002–03, and one report—library—was dated 2001–02. The format used in the reports, as well as the information contained, varied from report to report, with no two following the same format. The major areas or topics included in each of the 2003–04 reports are listed in **Exhibit 1-11**.

In only limited instances were the questions or the criteria developed to guide the preparation of the presentations addressed in the reports. There was no evidence presented to indicate to what extent the information contained in the reports or presentations was being used to “support informed, data-driven decisions.” In addition, no documentation was provided to indicate that the superintendent or Board of Trustees is using information or data from the evaluations to support program decisions.

The primary reason for conducting program evaluation is to collect information or data that will help administrators make decisions about programs. Knowing the extent to which a program is meeting its goals and objectives will assist in determining what changes, if any, need to be made or whether the program should be terminated. SWISD has initiated a process that could allow for the collection of data required for making decisions about the programs operating in the district. An advisory group composed

EXHIBIT 1-11

**MAJOR AREAS INCLUDED IN PROGRAM EVALUATION REPORTS
2003–04**

EVALUATION REPORT	MAJOR AREAS/TOPICS INCLUDED
Bilingual/ESL	Historical Background of Bilingual Education Rationale for Bilingual Education Language Proficiency Assessment Committee Limited English Proficient Decision Chart Budget Sheets: Bilingual/ESL & Title III Funds Program Staff and Advisory Team 2003 TAKS Performance & Spring 2004 Spanish TAKS 2002–03 & 2003–04 Bilingual/ESL Special Education

EXHIBIT 1-11 (CONTINUED)
MAJOR AREAS INCLUDED IN PROGRAM EVALUATION REPORTS
2003–04

EVALUATION REPORT	MAJOR AREAS/TOPICS INCLUDED
Community Education	Executive Summary Community Education Programs Supportive of District Goals Rationale and Classes/Centers Educational and Service-Oriented Events Overview of Programs Adult Basic Education (ABE)/English as a Second Language ABE/ESL Evaluation References Performance Report 2003–04 on Federal Measures ABE: Standards and Results, ESL, GED Test Center Quantitative Indicators Community Education Survey/Evaluation Questions Overview of Programs Budget
Music Education 2003–04	Sample Performance Assessment in Music (narrative) External Assessment in Music (narrative) Internal Assessment in Music (narrative) Performance Assessment in Music (narrative) Music TEKS and Student Assessment Fine Arts Budget 2002–03 UIL Benchmarks for Music Department 2002–03 Staffing/Students by Campus/Division Growth Rates 1999–2004
G/T Program Evaluation	Preliminary 3 rd Grade TAKS Reading Scores for G/T Students Selected pages from 2003–04 District Improvement Plan Selected PEIMS data Selected AP, SAT/ACT and Advanced Academics data G/T Parent, Staff, Student Survey Results (undated) G/T Budget Allocations & Expenditures G/T Enrollment data Staff Development Activities
Professional Development	Statutes Regarding Professional Development Commissioner’s Recommendations on Professional Development Questions Relating to the Staff Development Process Various information including 1) duration of program, 2) budget, 3) strategic and action plans addressed by program, 4) program goals and objectives, 5) characteristics, services, activities, and administrative arrangements, and 6) assessment of the program (narrative). 2003–04 Districtwide Initiatives Survey Form (form only) Matrix for professional development evaluation 2002–03 District Goals Information from TEA on Highly Qualified Teacher Job Summary for Director of Testing and Evaluation
Technology	Introduction Background Demographics Department Services Budget Network Connectivity Network Design The StarChart The Data and Findings CITT Outcomes Initiatives Accountability Activities Conclusion

SOURCE: SWISD, Office of Curriculum, Instruction, and Assessment.

of representatives from the Board of Trustees, elementary and secondary teachers and administrators, and the division of Curriculum, Instruction, and

Assessment is currently reviewing the program evaluation process.

To cause personnel to focus on the importance of program evaluation, Dallas ISD requires all program

managers to include evaluation methods in any program proposal. All evaluation designs must receive approval from the appropriate offices and the executive team before the proposals can be submitted for either internal or external funding consideration. In addition, the district developed a monitoring system that allows administrators to evaluate program performance on a monthly basis and report various performance measures to the superintendent.

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

The district should ensure that the requirements for the program evaluation reviews provide the information needed for informed decision-making. The district should develop or adopt procedures and processes for evaluating all programs in the district to better determine their effectiveness. At a minimum, the steps in the process should include determining the purpose for an evaluation, designing the scope of the evaluation, collecting needed data and information, analyzing the data, and reporting and interpreting the findings. A schedule should be developed by which all programs can be evaluated within a designated period of time, and the information provided to the superintendent and board of trustees at a time consistent with budgetary and other program-impacting decisions.

TAKS PERFORMANCE (REC. 5)

While student performance has improved from 1993–94 to 2001–02, to narrow the gap between the district’s local Individual Student Profile and the state average, the performance of SWISD students on certain TAKS subtests in 2003–04 remains unsatisfactory. **Exhibit 1-12** demonstrates a history of percent of SWISD and peer students passing the Texas Assessment of Academic Skills (TAAS) all tests taken from 1993–94 and 1997–98 through 2001–01 and their academic gains during that timeframe compared to the state average.

A comparison of statewide student performance (**Exhibit 1-13**) with that of SWISD students (**Exhibit 1-14**) indicates where the differences in performance exist. Through grade 5 and in reading at grade 6, the performance of district students was within 6 percentage points of students statewide. However, the difference in performance of district students in mathematics in grades 6–8 and in reading in grade 7 compared to students statewide is more pronounced. The differences range from 12 to 17 points in mathematics and 10 points in reading. TAKS results in mathematics and science at grade 10 are 10 and 14 percentage points, respectively, lower than state results. SWISD students equaled or exceeded statewide results on four tests writing at grade 7, English Language Arts at grades 10 and 11, and social studies at grade 10.

In November 2002, the State Board of Education (SBOE) adopted two performance standards for the TAKS, *met standard* (i.e., passing) and *commended performance* (i.e., high performance). However, because the TAKS is more challenging than the TAAS, the SBOE agreed to a transition plan recommended by panels of more than 350 educators and citizens to phase in *met standard* over several years. The passing standards during the phase-in are expressed as a “standard error of measurement” (SEM). In general, the passing standard is set at two SEM below panel recommendations for 2002–03 and one SEM below the recommendation for 2003–04. Full implementation of the panel recommendations for *met standard* will occur in 2004–05, except for the exit level test at grade 11.

For 2003–04, the percentage of SWISD students passing mathematics at the higher standard ranged from a high of 84 percent in grades 3 and 4 to a low of 53 percent in grades 8 and 10. The percentage of students passing reading ranged from a high of 88 percent in grade 3 to 73 percent in grade 7. The percentage of students passing science ranged from a high of 76 percent in grade 11 to a low of 50 percent in grade 10, and the percent of students passing social studies ranged from a high of 96 percent in grade 11 to 83 percent in grade 8 (**Exhibit 1-14**).

EXHIBIT 1-12
ALL TESTS TAKEN
PERCENT OF SWISD STUDENTS AND PEERS PASSING TAAS
1993–94, 1997–98 THROUGH 2001–02

DISTRICT	1993–94	1997–98	1998–99	1999–2000	2000–01	2001–02	CHANGE IN PERCENT
East Central	46.4%	78.1%	78.0%	76.4%	78.7%	84.4%	38.0%
San Felipe–Del Rio	51.2%	71.0%	74.9%	74.6%	77.4%	79.5%	28.3%
San Benito	45.7%	81.1%	79.2%	80.1%	85.0%	86.9%	41.2%
Southwest	28.6%	68.0%	70.1%	75.0%	77.8%	79.9%	51.3%
State	55.6%	77.7%	78.3%	79.9%	82.1%	85.3%	29.7%

SOURCE: Texas Education Agency, AEIS 1993–94 and 1997–98 through 2001–02.

**EXHIBIT 1-13
PERCENT OF STATE STUDENTS TESTED
MEETING TAKS STANDARD BY SUB-TEST AND GRADE
2003-04**

GRADE	PERCENT OF STUDENTS TESTED MEETING TAKS STANDARD*						
	READING	MATH	WRITING	ENGLISH LANGUAGE ARTS	SCIENCE	SOCIAL STUDIES	ALL TESTS
Grade 3	91%	90%	*	*	*	*	NA
Grade 4	85%	86%	90%	*	*	*	75%
Grade 5	79%	82%	*	*	69%	*	62%
Grade 6	86%	77%	*	*	*	*	73%
Grade 7	83%	70%	91%	*	*	*	65%
Grade 8	89%	66%	*	*	*	88%	63%
Grade 9	84%	59%	*	*	*	*	57%
Grade 10	*	63%	*	75%	64%	87%	49%
Grade 11	*	85%	*	87%	85%	97%	72%

SOURCE: Texas Education Agency, Texas Assessment of Knowledge and Skill, Summary Report, May 2004 testing date April 2004.
 * 1 SEM below panel recommendations. This represents the passing standard for 2003-04.

**EXHIBIT 1-14
PERCENT OF SWISD STUDENTS TESTED
MEETING TAKS STANDARD BY SUB-TEST AND GRADE
2003-04**

GRADE	PERCENT OF STUDENTS TESTED MEETING TAKS STANDARD*						
	READING	MATH	WRITING	ENGLISH LANGUAGE ARTS	SCIENCE	SOCIAL STUDIES	ALL TESTS
Grade 3	88%	84%	*	*	*	*	NA
Grade 4	80%	84%	88%	*	*	*	69%
Grade 5	74%	79%	*	*	66%	*	58%
Grade 6	81%	60%	*	*	*	*	58%
Grade 7	73%	58%	93%	*	*	*	53%
Grade 8	83%	53%	*	*	*	83%	50%
Grade 9	78%	55%	*	*	*	*	52%
Grade 10	*	53%	*	79%	50%	87%	38%
Grade 11	*	77%	*	87%	76%	96%	62%

SOURCE: Texas Education Agency, Texas Assessment of Knowledge and Skills, Summary Report, May 2004, testing date April 2004.
 * 1 SEM below panel recommendations. This represents the passing standard for 2003-04.

The difference in percentage points between the performance of SWISD students and those statewide for each TAKS test at each grade is provided in **Exhibit 1-15**.

One way to measure improvement in TAKS scores is to compare the percentage of SWISD students meeting the passing standard of one SEM in 2002-03 and 2003-04. The data for 2003-04 are provided in **Exhibit 1-14**, and the data for 2002-03 are provided in **Exhibit 1-16**.

A comparison of data in **Exhibits 1-14** and **1-16** indicate that of the 26 tests administered in six content areas in grades 3-11, the percentage of SWISD students meeting the passing standards of 1 SEM improved between 2002-03 and 2003-04 on 23 tests and declined on three. More specifically:

At grade 3, the percent of students passing reading increased from 50 percent to 88 percent. In mathematics, the percent of students passing increased from 77 percent to 84 percent.

At grade 4, the percent of students passing increased from 72 percent to 80 percent in reading, from 75

percent to 84 percent in mathematics, and from 80 percent to 88 percent in writing.

At grade 5, the percent of students passing reading increased from 67 percent to 74 percent, the percent of students passing mathematics increased from 74 percent to 79 percent; and the percent of students passing science increased from 52 percent to 66 percent.

At grade 6, the percent of students passing reading increased from 71 percent to 81 percent but declined slightly in mathematics from 62 percent to 60 percent.

At grade 7, the percent of students passing increased on all three tests, from 70 percent to 73 percent in reading, from 46 percent to 58 percent in mathematics, and from 75 percent to 93 percent in writing.

At grade 8, the percent of students passing reading increased from 77 percent to 83 percent but declined in mathematics from 55 percent to 53 percent and in social studies from 85 percent to 83 percent.

**EXHIBIT 1-15
DIFFERENCE IN PERCENT PASSING TAKS BY SUB-TEST AND GRADE
SWISD AND STATE 2003-04**

GRADE	SWISD PERCENTAGE POINTS ABOVE (BELOW) STATE						
	READING	MATH	WRITING	ENGLISH LANGUAGE ARTS	SCIENCE	SOCIAL STUDIES	ALL TESTS
Grade 3	(3)	(6)	*	*	*	*	NA
Grade 4	(5)	(2)	(2)	*	*	*	(6)
Grade 5	(5)	(3)	*	*	(3)	*	(4)
Grade 6	(5)	(17)	*	*	*	*	(15)
Grade 7	(10)	(12)	2	*	*	*	(12)
Grade 8	(6)	(13)	*	*	*	(6)	(13)
Grade 9	(6)	(4)	*	*	*	*	(5)
Grade 10	*	(10)	*	4	(14)	--	(11)
Grade 11	*	(8)	*	--	(9)	(1)	(10)

SOURCE: Texas Education Agency, Texas Assessment of Knowledge and Skills, Summary Reports, May 2004 and May 2003.
1 SEM below panel recommendation. This represents the passing standard for 2003-04.
Calculated by subtracting state percentage passing (Exhibit 1-13) from SWISD percentage passing (Exhibit 1-14).

**EXHIBIT 1-16
PERCENT OF SWISD STUDENTS TESTED
MEETING TAKS STANDARD BY SUB-TEST AND GRADE
2002-03**

GRADE	PERCENT OF STUDENTS TESTED MEETING TAKS STANDARD*						
	READING	MATH	WRITING	ENGLISH LANGUAGE ARTS	SCIENCE	SOCIAL STUDIES	ALL TESTS
Grade 3	50%	77%	*	*	*	*	77.6%
Grade 4	72%	75%	80%	*	*	*	68.4%
Grade 5	67%	74%	*	*	52%	*	62.1%
Grade 6	71%	62%	*	*	*	*	66.8%
Grade 7	70%	46%	75%	*	*	*	54.5%
Grade 8	77%	55%	*	*	*	85%	56.0%
Grade 9	73%	43%	*	*	*	*	51.8%
Grade 10	*	46%	*	75%	42%	77%	45.6%
Grade 11	*	43%	*	72%	48%	84%	47.9%

SOURCE: Texas Education Agency, Texas Assessment of Knowledge and Skills, Phase-In Summary Report, Spring 2003.
1 SEM below panel recommendations. This represents the passing standard for 2003-04.

At grade 9, the percent of students passing increased on both tests, from 73 percent to 78 percent in reading and from 43 percent to 55 percent in mathematics.

At grade 10, the percent of students passing mathematics increased from 46 percent to 53 percent, the percent passing English Language Arts increased from 75 percent to 79 percent, the percent passing social studies increased from 77 percent to 87 percent, and the percent of students passing science increased from 42 percent to 50 percent.

At grade 11, the percent of students passing increased on all four tests, from 43 percent to 77 percent in mathematics, from 72 percent to 87 percent in English/Language Arts, from 48 percent to 76 percent in science, and from 84 percent to 96 percent in social studies.

At the time of the review, data was not available from TEA to compare student performance in 2002-03 with 2003-04 on all tests.

As a result, the district should review pacing guides and benchmark tests for the grades and TAKS subtests most in need of improvement to determine if the written, taught, and tested curriculum are properly aligned. The district should examine its pacing guides and benchmark tests in mathematics to determine how they are used, with particular attention given to McNair Sixth Grade School and McAuliffe and Scobee Junior High Schools. The variation in scores between SWISD and the state at grades 6-8 are inconsistent with those for other grades and subtests, with the exception of mathematics and science at grade 10. While the district is making efforts to develop and maintain an aligned curriculum with appropriate assessments to determine student progress, gaps in concepts presented in the guides or in the assessment effort should be identified and rectified before they are allowed to compound deficiencies in student performance.

PARTICIPATION RATES AND SCORES FOR ADVANCED PLACEMENT (AP) COURSES (REC. 6)

The district lacks strategies to increase Advanced Placement examination scores courses and participation. The Advanced Placement (AP) examination scores and participation rates of SWISD students are low. AP is a nationally recognized program that introduces students to university-level work while they are still in high school. The courses are developed locally based on course descriptions provided by the College Board, sponsor of the AP program. AP examinations, developed by committees of university faculty and high school teachers, are widely accepted as valid indicators of how well students are likely to perform in the same courses taken in college. Over 90 percent of the nation's colleges and universities have policies granting incoming credit and advanced placement, or both, for satisfactory grades on AP exams. The College Board offers more than 30 AP courses in 19 subject areas, and 16 of the courses are offered by SWISD. The

courses available through the College Board and those offered by SWISD are indicated in **Exhibit 1-17**.

In 1999–2000, the percent of SWISD students taking AP examinations was second highest among peer districts although lower than Region 20 and state percentages. In 2000–01 and 2001–02, the percent of SWISD students taking AP exams was the lowest among peer districts and lower than Region 20 and state percentages (**Exhibit 1-18**.)

Although encouraged to do so, students are not required to take the examination upon completion of an AP course. However, receiving college credit is dependent on taking the exam and receiving a score acceptable to the receiving college or university. Similarly, a student does not have to be enrolled in an AP course to take the course examination. A student is not prohibited from taking more than one examination during the test administration period if multiple examinations can be scheduled.

**EXHIBIT 1-17
ADVANCED PLACEMENT COURSES
COLLEGE BOARD AND SWISD**

COURSE	AVAILABLE THROUGH COLLEGE BOARD	OFFERED BY SOUTHWEST HIGH SCHOOL FOR 2004-05
Art History	X	X
Biology	X	X
Calculus AB	X	X
Calculus BC	X	
Chemistry	X	X
Computer Science A	X	X
Computer Science B	X	
Macroeconomics	X	X
Microeconomics	X	X
English Language	X	X
English Literature	X	X
Environmental Science	X	
European History	X	X
French Language	X	
French Literature	X	
German Language	X	
Comparative Government and Politics	X	X
Human Geography	X	
Latin Literature	X	
Latin: Vergil	X	
Music Theory	X	X
Physics B	X	
Physics C	X	X
Psychology	X	X
Spanish Language	X	X
Spanish Literature	X	
Statistics	X	
Studio Art	X	
U.S. History	X	X
World History	X	

SOURCE: College Board website and Southwest High School Course Catalog 2004–05.

**EXHIBIT 1-18
PERCENT OF STUDENTS TESTED ADVANCED PLACEMENT EXAMINATIONS
SWISD, PEER DISTRICTS, REGION 20, AND STATE
1999-2000 THROUGH 2001-02**

DISTRICT	PERCENT OF STUDENTS TESTED		
	1999-2000	2000-01	2001-02
East Central	7.7%	10.0%	15.3%
San Benito	15.1%	15.6%	13.4%
San Felipe-Del Rio	7.3%	12.2%	15.9%
Southwest	7.9%	6.7%	9.7%
Region 20	12.9%	15.5%	16.2%
State	12.7%	14.3%	15.0%

SOURCE: Texas Education Agency, AEIS, 1999-2000 through 2001-02.

Results of AP examinations are sent to students, their high schools, and the colleges designated by the students to receive the results. The *AP Grade Reports* are sent to the colleges or universities in early July and to the students and their schools by mid-July. When five or more students take a particular exam, the high school receives a *Report to AP Teachers* that compares the performance of its students with the performance of students nationally.

To award credit or advanced standing for an AP course, colleges and universities generally require an AP examination score of 3, 4, or 5, with three defined as “qualified,” four as “well-qualified,” and five as “extremely well-qualified.” In 1999-2000, the percent of scores for SWISD students that were at or above the criterion score of 3 was the second lowest among peer districts and significantly lower than the percentages in Region 20 and the state. In 2001-02, the percent of SWISD students scoring a 3, 4, or 5 on an AP examination was the highest among the peer districts but remained lower than the percentages in Region 20 and the state (**Exhibit 1-19**).

In 2001-02, 119 students were enrolled in six AP courses at Southwest High School Biology, English Literature, European History, Physics, Spanish Language, and Spanish Literature and 91 of those students took 113 examinations for those respective courses plus examinations in Calculus and English Language. The number of students enrolled and the number of exams taken are indicated in **Exhibit 1-20**.

Of the 113 AP examinations taken in 2001-02, 41, or 33.6 percent, received a score of 3, 4, or 5. Exclusive of Spanish Language, only 18 of 89 scores, or 20.2 percent, were a 3 or higher (**Exhibit 1-21**).

In 2002-03, the number of AP courses in which examinations were administered increased from seven to eight Calculus BC and World History were added and European History was dropped. The number of examinations taken by SWISD students more than doubled in 2002-03, increasing from 113 to 228. The percentage of examination scores receiving a score of 3, 4, or 5 declined from 33.6 percent in 2001-02 to 13.5 percent in 2002-03. As in 2001-02, Spanish Language was the largest contributor to the total number of scores receiving a 3 or higher (**Exhibit 1-22**). Not counting Spanish Language, only 17 or 208 scores, 8.2 percent, were a 3, 4, or 5.

There are alternatives such as Dual Credit and articulated credit courses that enable students to receive college credit for work while in high school. Both are viable options for allowing students to “jump-start” their college education. A study of 8,700 students, however, found that students most likely to finish college were those who had taken the most difficult courses in high school. The research on the value of AP courses regarding success after high school is well documented in contrast to other approaches to securing college or university course credit.

**EXHIBIT 1-19
PERCENT OF AP EXAMINATION SCORES OF 3, 4 OR 5
SWISD, PEER DISTRICTS, REGION 20, AND STATE
1999-2000 THROUGH 2001-02**

DISTRICT	PERCENT OF SCORES OF 3, 4 OR 5		
	1999-2000	2000-01	2001-02
East Central	58.5%	35.8%	27.1%
San Benito	15.8%	8.4%	16.9%
San Felipe-Del Rio	54.0%	32.4%	26.4%
Southwest	16.7%	30.0%	33.6%
Region 20	43.5%	37.8%	42.1%
State	53.9%	50.1%	52.9%

SOURCE: Texas Education Agency, AEIS, 2001-02 and 2002-03.

NOTE: The latest AEIS report (2002-03) reports AP/IB results for 2001-02 and 2000-01. The 1999-2000 data are reported in the 2001-02 report. 2003-04 data will be reported in the 2003-04 AEIS report.

**EXHIBIT 1-20
ADVANCED PLACEMENT COURSES AND EXAMINATIONS TAKEN
SOUTHWEST HIGH SCHOOL
2001-02**

COURSE	NUMBER OF STUDENTS ENROLLED	NUMBER OF EXAMINATIONS TAKEN
Biology	10	5
Calculus AB	0	7
English Literature	65	58
English Language	0	3
European History	12	10
Physics C	9	6
Spanish Language	20	24
Spanish Literature	3	0
Total	119	113

SOURCE: SWISD, Office of Assistant Superintendent of Curriculum, Instruction, and Assessment.

**EXHIBIT 1-21
SWISD STUDENTS
ADVANCED PLACEMENT SCORES
MAY 2002**

COURSE	SCORE OF 1	SCORE OF 2	SCORE OF 3	SCORE OF 4	SCORE OF 5	EXAMINATION TOTAL
Biology	2	3	0	0	0	5
Calculus AB	2	1	2	0	2	7
English Literature	19	31	7	0	1	58
English Language	0	3	0	0	0	3
European History	2	4	3	1	0	10
Physics	4	0	1	0	1	6
Spanish Language	0	1	6	9	8	24
Total	29	43	19	10	12	113
Percent	25.7%	38.1%	16.8%	8.8%	10.6%	100%

SOURCE: SWISD, Advanced Placement Program Grade Roster, May 2002.

**EXHIBIT 1-22
ADVANCED PLACEMENT SCORES
SWISD STUDENTS
MAY 2003**

COURSE	SCORE OF 1	SCORE OF 2	SCORE OF 3	SCORE OF 4	SCORE OF 5	EXAMINATION TOTAL
Biology	2	3	1	0	0	6
Calculus AB	7	0	1	0	0	9
Calculus BC	0	1	0	2	0	3
English Literature	23	42	7	2	0	74
English Language	6	6	0	0	0	12
Physics	3	4	0	1	0	9
Spanish Language	2	4	4	6	4	20
World History	85	9	1	2	0	97
Total	128	69	14	13	4	228
Percent	56.1%	30.3%	6.1%	5.7%	1.8%	100%

SOURCE: Advanced Placement Program Grade Roster, May 2003.

The College Board report, *Reaching the Top*, calls for the implementation of affirmative development strategies to address the needs of minority students who are potential high achievers. Strategies include providing academically rich curriculum and instruction in grades K-12, providing teachers trained in ways to improve student performance, and working with local universities to explore new ways to improve achievement of minority students.

The College Board has also instituted a Pre-AP program that includes help for teachers and

administrators to ensure that students in Pre-K-12 grades receive challenging coherent instruction. They recommend that districts establish strong communication among teachers, align the curriculum vertically, introduce advanced concepts and strategies in elementary and middle schools, and develop methods to determine the progress of students.

Therefore, the district should increase the number of courses in which students may elect to take AP examinations and initiate strategies to assist students in achieving a score of 3 or above on the exams. SWISD

only offers 16 of 30 AP courses, and scores of 3, 4 or 5 have declined from 36.3 percent in 2001–02 to 13.6 percent in 2002–03. By increasing the number of AP courses and developing strategies to help increase scores, the district can ensure more students are afforded an opportunity to prepare for a secondary education.

The costs associated with increasing the number of AP courses cannot be determined at this time. Although there are no fees to participate in AP, some workshops and institutes to which the district might send a prospective AP teacher have associated costs depending on the nature of the workshop and its length. Expenses for travel and subsistence would also vary depending upon workshop location. Assuming a maximum workshop fee of \$100 per day and travel and subsistence of \$110 of state rate per day (\$80 lodging plus \$30 per diem = \$110), and an average of \$80 for substitute pay for 15 staff development days for a total budgeted amount of \$4,350 would allow teachers to attend workshops for preparation in teaching an AP course ([\$100 workshop fee x 15 days = \$1,500] + [\$110 per diem x 15 days = \$1,650]) + [\$80 substitute pay x 15 days = \$1,200] [\$1,500 + \$1,650 + \$1,200 = \$4,350] annually.

SCHOLASTIC APTITUDE TEST (SAT) AND AMERICAN COLLEGE TEST (ACT) SCORES (REC. 7)

The district has not used alternate strategies to encourage more students to successfully take and complete the Scholastic Aptitude Test (SAT) and American College Testing Program Assessment (ACT) college entrance exams. In addition, the SAT and ACT average scores of SWISD students remain well below those of national, state, and Region 20 levels.

SAT I and ACT average scores in SWISD, and the state have remained relatively static over the past three years. In SWISD, the average SAT I score was 850 in both 1999–2000 and 2001–02. Statewide, the average score was 990 in 1999–2000, declining slightly to 986 in 2001–02. The average ACT score statewide in 1999–2000 was 20.3, which also declined slightly to 20.0 in

2001–02. The average ACT score in SWISD declined from 19.7 to 18.2 between 1999–2000 and 2001–02 (**Exhibit 1-23**).

The College Board’s *SAT I: Reasoning* and *SAT II: Subject Tests* are designed to assess the academic skills deemed important to a student’s success in college. ACT is designed to evaluate the general educational development of high school students and their ability to complete college-level work. In Texas, most four-year post-secondary institutions use either the SAT I or ACT in some combination with other criteria as a requirement for entry. Although the standards vary based on the college or university, most often the higher the score on the entrance examination, the lower the grade point average that is required for entrance. Currently, Texas colleges and universities must admit applicants who graduate with grade point averages in the top 10 percent of their classes regardless of the entrance examination score. Therefore, scoring well on the SAT I or ACT is of particular importance in being accepted for post-secondary studies for students whose grade point averages are not in the top 10 percent of their classes.

The SAT I is composed of two parts, verbal and math. The verbal test focuses on critical reading. Students are required to read passages from the sciences, social sciences, and humanities and discuss the authors’ points of view, techniques, and logic. The math test requires students to apply problem-solving techniques and use math flexibly in thinking about solutions to new and different problems. The ACT examination includes 200+ multiple-choice questions covering English, mathematics, reading, and science reasoning based on high school curriculum. It also includes an interest inventory that provides information for career and educational planning.

Among the four peer districts, the average SAT I score of SWISD students in the class of 2002 was second by 45 points. SWISD scores are also 136 points below those statewide. Peer districts, San Benito, East Central and San Felipe–Del Rio are also below the state average on the SAT 1. The average ACT score for SWISD students was the second highest among peer

**EXHIBIT 1-23
AVERAGE SAT I AND ACT SCORES
SWISD AND STATE
1999–2000 THROUGH 2001–02**

	1999–2000	2000–01	2001–02
SAT I			
Southwest	850	847	850
State	990	987	986
ACT			
Southwest	19.7	18.4	18.2
State	20.3	20.2	20.0

SOURCE: Texas Education Agency, AEIS, 2001–02 and 2002–03.

districts but lower than those in Region 20 and the state. Only 10.2 percent of SWISD students scored at or above the TEA-established criterion scores of 1,110 for the SAT and 24 for the ACT, compared to 22.3 percent in Region 20 and 26.6 percent statewide. The percent of SWISD students at or above the criterion score was the third highest among its peer comparison districts but lower than the percentages in Region 20 and the state, as were the peers (Exhibit 1-24).

TAAS and its successor, TAKS, are tests designed to test mastery of a specific set academic area, with performance on the test measured against a set of objective criteria. The pass rate of test participants, therefore, is not limited and, as has been demonstrated since the inception of TAAS, the percentage of those passing can increase over time. SAT I and ACT, on the other hand, are tests designed to highlight achievement differences between and among students. Items are selected to discriminate between high and low performers, with the specific intent, that more high performers than low performers will answer the more difficult items.

One type of score reported through 2002 as part of the state accountability system was the Texas Learning Index (TLI). The TLI scores generally ranged from 1 to 100 with a score of 70 indicating that the student met the minimum academic expectations for the

section. The percentage of students meeting the passing TLI score of 70 was one component in the accountability rating of schools and districts. A December 2003 TEA report, *Texas Assessment of Academic Skills and College Entrance Examination Performance Trends in Texas*, reports on the differences between the TLI scores of three groups of graduates those who took both TAAS and the SAT or ACT, all TAAS-takers, and those who took only the TAAS. The scores of the groups were compared for 1996 through 2001.

The TLI of students taking the SAT I or ACT in addition to the exit-level TAAS reading sub-test ranged from 84 in 1996 to 89 in 2001. The TLI of all students taking the TAAS ranged from 77 to 84 between those years, and the scores of students taking the TAAS only ranged from 70 to 77. The results were similar on the mathematics sub-test. Students taking the TAAS and the SAT I or ACT had average TLI scores of between 77 and 84. The TLI scores ranged from 69 to 79 over the six-year period for all TAAS-takers and from 63 to 73 for students taking the TAAS only (Exhibit 1-25).

Students who take four or more years of English and three or more years of math, science, and social studies have substantially higher SAT scores than students who take fewer core courses. Students taking the more rigorous course load have average scores

**EXHIBIT 1-24
SAT I AND ACT SCORES, STUDENTS TESTED AND AVERAGE SAT I AND ACT SCORES
SWISD, REGION 20 AND THE STATE
CLASS OF 2002**

DISTRICT	PERCENT OF STUDENTS WITH SAT/ACT SCORES AT OR ABOVE 1110/24.0	PERCENT OF STUDENTS TESTED	AVERAGE SAT I SCORE	AVERAGE ACT SCORE
East Central	14.7%	66.6%	919	19.3
San Benito	3.1%	35.5%	841	16.4
San Felipe-Del Rio	12.3%	47.7%	945	17.7
Southwest	10.2%	50.2%	850	18.2
Region20	22.3%	64.7%	945	19.4
State	26.6%	61.9%	986	20.0

SOURCE: Texas Education Agency, AEIS, 2002-03.

**EXHIBIT 1-25
TLI SCORES OF TEXAS HIGH SCHOOL GRADUATES
READING AND MATHEMATICS
1996 THROUGH 2001**

TESTS TAKEN	GRADUATION YEAR AND TLI SCORES					
	1996	1997	1998	1999	2000	2001
READING						
TAAS + SAT I or ACT	84	84	85	87	88	89
All TAAS Takers	77	77	79	81	83	84
TAAS Only	70	69	72	74	76	77
MATHEMATICS						
TAAS & SAT I or ACT	77	78	79	81	82	84
All TAAS Takers	69	71	72	74	76	79
TAAS Only	63	64	66	69	71	73

SOURCE: Texas Education Agency, Texas Assessment of Academic Skills and College Entrance Examination Performance Trends in Texas, December 2003.

approximately 30 points higher on both the verbal and math portions of the SAT than students taking an easier course load.

Fees associated with taking the SAT and ACT sometimes prohibit students from taking the examinations. SWISD along with its partnership with the Texas A&M Collaborative through the Mayor's Southside Initiative provide funding for the Preliminary SAT (PSAT), which is considered a good practice for the SAT. However, the students must pay the \$10 SAT or \$28 ACT fee. Districts such as Ysleta ISD, through its PSAT/SAT Initiative, not only waive fees for both examinations but also provide programs for test taking and mini-camps for involving students and parents in the process of preparing for college. Other districts contract with companies to provide test preparation materials and training for teachers in how to teach test preparation courses.

Many districts offer in-school and after school tutoring programs specifically designed to address test-taking skills and the type of information included in college entrance exams. SWISD offers tutoring throughout the school day due to transportation hardships and student work schedules.

In addition, many districts also use software from the College Board and the American College Testing Program on a districtwide basis and individualize programs to address areas that need strengthening. Some districts provide specific staff development on college entrance exams and the curricular content to teachers, counselors, students, and parents, and some use business partners and volunteers as mentors for students, promoting effective study skills and participation in advanced coursework and college preparatory classes.

The College Board and American College Testing Program both offer various strategies for assisting students with test preparation. The College Board encourages students to take the Preliminary Scholastic Aptitude Test (PSAT) to prepare for the SAT. It also offers free analysis of test score results and suggest

methods for improvements in student areas of weakness to schools or districts requesting this information. Both the College Board and American College Testing Program offer test preparation software to schools for a fee that the SWISD campus improvement team has reviewed.

The district should encourage increased student participation on the SAT and ACT examinations by establishing business and community partnerships to underwrite student-related fees.

Should the district be unsuccessful in establishing business and community partnerships, the district will have to assume the annual cost of \$10,260.

Assuming a graduating class in 2005 of 540 students, one-half of the class would take the SAT and one-half the ACT, the cost of underwriting the student-related costs for the tests is estimated at \$10,260 ($[270 \times \$10 = \$2,700] + [270 \times \$28 = \$7,560] = \$10,260$).

PLACEMENT OPTIONS FOR AT RISK HIGH SCHOOL STUDENTS (REC. 8)

The district provides limited placement options for high school students who are at risk of dropping out of school. A dropout is defined by TEA as any student who leaves school for any reason other than graduating or receiving a GED, dying, or having appropriate documentation of continuing his/her education elsewhere. AEIS provides two dropout rates for school districts, an annual rate for grades 7–12 and a 4-year rate for students leaving school for any unacceptable reason after entering the ninth grade.

SWISD has a higher annual dropout rate for students in grades 7–12 than the vast majority of Texas school districts. Out of 1,031 school districts in the state, SWISD ranks 921st in keeping students from becoming dropouts. Among peer districts, SWISD's dropout rate of 1.4 percent is the second highest and is significantly higher than the statewide annual rate of 0.9 percent. (Exhibit 1-26).

**EXHIBIT 1-26
ANNUAL DROPOUT RATE GRADES 7-12
SWISD, PEER DISTRICTS, & STATE
ALL STUDENTS
2001-02**

DISTRICT	2002 DROPOUT RATE	STATEWIDE RANKING
San Benito	0.4%	547
East Central	0.9%	800
Southwest	1.4%	921
San Felipe-Del Rio	2.0%	987
State	0.9%	NA

SOURCE: Texas Education Agency, PEIMS, 2003-04.
NOTE: Information for 2001-02 is the latest information available on dropout rates that is available.

AEIS also provides information on the number of students who graduate, obtain a GED, or continue their education. Among peer districts, the graduation rates for the classes of 2001 and 2002 were the third lowest and were also lower than the rates in Region 20 and the state. The four-year dropout rate in SWISD was the highest among peer districts in 2001 and the second highest in 2002 (**Exhibit 1-27**).

The district has taken a number of steps to combat the dropout problem. Programs initiated by Southwest High School within the last five years to address the issue include the following:

- initiating Recovering Official Credits (ROC), a credit recovery program that allows students to participate in a self-paced program to make up lost credits;
- implementing the Withdrawal Tracking System, which assists staff in following students who leave the district to ensure they are enrolled in an education program within three days after withdrawing from SWHS;
- employing two “visiting teachers” that conduct home visits to ascertain the whereabouts of students who are not in attendance;
- designating an administrator solely to attendance and drop out issues;
- implementing an automated calling system to notify parents/guardians immediately of daily absences;
- starting the ROSE and Trellis Program, which is geared to bring student mothers back into school in cooperation with area child-care providers, enabling teen parents to attend school, graduate, and pursue secondary education;
- hiring a Communities in Schools (CIS) counselor to support first generation college-bound students;
- participating in the San Antonio Education Program (SAEP), which provides a full-time

counselor to encourage students to stay in school and seek post-secondary education,

- providing staff development for addressing children and families in poverty;
- continuing adult basic education classes; and
- convening a district task force to study the dropout problem.

However, with the exception of adult basic education to prepare a student to take the GED, none of the district’s strategies offers a placement option to the regular high school program. In addition to the ROC and ROSE and Trellis Programs, the choices potential dropouts have in the district are continuing at SWHS with or without special counseling intervention, preparing to take the GED, or dropping out of school. Special education students may participate in FOCUS, a special education alternative to ROC, to regain credit. According to data comparisons, too many students are choosing to drop out.

Districts across the state have created alternative placements and programs for students who are at-risk for dropping out of school. These programs range from small school-within-a-school programs to comprehensive alternative campuses. Smithville ISD, for example, created an academic alternative school to address the academic needs of potential dropouts and facilitate their progress towards graduation. The academic alternative program in Smithville was limited to 20 students who were served on the high school campus by a teacher and an aide.

Aransas County ISD designed a Fish Camp to help students make the transition from middle to high school by assisting students to understand school policies and all academic and non-academic opportunities available to them. GED classes are offered during the mornings, afternoons, and evenings to accommodate students who work or have children.

Comal ISD offers the Comal Leadership Institute (CLI) to students who have dropped out or are in danger of dropping out. CLI is an alternative high

**EXHIBIT 1-27
PERCENT GRADUATES AND DROPOUTS
SWISD, PEER DISTRICTS, REGION 20, AND STATE
CLASS OF 2001 AND CLASS OF 2002**

DISTRICT	CLASS OF 2001		CLASS OF 2002	
	GRADUATED	DROPPED OUT	GRADUATED	DROPPED OUT
East Central	82.9%	3.8%	83.7%	5.7%
San Benito	81.0%	6.3%	80.2%	4.5%
San Felipe-Del Rio	73.4%	7.8%	75.9%	9.5%
Southwest	77.4%	13.0%	79.4%	8.5%
Region 20	78.2%	8.0%	80.2%	6.2%
State	81.1%	6.2%	82.8%	5.0%

SOURCE: Texas Education Agency, AEIS, 2002-03.
NOTE: Percentages don’t equal students who stay in school.

school for which students must apply. Students receive individualized instruction from teachers as well as computer-assisted, self-paced instruction.

The alternative school at Eagle Pass ISD serves students with special needs or who need a non-traditional learning environment. Enrollment is voluntary. The school operates with two four-hour sessions each day, both of which ninth and tenth graders must attend. Other students attend either the morning or afternoon session. Students work independently in subject modules with teacher assistance and make their own decisions about the amount to spend on the modules. Computer labs are available, and students take final exams when a course is completed, regardless of the time it requires.

SWISD should therefore, reconvene its dropout task force to explore alternative placement strategies for students at risk of dropping out of school.

STATE COMPENSATORY EDUCATION (SCE) FUNDS (REC. 9)

SWISD's District and Campus Improvement Plans are not consistent in specifying the amount of State Compensatory Education (SCE) funds allocated for resources and staff to address the needs of students at risk of dropping out of school as required by TEA's Financial Accountability System Resource Guide (FASRG).

Several of the strategies supporting various goals in the District Improvement Plan, list "State Compensatory Funds" as a source of funding but fail to list the amount of the funding. Rather, reference is made to budget printouts contained in separate binders. Full-Time-Equivalent (FTE) allocations, however, are listed by the school in an appendix.

The district's Campus Improvement Plans (CIPs) are even less specific. Some of the campus improvement plans follow the format used in developing the district improvement plan and contain some specific fund amounts and FTE allocations related to SCE. Others, however, make no reference to either fund amounts or FTEs.

CIPs are 'living' documents and are constantly being updated. SWISD keeps the original and adds the revisions to each campus in a binder that are available upon request. Items included in CIPs are a mission statement or statement of beliefs, the names of the Campus Improvement team members, district goals and objectives, and a needs assessment.

SWISD board policy BQ (Legal) Planning and Decision-Making Process states, "The Board shall ensure that a District Improvement Plan and improvement plans for each campus are developed,

reviewed, and revised annually for the purpose of improving the performance of all students." Further, the policy requires that each Campus Improvement Plan:

- assess the academic achievement for each student in the school using the Academic Excellence Indicator System,
- set the campus performance objectives based on the Academic Excellence Indicator System, including objectives for special needs populations, including students in special education programs under the Texas Education Code Chapter 29, Subchapter A;
- identify how the campus goals will be met for each student;
- determine the resources needed to implement the plan;
- identify staff needed to implement the plan;
- measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement;
- provide for a program to encourage parental involvement at the campus, and
- include goals and methods for violence prevention and intervention on campus.

The district provided the review team with a CIP for each of its 13 schools, the Enrichment Center, and the Alternative Center.

SWISD district and campus site-based committees should review the district and campus improvement plans to ensure that all activities for which SCE resources are listed, specify the amount of SCE funds and staff allocated to those activities and strategies.

NURSE TO STUDENT RATIOS (REC. 10)

The district does not have adequate personnel at the high school campus to provide effective school health services. In 2003–04 Southwest High School had one school nurse with no clerical assistance to serve the 2,586 students attending SWHS. Only having one nurse to serve this many students, many of whom have economic, health, and family problems, is not sufficient to meet the demands placed on the position.

Census figures indicate that sections of the San Antonio area that lie within the boundaries of SWISD have significant problems affecting children and the environment in which they live. The San Antonio Metropolitan Health District has identified nine of the 74 zip code areas in Bexar County as having high needs indicators related to children and environment,

including children under five living in poverty, children between six and 17 living in poverty, annual number of domestic violence reports, elevated blood-lead levels, overweight children, inpatient asthma cases, and abandoned and substandard housing. Of the nine “high-need” zip code areas, two are located in SWISD.

The National Association of School Nurses’(NASN) position statement on caseload assignments for nurses states that the number of nurses per campus should be influenced by multiple factors, such as social, economic, and cultural status of the community, special health problems, and the mobility of people in the community. With these considerations in mind, the association recommends the ratio of students to nurses presented in **Exhibit 1-28**.

The district should add three full-time nurses to Southwest High School. A nurse with five years of experience in Southwest ISD earns \$40,058 in salary and benefits or (\$36,550 +3,508 benefits =\$40,058). Adding three additional nurses to SWISD’s staff would cost the district \$120,174 annually or (\$40,058 x 3 nurses = \$120,174). Anticipating the need for planning, the structure can go into effect in January 2005 therefore costs for the first year will total \$80,116 rounded to the nearest whole dollar. The computation is based on \$120,174 divided by 12 months and multiplied by eight months to derive a two-third’s implementation of the recommendation or 8/12.

LIBRARY STAFFING STANDARDS (REC. 11)

SWISD libraries do not meet Texas State Library and Archives Commission (TSLAC) standards for “acceptable” staffing. The district staffs its libraries with certified librarians or paraprofessionals trained and supervised by the district library director. In 2003–04, SWISD employed six certified librarians and nine library aides. The recommended staffing level for the district’s libraries using TSLAC standards is 14 librarians and 12 paraprofessionals.

Section 33.021 of the TEC requires that the TSLAC, in consultation with the State Board of Education adopt standards for school library services and that school districts consider the standards in developing, implementing, or expanding library services. In May 1997, the TSLAC adopted the *School Library Program Standards: Guidelines and Standards*. The guidelines were evaluated in 2002 with revisions approved by the TSLAC in March 2004. After review by TEA and consideration by the SBOE at its July and September 2004 meetings, the revised standards will undergo the administrative rule revision process and then be considered for final approval by TSLAC in early 2005.

The purpose of the revised standards is to ensure that students and staff become effective users of ideas and information; enabling them to be literate, lifelong learners. To accomplish this task, the school library program provides instruction in information gathering and the evaluation of resources, individual guidance, and access to materials in multiple formats. To assist districts, the guidelines provide criteria identifying programs as *exemplary, recognized, acceptable, or below standard* in five areas: library learning environment, curriculum integration, resources, library program management, and facilities. **Exhibit 1-29** provides the TSLAC rating criteria for professional and paraprofessional staffing.

The assignment of librarians and paraprofessionals by school library as well as the staffing level by TSLAC standard is indicated in **Exhibit 1-30**.

School districts are not required to comply with either the current or proposed school library standards. Rather, as the Commissioner of Education has indicated, “The standards are to be used as guidelines.” However, the importance of appropriate operating standards for libraries is outlined in a study prepared for TSLAC in April 2001 that found, in part, the following:

**EXHIBIT 1-28
POSITION STATEMENT ON CASELOAD ASSIGNMENTS
NATIONAL ASSOCIATION OF SCHOOL NURSES
2003**

NUMBER AND TYPE OF STUDENTS	RECOMMENDED NUMBER OF NURSES FOR NUMBER AND TYPE OF STUDENTS	RECOMMENDED NUMBER OF NURSES FOR SWHS BASED ON NASN RATIO AND SWHS ENROLLMENT
750 students in general population of students	1	3
225 special needs students in the mainstreamed population	1	1
125 students in the severely chronically ill or developmentally disabled population	1	0
Recommended Number of Nurses for SWHS		4
Current Number of Nurses at SWHS		(1)
Number of Additional Nurses based on NASN		3

SOURCE: National Association of School Nurses, 2003.

**EXHIBIT 1-29
TSLAC SCHOOL LIBRARY STANDARDS
PROFESSIONAL AND PARAPROFESSIONAL STAFFING
2004**

AREA	STANDARD		
	EXEMPLARY	RECOGNIZED	ACCEPTABLE
Staffing, Professional	At least:	At least:	At least:
0-500 ADA	1.5 Certified Librarians	1.0 Certified Librarian	1.0 Certified Librarian
501-1,000 ADA	2.0 Certified Librarians	1.5 Certified Librarians	1.0 Certified Librarian
1,001-2,000 ADA	3.0 Certified Librarians	2.0 Certified Librarians	1.0 Certified Librarian
2,001+ ADA	3.0 Certified Librarians + 1.0 Certified Librarian for each 700 students	2.0 Certified Librarians + 1.0 Certified Librarian for each 1,000 students	2.0 Certified Librarians
Staffing, Paraprofessional	At least:	At least:	At least:
0-500 ADA	1.5 paraprofessionals	1.0 paraprofessionals	0.5 paraprofessionals
501-1,000 ADA	2.0 paraprofessionals	1.5 paraprofessionals	1.0 paraprofessionals
1,001-2,000 ADA	3.0 paraprofessionals	2.0 paraprofessionals	1.5 paraprofessionals
2,001+ ADA	3.0 paraprofessionals + 1.0 paraprofessionals for each 700 students	2.0 paraprofessionals + 1.0 paraprofessionals for each 1,000 students	2.0 paraprofessionals

SOURCE: Texas State Library and Archives Commission (TSLAC), School Library Programs: Standards and Guidelines for Texas, 2004.

**EXHIBIT 1-30
SWISD LIBRARY STAFFING AND TSLAC STANDARDS
2003-04**

SCHOOL	ENROLLEMENT	ADA*	SWISD LIBRARIANS	TSLAC STANDARD	SWISD LIBRARY AIDES	TSLAC STANDARD
Southwest HS	2,586	2,462	1.0	2.0	1.0	2.0
McAuliffe JH	710	676	1.0	1.0	0	1.0
Scobee JH	781	744	1.0	1.0	0	1.0
McNair Sixth	775	738	1.0	1.0	0	1.0
Enrichment Center	80**	76**	0	1.0**	1.0	0.5
Big Country	504	486	1.0	1.0	0	0.5
Bob Hope	343	329	0	1.0	1.0	0.5
Elm Creek	583	557	0	1.0	1.0	1.0
Hidden Cove	611	584	0	1.0	1.0	1.0
Indian Creek	766	731	0	1.0	1.0	1.0
Kriewald Road	425	407	0	1.0	1.0	0.5
Sky Harbour	726	695	1.0	1.0	0	1.0
Southwest	446	428	0	1.0	1.0	0.5
Sun Valley	394	379	0	1.0	1.0	0.5
Total	9,654	9,216	6.0	14.0	9.0	12.0
Needed				8.0		3.0

SOURCE: Texas State Library and Archives Commission and Texas Education Agency, PEIMS, 2003-04.

*Calculated by multiplying school membership by 95.2 percent.

The TSLAC standard uses ADA, not membership. The figure used was the district's ADA for 2003-04.

**Membership at Enrichment Center is not included in total since it has already been counted at the sending schools.

Students had higher TAAS performance at all educational levels in schools with librarians than in schools without librarians.

Although socio-economic variables explained most of the variance in performance, library variables such as recent purchases of library volumes at the elementary level and library staff per students at the high school level explained a smaller but very significant portion of the variance in TAAS performance at all levels. Library staffing levels, collection sizes, librarian interaction with teachers and students, and library technology levels have a positive association with TAAS performance at all levels.

Libraries can play a special role in providing enrichment to students who come from economically disadvantaged backgrounds and who need additional help to develop the skills they will need to succeed.

Libraries staffed by both a librarian and an aide are more likely to offer high priority services such as collaborative planning and teaching with teachers, providing staff development to teachers, facilitating information skills instruction, and providing reading incentive activities.

SWISD should employ additional librarians and library aides to meet the Texas State Library and Archives Commission "acceptable" standards. To accomplish

this, eight librarian and three library aide positions should be created.

The fiscal impact is based on the district bringing staff numbers to an acceptable level over a period of time.

The salaries of a librarian with five years experience and a beginning salaried library aide, including benefits, are \$41,479 (\$37,944 + \$3,535 benefits) and \$18,926 (\$15,820 + \$3,106) respectively.

To reach the “acceptable” standard, eight librarians and three aides are needed. One librarian and one aide position should be created in 2004–05 for a total cost of \$60,405 (\$41,479 + \$18,926) and add an additional two librarians and one aide for the next two years (2005-2007).

Two librarians should be added in 2007-08 and one in 2008-09 for a total of eight librarians and three library aides over the five year period.

Anticipating the need for planning, the structure can go into effect in January 2005 therefore costs for the first year will total \$40,272 rounded to the nearest whole dollar.

The computation for 2004-05 is based on \$60,405 divided by 12 months and multiplied by eight months to derive a two-third’s implementation of the recommendation in the first year.

LIBRARY COLLECTIONS (REC. 12)

SWISD’s library program does not meet TSLAC guidelines for the number of books available to students. **Exhibit 1-31** TSLAC standards.

Exhibit 1-32 shows the current number of items at each campus library and the resulting status based on TSLAC standards.

Of 14 collections, four can be rated as *exemplary*, two as *recognized*, and one as *acceptable*, and six as below standard.

For the six campuses rated *below standard*, **Exhibit 1-33** lists the total number of items required for the library to be rated as *acceptable*, the number of books currently at each library, and the number of additional books required to meet the standard of *acceptable* based on TSLAC standards.

**EXHIBIT 1-31
TSLAC SCHOOL LIBRARY STANDARDS
2004**

AREA	STANDARD		
	EXEMPLARY	RECOGNIZED	ACCEPTABLE
Collection Size	A balanced collection of at least 12,000, or	A balanced collection of at least 10,800, or	A balanced collection of at least 9,000, or
Elementary School	24 items per student	22 items per student	20 items per student
Middle School	20 items per student	18 items per student	16 items per student
High School	16 items per student	14 items per student	12 items per student
Collection Age	Overall average age:	Overall average age:	Overall average age:
Years	11	13	15

SOURCE: Texas School Libraries, School Library Programs: Standards and Guidelines for Texas, 2004.

**EXHIBIT 1-32
SWISD LIBRARY COLLECTIONS BY SCHOOL
2003-04**

SCHOOL	ENROLLMENT	NUMBER OF BOOKS	NUMBER OF BOOKS PER STUDENT	TSLAC LIBRARY STATUS
Southwest High School	2,586	23,330	9.0	Below Standard
McAuliffe Junior High	710	17,522	24.7	Exemplary
Scobee Junior High	781	8,428	10.8	Below Standard
McNair Sixth Grade	775	11,360	14.7	Below Standard
Enrichment Center	80	3,587	44.8	Exemplary
Big Country Elementary	510	13,548	26.6	Exemplary
Bob Hope Elementary	346	8,886	25.6	Exemplary
Elm Creek Elementary	585	7,260	12.4	Below Standard
Hidden Cove Elementary	613	13,152	21.5	Acceptable
Indian Creek Elementary	768	13,671	17.8	Below Standard
Kriewald Road Elementary	428	2,053	4.8	Below Standard
Sky Harbour Elementary	730	17,253	23.6	Recognized
Southwest Elementary	450	14,052	31.2	Exemplary
Sun Valley Elementary	398	9,429	23.7	Recognized

SOURCE: SWISD, Library Director.

**EXHIBIT 1-33
STATUS OF BELOW STANDARD SCHOOL LIBRARIES
2003-04**

SCHOOL	ACCEPTABLE STANDARD BASED ON ENROLLMENT	ITEMS IN COLLECTION	ITEMS NEEDED TO MEET ACCEPTABLE STANDARD
Southwest High School	31,032	23,330	7,702
Scobee Junior High	12,496	8,428	4,068
McNair Sixth Grade	12,400	11,417	983
Elm Creek Elementary	11,660	7,260	4,400
Indian Creek Elementary	15,320	13,671	1,649
Kriedwald Road Elementary	8,500	2,053	6,447
Total	91,408	66,159	25,249

SOURCE: SWISD, Library Director.

In addition to the number of books in a collection, the age also must be considered as a criterion for evaluation. TSLAC indicates that an “acceptable” average age of a collection is 15 years, the “recognized” standard is 13 years, and the “exemplary” standard is 11 years. Eight libraries are currently below standard in the average age of their collections, including Southwest High School, McNair Sixth Grade School, and six elementary schools. **Exhibit 1-34** shows the age and status of each campus library.

The district should improve school library collections to meet the Texas State Library and Archives Commission “acceptable” standards. In order to assure that the quality of books and materials available meet student needs, the average age of collections must be made more current by removing outdated books with the systematic process recommended by the TSLAC and replacing them with current books.

Collections dated at 1990 will drop to *below standard* in 2005-06 if there are no additional purchases, adding three more campuses, McAuliffe Junior High, the Southwest Enrichment Center, and Indian Creek Elementary School, to the *below standard* category. Based on the size and age of each school’s collection, that priority should be given to upgrading the libraries

at Southwest High School and McNair Sixth Grade School.

The fiscal impact of this recommendation is based on the assumption that the district will fund additional materials for campus libraries to meet *acceptable* status, although efforts should continue to raise all campus collections to the meet the *exemplary* standard. The 2004 average price of children and young adult selections is \$19.31, and 25,249 items are required for all campuses to meet the acceptable standard for a five-year cost of \$487,558 (\$19.31 x 25,249), or \$97,512 per year (\$487,558 divided by five years). This amount should be budgeted in addition to annual funds for replacement books and materials based on the average cost of an item multiplied by enrollment, or \$19.31 x 9,654 = \$186,419. Total cost of this recommendation is \$283,931 annually (\$97,512 to meet acceptable standards+ \$186,419 for replacement books.)

For background information on Educational Service Delivery, see p. 99 in the General Information section of the appendices.

**EXHIBIT 1-34
SSAISD SCHOOL LIBRARY COLLECTIONS BY AVERAGE AGE
MAY 2004**

SCHOOL	AGE OF COLLECTION	TSLAC STATUS
Southwest High School	1988	Below Standard
McAuliffe Junior High	1990	Acceptable
Scobee Junior High	1991	Recognized
McNair Sixth Grade	1988	Below Standard
Southwest Enrichment Center	1990	Acceptable
Big Country Elementary	1988	Below Standard
Bob Hope Elementary	1986	Below Standard
Elm Creek Elementary	1993	Exemplary
Hidden Cove Elementary	1988	Below Standard
Indian Creek Elementary	1990	Acceptable
Kriedwald Road Elementary	1993	Exemplary
Sky Harbour Elementary	1986	Below Standard
Southwest Elementary	1985	Below Standard
Sun Valley Elementary	1982	Below Standard

SOURCE: SWISD, Library Director.

FISCAL IMPACT

RECOMMENDATION		2004-05	2005-06	2006-07	2007-08	2008-09	TOTAL 5-YEAR (COSTS) SAVINGS	ONE TIME (COSTS) OR SAVINGS
CHAPTER 1: EDUCATIONAL SERVICE DELIVERY								
1.	Adopt a board policy that provides direction for management of curriculum.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2.	Close the Southwest Enrichment Center.	\$0	\$846,240	\$846,240	\$846,240	\$846,240	\$3,384,960	\$0
3.	Review the requirements for interval testing to ensure that lost instructional time is minimized and develop ways to involve staff in decisions regarding administration of the tests.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4.	Ensure that the requirements for the program evaluation reviews provide the information needed for informed decision-making.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.	Review pacing guides and benchmark tests for the grades and Texas Assessment of Knowledge and Skills (TAKS) subtests most in need of improvement to determine if the written, taught, and tested curriculum are properly aligned.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6.	Increase the number of courses in which students may elect to take Advanced Placement (AP) examinations and initiate strategies to assist students in achieving a score of three or above on the exams.	(\$4,350)	(\$4,350)	(\$4,350)	(\$4,350)	(\$4,350)	(\$21,750)	\$0
7.	Encourage increased student participation on the Scholastic Aptitude Test (SAT) and American College Test (ACT) examinations by establishing business and community partnerships to underwrite student-related fees.	(\$10,260)	(\$10,260)	(\$10,260)	(\$10,260)	(\$10,260)	(\$51,300)	\$0
8.	Reconvene the district dropout task force to explore alternative placement strategies for students at risk of dropping out of high school.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
9.	Specify all State Compensatory Education (SCE) funds and staff resources identified in district and campus improvement plans.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10.	Add three full-time nurses to Southwest High School.	(\$80,116)	(\$120,174)	(\$120,174)	(\$120,174)	(\$120,174)	(\$560,812)	\$0
11.	Employ additional librarians and library aides to meet the Texas State Library and Archives Commission's (TSLAC's) acceptable standards.	(\$40,272)	(\$162,289)	(\$264,173)	(\$347,131)	(\$388,610)	(1,202,475)	\$0
12.	Improve school library collections to meet the Texas State Library and Archives Commission's (TSLAC's) acceptable standards.	(\$283,931)	(\$283,931)	(\$283,931)	(\$283,931)	(\$283,931)	(\$1,419,655)	\$0
Totals-Chapter 1		(\$418,929)	\$265,236	\$163,352	\$80,394	\$38,915	\$128,968	\$0

CHAPTER 2

DISTRICT MANAGEMENT

Section 11 of the Texas Education Code (TEC) provides for an elected Board of Trustees to help direct the district. District residents elect school board members from either at large or single-member districts.

SWISD's Board of Trustees consists of seven members elected at-large to three-year terms on a rotating basis. At-large districts are districts whose voting patterns are inclusive of all areas in the school district as opposed to school districts that separate the districts into geographical subdivisions of the district. Trustee terms are staggered so no more than three seats are filled each election.

The district must also reach out beyond the walls of the schoolhouse and provide instruction and other supportive services to the community. Because schools have extensive direct contact with children and families, they are the logical public institution for helping parents and students to make contact with other agencies and services.

SWISD has a student population that is over 86 percent Hispanic. Almost 13 percent of the students who live in the district have limited English proficiency. The district is aware of this aspect of its student population and is sensitive to the cultural and language differences of those it serves.

SWISD's effort to involve this diverse community in its schools is the responsibility of two departments, the Public Relations Department and the Community Education Department.

In addition, efficient management of personnel is also critical to the district's effectiveness. SWISD's personnel department provides professional and administrative support for the 1,287 employees of the district.

ACCOMPLISHMENTS

- SWISD demonstrated vision and prudence in setting aside the donations from a community business for the establishment of its educational foundation. The foundation will begin operation with a sizeable endowment and will benefit the students, staff, and community of Southwest ISD.
- Southwest ISD has established partnerships with a wide variety of institutions, businesses, and community groups.
- The SWISD Human Resources and Business departments work cooperatively to develop and implement a structured, accurate, and new employee-friendly sign-up process.

- SWISD used focused budgeting and grant funding to significantly reduce teacher turnover through salary schedule maintenance and a teacher retention incentive.

FINDINGS

- The board does not widely distribute board meeting minutes and agendas. By limiting the distribution of minutes, the board is not maximizing public and community participation at board meetings or keeping the community informed of district business.
- The board meetings do not follow a specific application of Robert's Rules of Order. Failing to properly apply Robert's Rules of Order can possibly disrupt a meeting, creating the potential for a less than orderly and efficient meeting and possibly adding confusion to the decision-making process.
- The SWISD staff structure is inconsistent in its functional alignment.
- The district does not have a comprehensive set of manuals for conducting the operations of the district. The lack of procedural manuals leaves the district at-risk of losing institutional knowledge.
- SWISD's long-range planning process is not integrated with all other district instructional and operational plans.
- The district lacks communication between department heads involved in community programs and services.
- The district's website is not fully developed, consequently, it does not promote or inform the public adequately about its activities.
- SWISD does not follow its own staffing formulas and does not compare staffing needs to industry standards in its staffing plans.

RECOMMENDATIONS

Recommendation 13 (p. 38): Use the SWISD website to communicate the board agenda and minutes to the community. The superintendent should prepare the board agenda and provide it to the Technology Support and Data Management Department in order for the Webmaster to immediately post the agenda to the district's website. Similarly, upon approval of the board meeting minutes, the minutes should be supplied to the Webmaster for inclusion on the website as well as any other information relevant to keeping the public and staff up-to-date.

Recommendation 14 (p. 39): Train board members and the superintendent on Robert's Rules of Order. As specified by the district's local board policy, the use of Robert's Rules of Order provides for orderly board meetings. Regional Education Service Center 20 provides a self-paced training course, "Introduction to Parliamentary Procedure for School Boards," that introduces the basics of Robert's Rules of Order and demonstrates how to use them to keep meetings productive. Additionally, board members will earn one and one-half hours of board training credit upon completion of the course. The superintendent's office should accommodate board members in scheduling the training.

Recommendation 15 (p. 40): Reorganize central administration along functional lines. The district should remove dual reporting structures, align individuals whose job depends on direct communication and the ability to directly report to the superintendent, and eliminate the executive director of Special Programs since their duties are similar to the director of Special Education. The district should also consolidate all operations under the assistant superintendent for Business and Finance and create a director of Purchasing position. By reorganizing the district along functional lines, SWISD will ensure a seamless delivery of services to all stakeholders.

Recommendation 16 (p. 42): Develop a comprehensive written set of manuals for conducting the operations of the district. The manuals developed by and for SWISD should be placed on the district's intranet. Each assistant superintendent should assemble all the existing policies and procedures in their functional area of responsibility and assemble a team to assist in developing the manuals. Each assistant superintendent should then review the manuals while each department head develops a plan to train all staff members, using the manuals as a training guide. Manuals should be updated annually.

Recommendation 17 (p. 43): Develop an integrated long-range strategic plan. The assistant superintendent for Business and Finance, with input from both the assistant superintendent for Curriculum, Instruction, and Assessment and the assistant superintendent for Administration and Human Resources, should ensure that all plans are integrated into a single comprehensive plan. In addition, the plan should also be integrated with the annual budgeting process and ultimately presented to the superintendent and board for approval. Developing an integrated strategic plan will allow for a unified set of goals, objectives, and strategies to

carry the district forward in providing instructional and operational services for the next several years.

Recommendation 18 (p. 46): Conduct regularly scheduled meetings of administrators responsible for the district's community involvement effort. The executive director of Public Relations, director of Community Education, and the executive director for Student Outreach and Services should comprise the core of this group and should meet on a regular basis to coordinate activities, share ideas and experiences, and develop strategies for involving the community. Other staff members with connection to the community involvement program should also be added to the committee on an as-needed basis. For example, the director of Technology would be an appropriate member of the committee due to his expertise and involvement in technology and his ability to coordinate all communications on the district's website.

Recommendation 19 (p. 48): Redesign the district's website. The executive director of Public Relations should chair a committee comprised of the director of Technology, executive director for Student Outreach and Services, director of Community Education, and the 21st Century Coordinator to redesign all aspects of the website, including the community outreach portion. The director of Technology, with assistance from the Webmaster, should supervise the updating of information to the website. The committee should meet monthly to review new information or ideas to enhance the district's website.

Recommendation 20 (p. 49): Revise the district's staffing plan to include industry standards and staff SWISD accordingly. Revising the district's staffing plan will reduce costs and enable the district to reallocate funds based upon established priorities. As student enrollment changes or as additional elementary campuses are opened, the district will have the flexibility to adjust the number of assistant principals, secretary/clerk positions, or any other staff needed to meet internal and industry staffing formulas and standards.

DETAILED ACCOMPLISHMENTS

FOUNDATION CONTRIBUTIONS

Southwest ISD has been the recipient of donations totaling \$800,000 from a community business. This money has been set aside by the school district with the intention of creating an educational foundation that will generate money for scholarships and grants for teachers. In a 1996 agreement, the community business committed to making a donation to SWISD of \$100,000 annually.

For several years, the school district managed a small foundation that provided scholarships. The amount of money in that foundation, however, never exceeded more than \$17,000. The opportunity created by donations from the current community business donor will allow the school district to establish a foundation with a principle large enough that the earnings will help fund the foundation’s annual operations.

The district has established a Board of Directors for the foundation, applied for non-profit status with the Internal Revenue Service, and separated the foundation funds from the school district’s operating budget.

PARTNERSHIPS WITH LOCAL ENTITIES

The district’s Department of Community Education has established a number of partnerships with area agencies, businesses, and community members in order to provide additional educational opportunities for students. **Exhibit 2-1** lists community partners that provide the district with in-kind donations of services to students such as mentoring, tutoring,

counseling, and internships. These partnerships are initiated and maintained by the district’s Department of Community Education.

HIRING PROCESS

The Human Resources and Business Departments cooperate on a detailed and effective new employee sign-up program. The process is sensitive to the needs of the new employee and generates the information necessary to build the data processing files required for payroll processing and benefits administration.

A staffing clerk from the HR department contacts the new employee personally and sets up an individual one-hour meeting with the employee where all required forms are completed, including the I-9 and W-4 forms.

The employee is enrolled in the Teacher Retirement System and provided with an Employee Handbook. The employee, in turn, provides the HR department with copies of transcripts, service records, certificates, and other records appropriate to the assignment.

**EXHIBIT 2-1
SWISD COMMUNITY PARTNERSHIPS
2003–04**

PARTNERSHIPS	
City of San Antonio Parks and Recreation-provides after school tutorials, summer recreation and enrichment activities, and GED/ESL programs.	Texas A&M University targets at-risk students ages 10 yrs through graduation through a summer camp. Activities focus on healthy lifestyles, anger management and higher education.
Southwestern Bell YMCA-licensed after school programs, holiday camps, summer camps and youth sports programs.	The University of Texas Health Science provides screening, referrals and physical check-ups for the SWISD community.
St. Mary’s University-provides a sports camp program for children in grades three through 10. Activities include swimming, community service activities, and academic programs. Students are transported from SWISD to St. Mary’s and are provided breakfast and lunch.	City of San Antonio Department of Community Initiatives Literacy Services Division offers job training for ages 17 through adult.
Diversified Youth Services conducts classes in dance, cheerleading and kidnap preventions to students in grades one through eight.	Area colleges and universities provide tech prep programs and dual credit programs for students at Southwest High School.
Region 20 provides GED/ESL programs for eligible adults.	The PTA Presidents Organization sponsors a Founders Day potluck supper that attracts more than 1000 attendees.
The Brooks City-Base has students in grades 5 through 8 participate in simulated space missions.	Parent Child Incorporated offers an Early Head Start program for infants ages six weeks to three years.
San Antonio Sports Foundation has a walking program for students from Kindergarten through fifth grade. The student completes a walking marathon (26.2 miles) in 18 weeks.	Alamo Community College and Aerospace Industry Partners provide a two-year training program in the aerospace industry for San Antonio area high school students.
The R.O.S.E. Parenting program has partnerships with a number of agencies to provide social services to SWISD students and parents. Some of the agencies are Alamo Community College District, Our Lady of the Lake University, City of San Antonio, Catholic Charities, Wesley Primary Care Center, United Way of Bexar County and the YMCA.	The UTSA Early College High School funded by the Melinda and Bill Gates foundation provides a program, San Antonio Education Program (SAEP) to encourage students to finish high school and go on to college. It provides a \$500 scholarship to any student that has a 95% attendance rate and a B average for four years. The scholarship will help the student get started in college. The program also provides student orientation and ongoing counseling of students to encourage enrollment.
The Boy Scouts of America and the Girl Scouts of America offers free scouting programs to students enrolled in after-school programs.	SWISD counselors are assigned to the Success Through Academic Responsibility (STAR) program. Counselors arrange to bring in guest speakers from the community and also have contact with local service providers.

SOURCE: SWISD Student and Outreach Services Department.

A one-page summary report of all benefits is generated and provided to the employee prior to the first payroll date.

The new employee sign-up program is a formalized process involving a high degree of cooperation between the personnel department and the business office. The human resources staff keys demographic information and information supporting salary placement is provided to the business office staff. The business office staff keys benefits information and actual compensation figures.

BUDGET AND GRANT FUNDS

Beginning in 2003–04, SWISD significantly reduced teacher turnover. From 1998–99 through 2001–02, the district averaged 101 professional staff resignations by the close of each academic year. That number decreased to 64 positions at the end of 2002–03. Surveys administered to teachers indicated that 40.48 percent agreed or strongly agreed that teacher turnover was low.

The district accomplished this reduction in teacher turnover by using two major initiatives. Budget priorities were adjusted to ensure that the teacher salary schedule would remain competitive with other districts in the Region 20 area, and grant funds were obtained to offer a retention bonus for qualified teachers agreeing to return for the next year. **Exhibit 2-2** lists the data by year.

Correspondingly, hiring for professional positions for 2003–04 dropped significantly, particularly for teaching positions. **Exhibit 2-3** lists the number of professional positions by type needed to staff SWISD sites to begin the year listed. For example, 65 new teachers had to be hired in 2003–04 compared to 108 new teachers needed in 2002–03.

By carefully budgeting available funds, SWISD focused its teacher salary schedule to maximize retention of its teaching staff. **Exhibit 2-4** compares

SWISD teacher salaries with those of peer groups and all Region 20 districts. SWISD ranks above the Region 20 average salary at each of the 5-year checkpoints. It is significantly above the averages in the first 10 years, where teacher mobility tends to be the highest.

SWISD secured funding for a \$300 Teacher Retention Incentive (TRI) through a \$194,000 grant from the Texas Education Agency (TEA). The grant was available under the Rural and Low Income School Program, Title VI, Part B, Subpart 2. Approved by the Board of Trustees on March 26, 2003, the program provided a one-time TRI for fully certified teachers to be paid at checkout on the last school day in May 2003. To qualify for the incentive, the teacher must have been fully certified, serving as the teacher-of-record in a SWISD classroom, and committed to return to SWISD in a teaching position for 2003–04. In accepting the TRI, the teacher authorized the district to withhold \$300 from their final check in the event they resigned and did not return to teach in the district.

DETAILED FINDINGS

DISTRIBUTION OF BOARD MINUTES (REC. 13)

The board does not provide wide distribution of the agenda and board meeting minutes. The district posts an agenda informing the public of the date, time, place, and items to be discussed at the meeting in the district’s administrative office and every school. There are no local radio stations, newspapers, or television stations providing this information to the community. In addition, board meeting minutes are prepared and provided to the board at the next regular meeting and are not posted for the public to read. By limiting the distribution of minutes, the board is not maximizing public and community participation at board meetings or keeping the community informed of district business.

**EXHIBIT 2-2
SWISD PROFESSIONAL STAFF RESIGNATIONS
1998–99 THROUGH 2002–03**

	1998–99	1999–2000	2000–01	2001–02	2002–03
Professional Staff Resignations	84	110	115	95	64

SOURCE: SWISD Human Resources Data, March 2004.

**EXHIBIT 2-3
SWISD PROFESSIONAL HIRING
2001–02 THROUGH 2003–04**

POSITION	2001–02	2002–03	2003–04
Elementary Teacher	60	54	28
Secondary Teacher	47	54	37
Administrator/Supervisor	18	8	13

SOURCE: SWISD Human Resources Data, March 2004.

**EXHIBIT 2-4
2003-04 BACHELOR DEGREEED TEACHER SALARIES**

DISTRICT OR GROUP	0 YEARS EXPERIENCE	5 YEARS EXPERIENCE	10 YEARS EXPERIENCE	15 YEARS EXPERIENCE	20 YEARS EXPERIENCE
East Central	34,000	36,017	38,481	43,934	48,561
San Benito	32,000	33,750	36,740	42,130	46,228
San Felipe-Del Rio	31,000	34,000	37,000	44,500	47,750
Peer Group Avg.	32,333	34,589	37,407	43,521	47,513
Region 20 Avg.	29,789	32,804	36,922	40,871	44,217
State	\$24,240	\$28,380	\$33,730	\$37,760	\$40,800
Southwest	\$35,000	\$36,550	\$39,550	\$42,550	\$45,550

SOURCE: SWISD 2003-04 Salary Schedule; District Websites; Texas Association of School Boards (TASB), Salaries and Benefits in Texas Public Schools, 2003-04.

The district’s website is also not used as an alternate source to communicate board information such as school activities or school performance information as measured by the Texas Assessment of Knowledge and Skills (TAKS), nor does it provide Spanish translations of the board’s agenda and minutes to communicate with limited English proficient community members.

Some districts like Hamilton ISD have built an excellent relationship with the community by communicating on a regular basis through newspapers, radio, and the Internet. The school district maintains a well-designed website that includes information on school board meetings as well as information about all school sites and administration. State TAKS and other test scores are available. The Website is updated on a regular basis so that upcoming events can be accessed.

SWISD should use the website to communicate the board agenda and minutes to the community. The superintendent should prepare the board agenda and provide it to the Technology Support and Data Management Department in order for the Webmaster to immediately post the agenda to the district’s website. Similarly, upon approval of the board meeting minutes, the minutes should be supplied to the Webmaster for inclusion on the website as well as any other information relevant to keeping the public and staff up-to-date.

**ROBERT’S RULES OF ORDER
(REC. 14)**

The district’s board meetings do not follow specific application of Robert’s Rules of Order according to board policy BE (Local) that states “the Board shall observe the parliamentary procedures as found in Robert’s Rules of Order, Newly Revised, except as otherwise provided in board procedural rules or by law. Procedural rules may be suspended at any Board meeting by majority vote of the members present.” In a board meeting on April 20, 2004, the school review team observed that board members engaged in discussion of a proposed motion before an actual motion was made and seconded. After discussion

about a proposed motion was completed, the board president summarized the discussion in the form of a motion and asked if anyone wanted to make the motion. According to Robert’s Rules of Order, the board should not engage in discussion of an item of business without a motion and a second to the motion.

Robert’s Rules of Order is the traditional protocol for parliamentary debate. The purpose of these procedures is to ensure that meetings are conducted fairly and effectively. The rules also set a level playing field, allowing all board members to express their opinions in a respectful and meaningful way.

Failing to properly apply Robert’s Rules of Order can possibly cause disruption in a meeting, creating the potential for a less than orderly and efficient meeting and possibly adding confusion to the decision-making process.

In some districts where board members have engaged in discussions regarding items that were not posted on the agenda, it led to the district having to hire an attorney to assist in determining whether the district had a legal vote on a motion that was made when a board member was concerned the meeting was not conducted appropriately.

By following appropriate rules and protocols outlined in Robert’s Rules of Order, Riviera ISD’s board conducted orderly and efficient meetings. The minutes of RISD regular and special board meetings for 1999-2000 showed that the board’s meetings were conducted in accordance with the prescribed rules of order. Board members had many opportunities to discuss items before voting. Once they had voted, discussion of a topic ceased. The board rarely called special meetings, and those were limited to items on the agenda. The board conducted executive sessions in private with reasons stated in the open session and, following Robert’s Rules of Order, voted on action items in an open session following the executive sessions.

The district should make training available for board members and the superintendent on Robert’s Rules

of Order. Region 20 provides a self-paced training course, "Introduction to Parliamentary Procedure for School Boards," that introduces the basics of Robert's Rules of Order and demonstrates how to use them to keep meetings productive. Additionally, board members will earn one and one-half hours of board training credit upon completion of the course. The superintendent's office should accommodate board members in scheduling the training. This price for the course is \$75 per participant. The cost to train the entire board and superintendent is a one-time cost of \$600. (Eight participants X \$75 per participant or \$600).

ORGANIZATIONAL STRUCTURE (REC. 15)

SWISD's staff structure is inconsistent in its functional alignment and impedes the best manner of delivering services to staff, students, and the community.

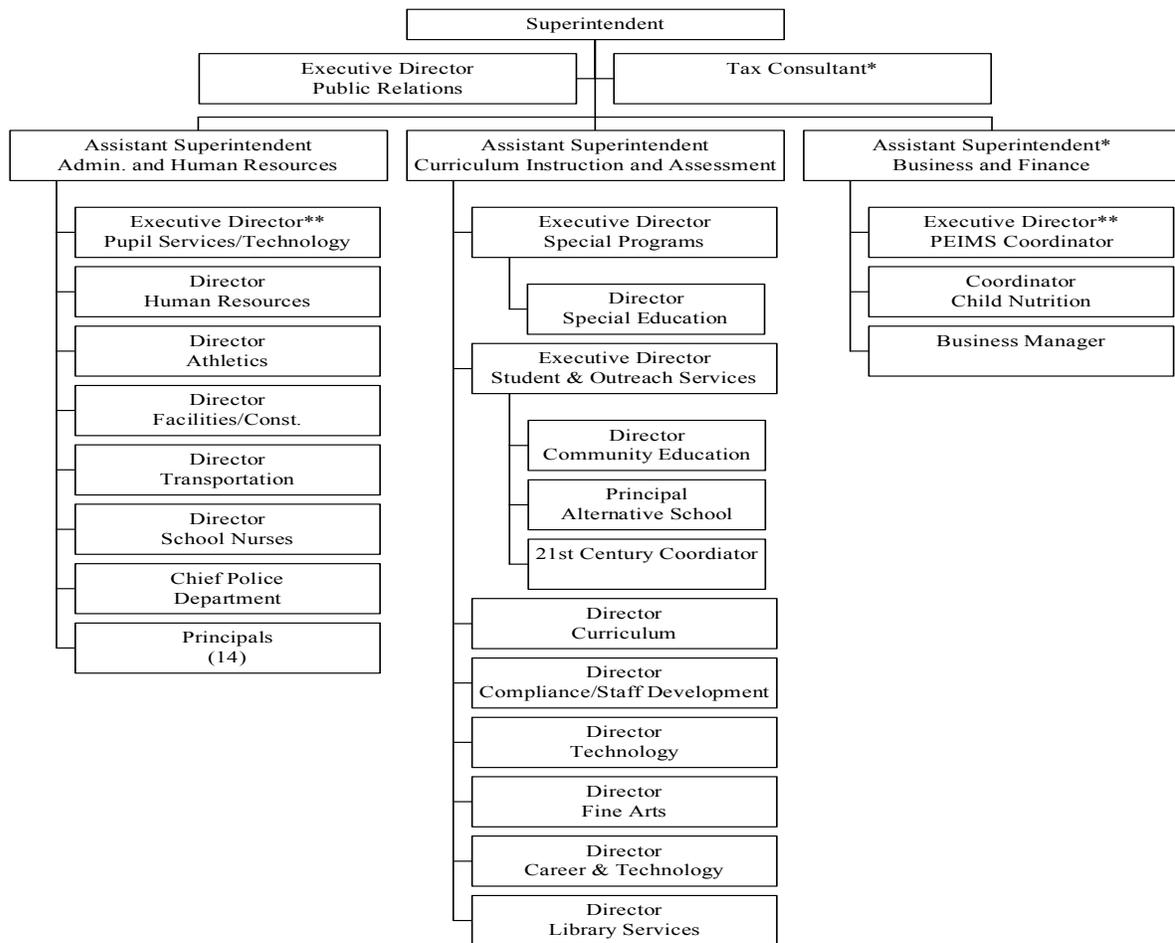
The superintendent has organized the district into a three-tier organization with the superintendent being in tier one (**Exhibit 2-5**). The second tier is comprised of three assistant superintendents for Administration Human Resources; Curriculum, Instruction, and Assessment; and Business and Finance.

Each assistant superintendent has varying levels and numbers of staff reporting to their level. The executive director of Public Relations reports directly to the superintendent. The following are examples of the inconsistent reporting structures caused by the current system:

- The assistant superintendent of Business/Finance, the assistant superintendent of Curriculum and Instruction, the assistant superintendent for Administration and Human Resources, and the executive director of Public Relations report to the superintendent. The scope of some assistant superintendents, such as the assistant superintendent for Administration and Human Resources, does not focus exclusively on the purpose of its respective division. This situation has evolved over time as a result of promotions and other organizational reassignments. For example, in 2000 the assistant superintendent for Administration and Human Resources absorbed additional duties when the district reorganized to streamline and increase the fund balance. The current position of assistant superintendent for Administration and Human Resources manages maintenance, facilities, construction, and police department duties that are not in the scope of the Human Resources functions and are not aligned with other operational areas.

- According to the assistant superintendent for Administration and Human Resources' job description, principals and secondary principals are to be managed by this position. However, under the district's current organizational structure, principals report to the superintendent who evaluates them annually. The assistant superintendent for Administration and Human Resources acts in an advisory role; however, the superintendent regularly meets with principals to provide feedback without the assistant superintendent for Administration and Human Resources present. In addition, in interviews with the review team, some principals indicated that they were not aware that they reported to the assistant superintendent for Administration and Human Resources and believed that their reporting responsibility was to the superintendent. Others mentioned that they sought help from both, depending on their needs. Effective management practices dictate that dual reporting can cause conflicts with proper management and oversight of duties.
- The assistant superintendent of Curriculum and Instruction has twelve educational administrative positions reporting directly to the position. In one instance, two positions, the executive director of Special Programs and the director of Special Education, both serve the same population of students, hold Mid-Management Certificates and a Master's degree, and require the same skill set and experience. Similarly, both are "directed to manage the district's special education program to ensure provision of needed services to special need students". Additionally, the positions are in the same part of the organization and do work of similar nature, pointing to a redundancy in positions.
- According to district documentation, the director of Technology reports to the educational support area even though the position's responsibility is technology support for the entire district. In a June 2004 meeting with district officials, the director of Technology understood that the position was to report to the executive director of Pupil Services/PEIMS; however, the review team was told the position reported to the superintendent of Curriculum, Instruction, and Assessment. The current reporting structure in either report line does not lend itself to serving the needs of the entire district and the absence of a direct link to the superintendent does not ensure that the importance of technology is being supported.

**EXHIBIT 2-5
SWISD ORGANIZATION
2003-04**



SOURCE: SWISD Administration, April 2004.

*The Tax Consultant and assistant superintendent of Business/Finance are the same person.

** The executive director of Pupil Services and executive director for PEIMS are the same person.

- The principal of the Discipline Alternative Education Program Center also has a dual reporting structure and reports to the assistant superintendent for Curriculum, Instruction, and Assessment and the executive director of Student and Outreach Services. Not only is there a dual reporting structure, but all other principals also report to the superintendent, leaving this sole principal in a distinct line of reporting.
- The assistant superintendent for Business and Finance directly supervises the executive director for PEIMS coordination, Business Manager and the coordinator for Child Nutrition. The assistant superintendent for Business and Finance in most districts typically supervises not only the financial areas but also

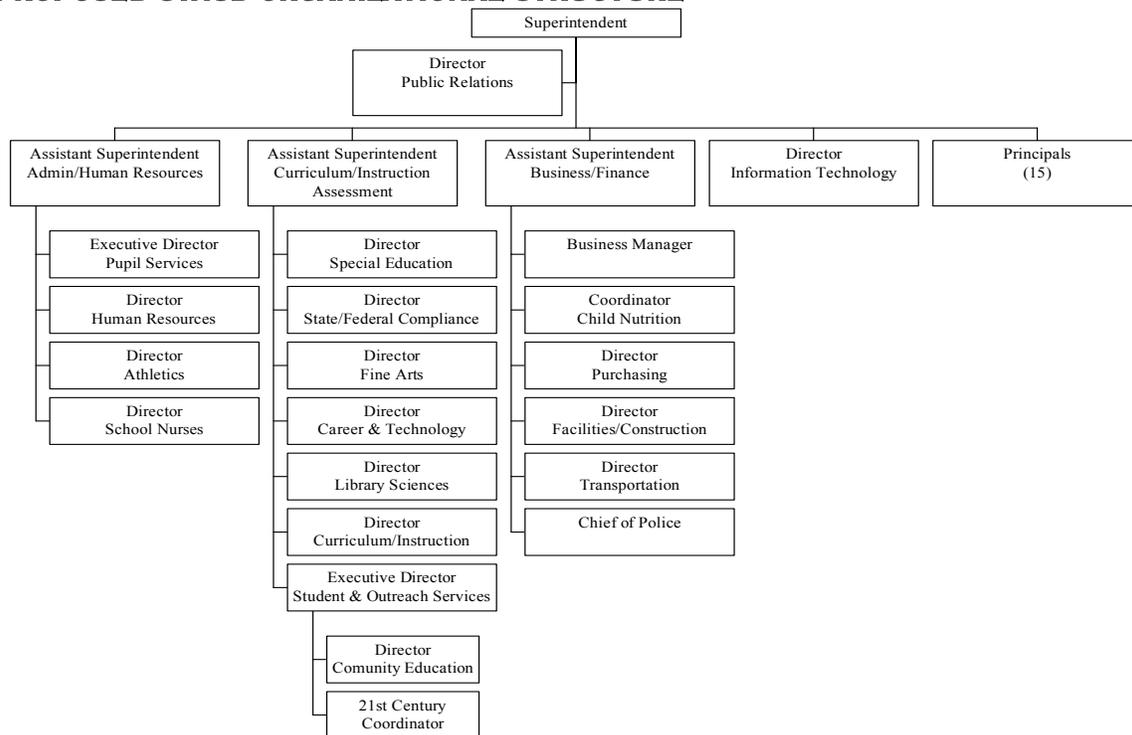
all non-academic operational and support service areas. The SWISD assistant superintendent for Business and Finance presently supervises only one operational area, Child Nutrition.

- The district does not have a Purchasing director with the corresponding expertise to make purchases that are in the best interest of the district.

The district should reorganize central administration along functional lines.

The district should remove dual reporting structures, align individuals whose job depends on direct communication and the ability to directly report to the superintendent, and eliminate the executive director of Special Programs since the position's

**EXHIBIT 2-6
PROPOSED SWISD ORGANIZATIONAL STRUCTURE**



SOURCE: INFOSYS Development Group, Inc., July 2004.

duties are similar to the director of Special Education. The district should also consolidate all operations under the assistant superintendent for Business and Finance and create a director of Purchasing position. By reorganizing the district along functional lines, SWISD will ensure a seamless delivery of services to all stakeholders.

Grouping SWISD’s organization along more functional lines will assist the district in clearly defining reporting roles and providing an improved service-delivery model.

Each of the three primary divisions, Administration and Human Resources, Business and Finance, and Curriculum, Instruction, and Assessment, should have a defined scope of responsibility, with appropriate departments assigned to each of the divisions.

Furthermore, eliminating the vacant position of executive director of Special Programs at an annual salary of \$65,253 (\$60,378 minimum salary + \$4,875 benefits) will not only reduce costs but also improve management and operations of the Special Programs area.

Additional fiscal impacts for addition or elimination of other staff are found in corresponding chapters.

The superintendent, as chief administrator of the district, should plan an orderly transition to the new organizational structure.

Exhibit 2-6 above exemplifies the new proposed organizational structure for Southwest ISD.

COMPREHENSIVE POLICIES AND PROCEDURES (REC. 16)

Not all divisions in the district have comprehensive sets of manuals for conducting the operations of the district. As seen in **Exhibit 2-7**, the Human Resources department, Accounting department, purchasing area, and Technology Support and Data Management department have either no policies or incomplete policies and procedures manuals. The Curriculum, Instruction, and Assessment Department has a manual; however, the one weakness is the lack of a consistent format for each sub-heading.

When staff members leave a district for personal reasons or retire before manuals are prepared, valuable information can be lost and other staff members are left to recreate the processes. Various departments often rely on the memory of long-time members to provide information that would normally be contained in manuals.

**EXHIBIT 2-7
SWISD POLICIES AND PROCEDURES REVIEW
2003-04**

FUNCTIONAL AREAS	FINDING
Curriculum, Instruction and Assessment Department	Curriculum, Instruction and Assessment policy and procedural guidelines have been an on going document development since 2002. A weakness is the lack of consistent format for each of the subheadings.
Human Resources Department	The HR department does not have a detailed Personnel Practices Manual. One-page summaries of certain job duties have been compiled. These summaries do not provide enough specific details for a new staff member to perform the duty without assistance from an experienced member of the department.
Accounting Department	SWISD does not have comprehensive accounting procedure manuals.
Purchasing area	SWISD does not have a comprehensive policy and procedures manual. Currently the district follows District Policy CH (Legal) for purchasing guidelines. However, there is no purchasing procedures manual. Training for staff is done on an as needed basis.
Technology Support and Data Management Department	There are minimal departmental policies and procedures for operating the IT component of the district. This approach requires each staff to learn by trial and error instead of being led by the collective knowledge of the department staff.

SOURCE: SWISD departmental interviews, April 2004.

Effective procedures manuals provide the basis for training new employees, detail day-to-day processes, stipulate how board policy is to be implemented, provide for clear communication among school administrators and staff; and are updated at least annually.

The use of a procedure manual also helps ensure cost effectiveness of conducting district business in a uniform and consistent manner, provides an excellent training guide for new employees, and works as a reference tool for all employees. School districts have found that fully documented procedures serve as vital tools for improving consistency and maintaining the stability of district operations.

SWISD should develop a comprehensive written set of manuals for conducting the operations of the district. The manuals developed by and for SWISD should be placed on the district’s Intranet. Each assistant superintendent should assemble all the existing policies and procedures in their functional area of responsibility and assemble a team to assist in developing the manuals. Each assistant superintendent should then review the manuals while each department head develops a plan to train all staff members, using the manuals as a training guide. Manuals should be updated annually.

LONG RANGE PLANNING (REC. 17)

SWISD’s planning process is not integrated. Most district plans are created separately and do not maintain a cohesive set of goals and objectives. The superintendent has overall responsibility for planning within the district. The superintendent has included the assistant superintendents in the process, as presented below:

- The assistant superintendent for Business and Finance has the responsibility for the

development and maintenance of the annual budget and has a central role on the superintendent’s team in school district planning and analysis of current programs, support systems, and expenditures.

- The assistant superintendent for Curriculum Instruction and Assessment participates in the district-level decision making process to establish and review the districts goals and objectives.
- The assistant superintendent for Administration and Human Resources provides administrative support to the instructional process in a way that ensures service while including fiscal responsibilities and long-range planning.

The assistant superintendent for Business and Finance has a central role in the planning process. However, planning within the district is done independently and presented in separate reported plans. The plans reviewed by the school review team included the Campus Improvement Plans (CIPs), District Improvement Plan (DIP), SWISD Technology Plan, Facility Plan, Investment Plan, and the annual budget.

The CIPs are developed for each school in the district by the principal and the campus improvement plan committee. This plan covers all educational and financial aspects of the school. The DIP is a combination of instructional input from the CIPs, senior management of the district, and facility departmental managers. CIP’s are used in the budget process to allocate money according to needs of the individual campuses.

The director of Technology Support and Data Management and a committee of district employees prepare the SWISD Technology Plan. This plan

covers all aspects of technology in the district, including business and education planning for a period of four years. The SWISD Technology Plan lacks of annual budget planning information. It does not include a detailed coordinated effort with the Facility Plan or the district's annual budget for technology upgrades.

The Facility Plan relates to the upgrade and building of facilities in the district. A major component of the Facility Plan is the continual review of new residential and apartment building plans in the district. The Facility Plan not only addresses new school construction but also plans for school site purchases, installation of infrastructure, asbestos abatement, roofing, parking lots, demolishing unneeded buildings, painting, additions to buildings and grounds, and renovations of interiors and exteriors. The plan is not attached to budget projections. And student projections have differing projections depending if you are looking at the PEIMS projection numbers or a growth chart prepared by the Facilities director.

The annual budget is the culmination of planning in the district to determine anticipated expenditures and funds for the following. The district employs a vendor to assist with projections of state aid and local revenue based on several scenarios related to growth of taxable value, tax collection rate, and the State Comptroller's appraisal ratio. They also assist with computations and analyses related to setting the district's annual tax rate. The district contracts with Southwest Securities for the issuance of debt, including the authorization, issuance, sale, and delivery of the district's debt instruments. The district also contracts with a vendor for assistance with arbitrage calculations. In addition, another vendor provides representation for the district in negotiations regarding Chapter 313 Property Tax Code, economic development abatement. They also provide analysis of the impact of alternative abatement and benefit mechanisms and other assistance regarding public school finance issues, as may be requested by the district.

According to section 2.11.1.1 of the TEA Financial Accountability System Resource Guide (FASRG), school districts must know how many students will be enrolled before they can do any meaningful planning. Enrollment projections drive many of the revenue and expenditure components of both annual operating and multi-year program and construction budgets. At the most basic level, enrollment projections determine the number of buildings and classrooms that a district needs. Furthermore, the numbers of faculty needed are based upon the number of students enrolled. Beyond these basic purposes, however, enrollment projections also

determine the functions of a district's educational program. The types of individuals that comprise the student population are important in planning educational programs that meet the unique needs.

The projection of student enrollments is important for both the next fiscal year and several subsequent fiscal years because time frames for educational programs and capital building/consolidation programs may be a year or more.

Currently, a major planning issue is the impact of the new Toyota plant that is already under construction.

Interviews with various departments throughout this review resulted in two distinct convictions: one group believes that the district is not going to grow, and the other group believes that the district is going to see tremendous growth. In interviews with the superintendent, he stated that the district was going to see very little growth in the next three to four years with the Toyota plant. He also stated that the district was only growing by less than 100 students per year. In contrast, the facility plan summarized that "the district is continuing to see development outside Loop 410 along Highway 16, inside Loop 410 and Pearsall Road, and around Loop 410 and Ray Ellison and Medina Base." The district's facility plan also mentioned "the proposed housing projects in these areas could possibly add thousands of homes to the district within the next five to 10 years."

One methodology obtained from discussions with the Facilities and Transportation Department heads was based on a modified geo-referenced student enrollment projection. By meeting with contractors and other developers in the area and inputting their information into the transportation route scheduling software, student enrollment projections for the district can be forecasted. Their methodology is based on factors used to derive the number of students as follows: 0.41 per mobile home, 0.92 per single home, and 0.33 per apartment.

Another projection methodology that the review team obtained was a student enrollment projection up to the year 2009 from the assistant superintendent for Administration and Human Resources. This projection was based on PEIMS historical data. An examination of three years, 2003, 2004, and 2005, showed student populations at 9,684 (the 2003–04 student enrollment), 9,727, and 10,117, respectively; however, these changes in population were not supported with any methodology, and the district explained that it was based only on historical student enrollment data.

The assistant superintendent for Business and Finance commented that student enrollment

projections are based on historical trends and personal knowledge.

The various methods used by the district to project student enrollment are not combined into one consistent enrollment projection that is sufficiently communicated to all departments.

Enrollment projections are an important component of projects such as the forthcoming Toyota project. **Exhibit 2-8** indicates total taxable property amount to be abated is \$394 million over an eight-year period. Using the current tax rate of \$1.50 per \$100 assessed evaluation, the value of the abatement to Toyota is \$59,160,000. The board must include assessment of the impact on the district in many ways, such as potential new students, possible new schools being needed, additional bond money for construction, and many other issues currently not seen.

As shown in **Exhibit 2-8**, translation of the substantial completion dates to values for tax rolls has been submitted to the school district as follows:

- Estimated investment for 2006 is \$25 million
- Estimated investment for 2007 is \$438 million
- Estimated investment for 2008 through 2014 is \$10 million each year
- Estimated investment for 2015 and after \$503 million

All of the data provided by each plan and the forecasted impact of upcoming industries indicate

that the district needs a consolidated long-range strategic plan that is supported by approved methodologies and research-based dynamic decision making models to adequately planning for the future.

Exhibit 2-9 displays the components for an effective strategic plan.

Many districts use a comprehensive strategic planning process to establish a clear direction for the district, build support for and concentrate resources on district priorities, assist the district in accomplishing its objectives, and provide valid information for decision-making. The plan is a result of a collaborative effort involving input from teachers, administrators, parents, students, and community members.

Long-term planning is critical to effective management. Planning enables a district to efficiently define goals and objectives, establish priorities, select appropriate implementation strategies, determine critical measures of performance in achieving the goals and objectives, and ensure that the district has the needed funds to support its goals.

Effective strategic planning includes direction and focus from the school board and a steering committee in setting priorities or major goals, broad-based and diverse committees set up to address established priorities and develop activity plans addressing each priority; activity plans that contain measurable goals, dates, and assignments of responsibility for implementation, two-way communication between the governing body and the

**EXHIBIT 2-8
CHANGE IN GENERAL FUND REVENUE WITH TOYOTA FACILITY
AND CHAPTER 313 ABATEMENT
(AMOUNTS IN MILLIONS)**

YEAR ENDING	TOTAL	LOCAL	STATE	ESTIMATED INVESTMENT	ABATEMENT	NET VALUE
2006	\$0.42	\$0.37	\$0.05	\$25.00	\$0.00	\$25.00
2007	\$6.27	\$6.59	(\$0.32)	\$438.00	\$0.00	\$438.00
2008	\$18.32	\$0.15	(\$0.15)	\$503.00	\$493.00	\$10.00
2009	\$0.00	\$0.15	(\$0.15)	\$503.00	\$503.00	\$10.00
2010	\$0.00	\$0.15	(\$0.15)	\$503.00	\$493.00	\$10.00
2011	\$0.00	\$0.15	(\$0.15)	\$503.00	\$493.00	\$10.00
2012	\$0.00	\$0.15	(\$0.15)	\$503.00	\$493.00	\$10.00
2013	\$0.00	\$0.15	(\$0.15)	\$503.00	\$493.00	\$10.00
2014	\$0.00	\$0.15	(\$0.15)	\$503.00	\$493.00	\$10.00
2015	\$2.44	\$2.59	(\$0.15)	\$503.00	\$493.00	\$503.00

SOURCE: Moak, Casey & Associates, LLP, April 2004.

**EXHIBIT 2-9
COMPONENTS OF A STRATEGIC PLAN**

Shared vision and values Purpose/Mission statement External data collection and analysis Internal data collection/analysis External factors Key Stakeholders Competing factors	Critical issues Threats/opportunities Student outcomes District goals Best ideas/innovations Operational plans/objectives Annual review and update
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SOURCE: Texas Association of School Boards.

committees during the plan development period, decisive governance that uses the recommendations of the committees to the greatest degree possible when approving the final plan, performance-based annual activity plan monitoring and adjustment, and budgets requiring expenditures tied directly to overall district goals and priorities.

Strategic planning enables school districts to define goals and objectives, establish priorities, and determine specific implementation strategies. The process begins as a school district assesses its strengths and weaknesses in instruction and support. From broad goals, specific strategies can be developed.

Bastrop ISD (BISD) developed a strategic planning process that provides direction and focus and helped the district achieve its mission of improving student academic performance. BISD adopted six long-range goals to form the basis for developing the district's strategic plan objectives and implementation strategies. The process began in 1995 when the strategic planning committee adopted the goals for district performance in conjunction with the district improvement plans. Other goals of the district call for student mastery and a steady progression in the curriculum for preparing students to enter the workforce or post-secondary education; recruitment, training and retention of qualified and effective personnel; effective and efficient use of resources; and providing opportunities to citizens for life-long learning.

SWISD should develop an integrated long-range strategic plan. The assistant superintendent for Business and Finance, with input from both the assistant superintendent for Curriculum, Instruction, and Assessment and the assistant superintendent for Administration and Human Resources, should ensure that all plans are integrated into a single comprehensive plan. In addition, the plan should be integrated with the annual budgeting process and ultimately be presented to the superintendent and board for approval. Developing an integrated strategic plan will allow for a unified set of goals, objectives, and strategies to carry the district forward in providing instructional and operational services for the next several years.

COMMUNITY INVOLVEMENT (REC. 18)

The executive director of Public Relations, executive director for Student Outreach and Services, the director of Community Education, and the Coordinator of the 21st Century Program do not discuss community involvement issues on a consistent basis. All four positions touch upon communications to the same customer base, community members, parents, and students involved

in programs. The executive director for Student Outreach and Services has responsibilities that involve the district's overall effort to reach out to its community. In addition, the director of Community Education's job description states that the position should maintain coordination with the 21st Century Learning Center Coordinator for services, partnerships, public relations, media, and resources.

Some duties for the executive director of Public Relations and the director of Community Education overlap, as evidenced in their job descriptions. The director of Community Education must collaborate with business, agencies, and community groups to maximize use of human and physical resources. To an extent, the executive director of Public Information also touches base with area businesses, agencies, and community groups as part of providing information between the school system and the community.

Exhibit 2-10 presents the responsibilities of each position. The list of responsibilities for the positions were compared to ensure there was no duplication of activities and that all aspects of community involvement were considered in the development of these positions. Currently, they do not meet regularly for the purpose of exchanging ideas, observations, and experiences.

Effective districts with extensive community programs ensure programs are consistently coordinated and lines of communication are left open for engaging in planned meetings and discussions with all entities in charge of delivering services to the same customer base, students, parents, staff, community groups, and business partners.

The organizational chart for the school, as shown in **Exhibit 2-11**, shows the relationship of the three positions from a districtwide perspective.

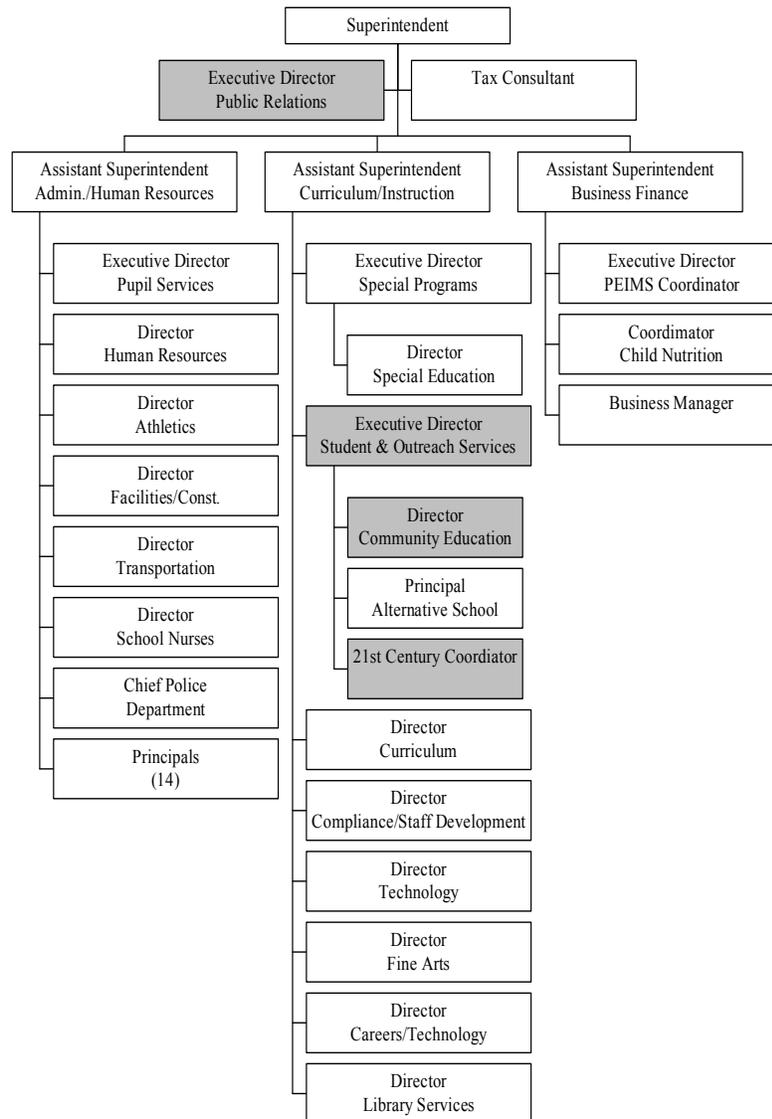
The district should conduct regularly scheduled meetings of administrators responsible for the district's community involvement effort. The executive director of Public Relations, director of Community Education, and the executive director for Student Outreach and Services should comprise the core of this group and should meet on a regular basis to coordinate activities, share ideas and experiences, and develop strategies for involving the community. Other staff members with connection to the community involvement program should also be added to the committee on an as-needed basis. For example, the director of Technology would be an appropriate member of the committee due to his

**EXHIBIT 2-10
COMPARISON OF JOB DESCRIPTIONS
EXECUTIVE DIRECTOR OF PUBLIC RELATIONS,
DIRECTOR OF COMMUNITY EDUCATION, EXECUTIVE DIRECTOR FOR PUBLIC AND
STUDENT OUTREACH SERVICES AND COORDINATOR OF THE 21ST CENTURY LEARNING
CENTER PROGRAM**

COMPONENT FROM JOB DESCRIPTION	EXECUTIVE DIRECTOR OF PUBLIC RELATIONS	DIRECTOR OF COMMUNITY EDUCATION
Primary Purpose	Promote positive public relations between the school district and community. Prepare and provide information to the public about the activities, goals, and policies of the school district. Distribute pertinent information about the district and its activities to employees.	Coordinate all activities related to the Community Education Program, and or all other activities related to the maintenance of partnerships with numerous agencies and organizations, the Adult Basic Education Program and the GED testing site in accordance with the mission and policies of the Southwest Independent School District.
Reports to	Superintendent of Schools	Executive Director of Student and Outreach Services
Major Duties	Direct and manage the district's public information activities. Serve as the information liaison between the school system and the community. Serve as district spokesperson and coordinate media coverage. Prepare press releases and publish articles and photos in local media and other publications. Help school personnel publicize and promote any performances, exhibitions, displays, or special programs sponsored by the schools. Design, prepare and edit district publications including newsletters, recruitment brochures, programs for special events, and other publications.	Coordinate and supervise a Community Education Program reflective of and responsive to community needs to provide lifelong learning opportunities for all ages of citizens within the Southwest Independent School District community. Coordinate and supervise a Community Education Program targeting the diverse educational needs of the school-aged population. Maintain coordination with the 21 st Century Learning Center Coordinator for services, partnerships, public relations, media and resources. Coordinate and supervise the GED Testing Center. Coordinate and supervise the Adult Basic Education Program.
COMPONENT FROM JOB DESCRIPTION	EXECUTIVE DIRECTOR FOR PUBLIC RELATIONS/ ADMINISTRATIVE ASSISTANT	COORDINATOR OF THE 21ST CENTURY LEARNING CENTER PROGRAM
Major Duties	Supervise personnel and coordinate schedule in the district print shop. Supervise Central Office Receptionist.	Manage a cost-effective program through analysis of programs, maintaining accurate records, exploring methods of improvement and alternative funding, and demonstrating fiscal responsibility. Collaborate with business, agencies, and community groups to maximize use of human and physical resources. Work closely with campuses to facilitate accessing of additional resources to enhance/extend educational opportunities for their learning community.
COMPONENT FROM JOB DESCRIPTION	EXECUTIVE DIRECTOR FOR STUDENT OUTREACH AND SERVICES	COORDINATOR OF THE 21ST CENTURY LEARNING CENTER PROGRAM
Primary Purpose	Directs Student Outreach Program of the district and assume administrative responsibility for the planning, operation, supervision, and evaluation of the programs, services, and facilities of the district and for the annual appraisal of district staff.	To implement the mission, goals and objectives of the 21 st Century Community Learning Center (21 st CCLC) Grant accordance with the mission and policies of the Southwest Independent School District.
Reports to	Assistant Superintendent for Curriculum, Instruction and Assessment.	Executive Director of Student and Outreach Services
Major Duties	Direct the District's Student Outreach Program to ensure the community's needs are met. Oversee the program's staff to ensure that federal, and state laws are being followed. Coordinate maintenance of records, staff development and related services as specified by required federal, state, and local forms. Serve as a liaison between the Student and Outreach Services Department with district schools, community and outside agencies. Communicate to parents, information about meetings, assessments, services, placement and assist in attendance to meetings and appointments. Coordinates staffing, meetings and special appointments. Act as a consultant/specialist to teachers needing assistance in developing behavior management systems, techniques and strategies that are relevant services to the community. Coordinate all district personnel in providing services to students. Serve as a crisis intervention mediator between campuses and district office.	Communicate all after school evening events associated with the 21 st CCLC Grant. Monitor allocated budget expenditures. Work cooperatively with the Office of Community Education in preparation and distribution of public relation projects such as newsletters and brochures. Work cooperatively with the Office of Community Education and the "four" 21 st CCLC sites utilizing the continuous improvement process to ensure program effectiveness. Coordinate all activities of the 21 CCLC Grant. Attend related staff development. Monitor and meet regularly with after school and evening staff in regards to program effectiveness and quality. Ensure that federal and state laws and regulations concerning grant implementation are complied with. Keep extensive and accurate records of program components for each of the four 21 st CCLC sites enabling compilation of program data for program evaluations required biannually along with quarterly reviews.

SOURCE: SWISD Personnel Department.

**EXHIBIT 2-11
SWISD'S ADMINISTRATIVE ORGANIZATION
2003-04**



SOURCE: SWISD Administration, 2003-04.

expertise and involvement in technology and his ability to coordinate all communications on the district's website.

SCHOOL DISTRICT WEBSITE (REC. 19)

The school district's website is not user-friendly and does not promote the image of the school district or inform the public about the activities of the district. Currently, SWISD's website does not readily give the visitor the name of the superintendent or a phone number or physical address of where to contact district administration.

Because the district's website remains fully undeveloped, the district is missing an opportunity to

communicate with the public. Furthermore, the community's perception of the district is shaped by the way the district presents itself to the public. A publication or website that is not finished or poorly developed may cause the public to form the same impression about the district.

SWISD's website lacks input from a variety of staff and community members that could bring knowledge about the community and district activities to the design table. The website was developed without input from the executive director for Public Relations, executive director of Student and Outreach services and the director of

Community Education, all of whom have some type of responsibility for community-school interaction. Currently, the district website will take the user to the campus page, but there is no home button to take the user from the campus page back to the district page. The Media Center/Library link and the parent and student link are not active. In addition, the district's "News Releases" link is not developed and does not contain any news about the district.

Austin ISD established a Web Advisory Committee to oversee changes and additions in content areas to ensure that all of its departments were adequately represented on its website. The committee also helped develop better on-line technical support materials and user guidelines for school Webmasters. Many Texas school districts have excellent websites that could serve as models for SWISD. Hamilton ISD, for example, maintains a well designed website that includes information on all the schools as well as the administration and school board meetings. State test scores, the scholastic calendar, and an activities calendar are also included on the site.

SWISD should redesign the district's website. The executive director of Public Relations should chair a committee comprised of the director of Technology, executive director for Student Outreach and Services, director of Community Education, and the 21st Century Coordinator to redesign all aspects of the website, including the community outreach portion. The director of Technology, with assistance from the Webmaster, should supervise the updating of information to the website. The committee should meet monthly to review new information or ideas to enhance the district's website.

STAFFING STANDARDS (REC.20)

Although SWISD uses locally developed staffing formulas, overall plans do not address campuses with less than 600 students or comparisons to industry standards. In a meeting with district officials, the district indicated internal staffing plans were not only based on an internal plan but also on comparisons with neighboring districts like Edgewood and South San Antonio ISDs. In addition, the district's staffing plans do not include industry standards, such as those developed by the Southern Association of Colleges and Schools (SACS). SACS accredits more than 12,000 public and private educational institutions, from pre-kindergarten through university levels, in 11 states in the southeastern United States and Latin America. Texas is one of the states in the southeastern region. SACS standards are based upon school enrollment and found in the 2003–04 Checklist of Standards for the Accreditation of Schools.

When comparing the district's staffing allocations to SACS standards, the district is overstaffed by five assistant principals and 18.5 secretary/office clerk positions. Southwest, Sun Valley, Bob Hope, and Kreiwald Road elementary schools would not qualify for the additional 0.5 assistant principal until their enrollment reaches or exceeds 500 students. Indian Creek and Sky Harbour elementary schools would not qualify for an additional 0.5 assistant principal until their enrollment reaches or exceeds 1,000 students.

SWISD uses a staffing plan that indicates guidelines for student populations in elementary, middle, and high school, and following this plan, allocates one assistant principal (as determined by needs) and one secretary/office clerk for more than 600 students. The plans do not give any staffing patterns for schools with populations of less than 600 students. Using the district's own staffing plans, SWISD is overstaffed by 11 assistant principal positions and nine secretary and office clerk positions as opposed to the more conservative estimates followed in SACS standards.

Exhibits 2-12, 2-13, and 2-14 present SACS accreditation standards for campus support staffing in elementary, middle, and high schools.

Exhibits 2-15 and 2-16 show the staffing of assistant principals and secretary/office clerks at SWISD schools compared to SACS and internal district standards.

While the staffing of additional assistant principal positions has benefits for both the instructional and behavioral management programs, the excess positions absorb valuable funding that can be expended in other instructional areas of the district. Moving to the recommended levels of staffing will allow appropriate assignments of duties while still meeting student and staff needs.

Many districts use industry standards to equitably distribute staff. In this way, districts staff accordingly and as student enrollments change, the district can adjust its staffing needs. In the case of SWISD, the district has had a fairly flat enrollment, with only a 1.8 percent increase over a five-year history. The district's spike in enrollment figures in 2001–02 may have been the result of the district adding a pre-kindergarten program to three elementary schools.

The district should revise its staffing plan to include industry standards and staff SWISD accordingly.

Using industry standards like SACS can provide the district a more conservative plan to staff accordingly and reduce costs, enabling the district to reallocate funds based upon established priorities.

**EXHIBIT 2-12
SACS ACCREDITATION STANDARDS FOR
CAMPUS NON-TEACHING STAFF
ELEMENTARY SCHOOLS
2002-03**

ENROLLMENT	PRINCIPAL	ASSISTANT PRINCIPAL	SECRETARIES AND CLERKS
1-249	1.0	0.0	0.5
250-499	1.0	0.5	1.0
500-749	1.0	1.0	1.5
750-999	1.0	1.0	1.5
1000-1249	1.0	1.5	2.0
1250-1499	1.0	2.0	2.0
1500-up	1.0	2.0	2.0

SOURCE: Southern Association of Colleges and Schools Elementary Schools Accreditation Standards, 2002-03.

**EXHIBIT 2-13
SACS ACCREDITATION STANDARDS FOR
CAMPUS NON-TEACHING STAFF
MIDDLE SCHOOLS
2002-03**

ENROLLMENT	PRINCIPAL	ASSISTANT PRINCIPAL	SECRETARIES AND CLERKS
1-249	1.0	0.0	0.5
250-499	1.0	0.5	1.0
500-749	1.0	1.0	1.5
750-999	1.0	1.0	1.5
1,000-1,249	1.0	1.5	2.0
1,250-1,499	1.0	2.0	2.0
1,500-up	1.0*	2.0*	2.0

SOURCE: Southern Association of Colleges and Schools Middle Schools Accreditation Standards, 2002-03.

* Plus one FTE where needed for each 250 students over 1500.

**EXHIBIT 2-14
SACS ACCREDITATION STANDARDS FOR
CAMPUS NON-TEACHING STAFF
HIGH SCHOOLS
2002-03**

ENROLLMENT	PRINCIPAL	ASSISTANT PRINCIPAL	SECRETARIES AND CLERKS
1-249	1.0	0.0	1.0
250-499	1.0	0.5	2.0
500-749	1.0	1.0	3.0
750-999	1.0	1.5	3.5
1,000-1,249	1.0	2.0	4.0
1,250-1,499	1.0	2.5	4.5
1,500-up	1.0*	2.5*	4.5

SOURCE: Southern Association of Colleges and Schools High School Accreditation Standards, 2002-03.

* Plus one FTE where needed for each 250 students over 1500.

Using industry-staffing standards, the district can eliminate five assistant principal and 18.5 secretary/office clerk positions. Assistant principal (AP) positions are already contracted for 2004-05, so the savings will not begin for those positions until 2005-06. Savings for eliminating five assistant principal positions are estimated at \$285,690 annually (five assistant principals (APs) at an average salary of \$52,860 + \$4,278 benefits = \$57,138 X 5 APs = \$285,690).

Savings for eliminating 18.5 classified staff, which includes secretary/clerks, is estimated to be \$496,022 annually.

**EXHIBIT 2-15
SWISD SCHOOLS COMPARED TO INTERNAL STANDARDS & SACS STANDARDS FOR ASSISTANT PRINCIPALS**

CAMPUS	STUDENTS	SWISD ASSISTANT PRINCIPALS	SACS	(EXCESS) SHORT	ACCORDING TO DISTRICT STANDARDS OF 600+ ENROLLMENT	(EXCESS) SHORT
SWHS	2,586	5	6.8	1.8	5	0
McAuliffe	710	2	1.0	(1.0)	1	(1.0)
Scobee	781	2	1.0	(1.0)	1	(1.0)
McNair	775	2	1.0	(1.0)	1	(1.0)
Southwest	450	1	0.5	(0.5)	0	(1.0)
Sun Valley	398	1	0.5	(0.5)	0	(1.0)
Indian Creek	768	2	1.0	(1.0)	1	(1.0)
Bob Hope	346	1	0.5	(0.5)	0	(1.0)
Sky Harbour	730	2	1.0	(1.0)	1	(1.0)
Hidden Cove	613	1	1.0	0.0	1	0
Big Country	510	1	1.0	0.0	0	(1.0)
Elm Creek	585	1	1.0	0.0	0	(1.0)
Kriewald Road	428	1	0.5	(0.5)	0	(1.0)
Total Positions		22	16.8	(5.2)	11	(11.0)

SOURCE: SWISD Position Control; 2003-04 Southern Association of Colleges and Schools Checklist for the Accreditation of Schools.

**EXHIBIT 2-16
SWISD SCHOOLS COMPARED TO INTERNAL STANDARDS & SACS STANDARDS FOR SECRETARIES & OFFICE CLERKS**

CAMPUS	STUDENTS	SWISD SECRETARIES & OFFICE CLERKS	SACS	(EXCESS) SHORT	ACCORDING TO DISTRICT STANDARDS OF 600+ ENROLLMENT	(EXCESS) SHORT
SWHS	2,586	8	4.5	(3.5)	6	(2.0)
McAuliffe	710	4	1.5	(2.5)	2	(2.0)
Scobee	781	4	1.5	(2.5)	2	(2.0)
McNair Sixth Grade School	775	3	1.5	(1.5)	2	(1.0)
Southwest	450	2	1.0	(1.0)	2	0
Sun Valley	398	2	1.0	(1.0)	2	0
Indian Creek	768	3	1.5	(1.5)	2	(1.0)
Bob Hope	346	2	1.0	(1.0)	2	0
Sky Harbour	730	3	1.5	(1.5)	2	(1.0)
Hidden Cove	613	2	1.5	(0.5)	2	0
Big Country	510	2	1.5	(0.5)	2	0
Elm Creek	585	2	1.5	(0.5)	2	0
Kriewald Road	428	2	1.0	(1.0)	2	0
Total Positions		39	20.5	(18.5)	30	(9.0)

SOURCE: SWISD Position Control, 2003-04 Southern Association of Colleges and Schools, Checklist for the Accreditation of Schools.

Positions using an average of Pay Grade Type II at SWISD, consisting of office clerks/ secretary positions at \$23,556 + \$3,256 benefits = \$26,812 X 18.5 clerk/secretary positions = \$496,022. Anticipating the need for planning, the structure can

go into effect in January 2005, therefore, costs for the first year will total \$330,681 rounded to the nearest whole dollar. The computation for this amount is based on \$496,022 divided by 12 months and multiplied by eight months to derive at

two-thirds implementation of the recommendation or 8/12. Savings for 2005–06 through 2008–09 will be \$496,022 Clerks/Secretary + \$285,690 APs = \$781,712.

For background information on District Management, see p. 119 in the General Information section of the appendices.

FISCAL IMPACT

	RECOMMENDATION	2004-05	2005-06	2006-07	2007-08	2008-09	TOTAL 5-YEAR (COSTS) OR SAVINGS	ONE TIME (COSTS) OR SAVINGS
CHAPTER 2: DISTRICT MANAGEMENT								
13.	Use the SWISD website to communicate the board agenda and minutes to the community.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
14.	Train board members and the superintendent on Robert's Rules of Order.	\$0	\$0	\$0	\$0	\$0	\$0	(\$600)
15.	Reorganize central administration along functional lines.	\$65,253	\$65,253	\$65,253	\$65,253	\$65,253	\$326,265	\$0
16.	Develop a comprehensive written set of manuals for conducting the operations of the district.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
17.	Develop an integrated long-range strategic plan.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
18.	Conduct regularly scheduled meetings of administrators responsible for the district's community involvement effort.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
19.	Redesign the district's website.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
20.	Revise the district's staffing plan to include industry standards and staff SWISD accordingly.	\$330,681	\$781,712	\$781,712	\$781,712	\$781,712	\$3,457,529	\$0
Totals-Chapter 2		\$395,934	\$846,965	\$846,965	\$846,965	\$846,965	\$3,783,794	(\$600)

CHAPTER 3

INFORMATION TECHNOLOGY AND COMPUTERS

Southwest ISD expended \$458,440, or 0.68 percent, of the school district's total operation budget on information technology. The Technology Support and Data Management Department (the Technology Department) is currently staffed with five technicians and one director. The department is responsible for the IT infrastructure that spans 14 campuses and numerous offices for more than twelve departments. In the past five and one-half years, all campuses and the majority of offices have been connected to a wide area network that provides software for management, instruction, learning, productivity, assessment and communication as well as internet, printing and storage services. The student to computer ratio is 4.6:1.

ACCOMPLISHMENTS

- SWISD has a well-designed and defined process for ensuring accuracy when submitting PEIMS data.

FINDINGS

- The Technology Department is not staffed based on the current needs of the district. The current staff do not have the specialized skills required to operate and maintain the network and some functions, such as help desk, are not formally assigned.
- The district's Long-Range Technology Plan does not provide sufficient financial and timing details to allow adequate input of information to the district's annual budgeting process.
- The district does not have districtwide policies and procedures that require all technology purchase requisitions to have the written approval of the Technology Department. Computers purchased without input and approval from the Technology Department may not interact properly with the existing information technology infrastructure resulting in productivity losses and higher maintenance costs.
- The district's information system is not implemented as designed. The Student System and Business System software run on two different servers. This results in extra costs related to equipment and personnel and inefficiency with combining data for reporting purposes.

RECOMMENDATIONS

Recommendation 21 (p. 54): Reorganize staff, hire three specialized positions and assign a technician to operate a formal help desk function. The district should eliminate three technician positions and the vacant Technology

Coordinator position and staff the department with three specialized positions consisting of a network administrator, business software analyst and telecommunication analyst. The district should formally assign a technician to the help desk function. This will provide the district with on-site expertise necessary to operate the network and provide support for those systems.

Recommendation 22 (p. 56): Revise the district's Long-Range Technology Plan and include sufficient financial and timing details to support the plan's goals and objectives. The plan should include an annual breakdown of budget needs related to each objective in the plan.

Recommendation 23 (p. 56): Establish districtwide policies and procedures that require all technology purchases to have the written approval of the Technology Department. The policies should refer to the current specifications for hardware and software and be updated when specifications change.

Recommendation 24 (p. 57): Implement the district's information system as designed by integrating the Student and Business Services data and applications onto one server. During 2004–05, the district should plan for an integration of the system onto the server maintained by the Technology Department. A two-step process can easily consolidate the split system. SWISD Should consolidate all login information to the Technology Department server and combine the data after a month-end close. This process will provide integrated information for the entire district.

DETAILED ACCOMPLISHMENTS

PEIMS SUBMISSION

The district has implemented process-driven procedures for the submission of PEIMS.

The process groups data elements into categories that are then entered by a designated person, specifies the resource to help that person, and has verification step sign-offs. There is a triple check of all district PEIMS data. The PEIMS clerk who entered the data, the principal, and each department head responsible for their particular data verify that the data is correct. As a result, there have been no PEIMS resubmissions due to data errors in the past five years. In addition, the district has trained three PEIMS substitute entry clerks to step in and complete the work when other clerks are absent.

Exhibit 3-1 shows the fall PEIMS staff data checklist. The data elements for each area are specified by responsibility: who enters the data, who

**EXHIBIT 3-1
FALL PEIMS STAFF DATA CHECKLIST
2003-04**

DATA ELEMENTS	ENTERED BY	ADMINISTRATIVE CODING RESOURCE	VERIFIED BY
Basic Demographic Data (name, sex, date of birth, ethnicity, social security number, years professional experience, highest degree level)	Campus PEIMS clerk/Personnel clerk	Personnel Department	Director of Human Resources
Payroll Summary (years experience in district, number days employed, percent of days employed)	Personnel clerk	Personnel Department	Director of Human Resources
Contracted Instructional Staff	Business Manager	Business Manager	Business Manager
Permit Data	Personnel clerk	Personnel Clerk	Director of Human Resources
Staff Responsibilities	Campus PEIMS clerk/Personnel clerk	Personnel Clerk	Director of Human Resources

SOURCE: SWISD Technology Department, April 2004.

is the administrative coding source, and who must verify the data. Similar checklists specify special population and budgeted data.

Accurate and timely reporting of data is critical if the district is to receive the appropriate amount of funds. Further, accurate and timely management reports are needed to ensure that departments and schools are running as effectively and efficiently as possible.

School districts submit the required data in accordance with PEIMS Data Standards to their Regional Education Service Center (RESC). There are four submissions each year. Submission 1 is due in December and reports a snapshot of all students served and staff employed on a given date in October. Submission 2 is a report of actual financial data for the prior year and is due in February. Submission 3 includes year long student attendance, high school course completions, and disciplinary actions, and is due in June. Submission 4 is a report of extended year services student data for the preceding school year and is due in September. In order to meet Texas Education Agency (TEA) deadlines, Regional Education Service Centers establish due dates to allow sufficient time for technical assistance related to each specific collection. The data is validated/edited by the district and RESC prior to submission to TEA.

SWISD has a well-designed and defined process for ensuring accuracy in submitting PEIMS data.

DETAILED FINDINGS

STAFFING (REC. 21)

The Technology Department is not staffed based on the current needs of the district. Three specific problems were identified in the technology department: a lack of specialized knowledge, no formal help desk function, and consistency of services, such as Internet.

The current staff consist of five technician positions, the director position, and a contractor who provides

up to 150 hours per year of services to the Technology Department. The technology coordinator position has been vacant since the incumbent retired at the end of 2002-03.

The district’s software is a combination of technology infrastructure software and application software for business and student services as listed in **Exhibit 3-2**. Each software program requires specialized training and knowledge to maintain, install, and support; however, the district’s current staff lacks the knowledge base to assist the department and its end users in this function.

Because of limited staffing, the department sought a centralized solution for management and repair of the network system. SWISD purchased software to accomplish the goal and address the problem. According to the district’s Strategic Plan for Maintenance, Repair, Training, and Organization for Technology Support and Data Management (TSDM), purchasing the software “presented major challenges to the department staff because there existed a very limited knowledge base regarding the software. This knowledge base was purchased through a vendor who assisted the department in its utilization and development of a wide area network and telecommunication system. The vendor reported ... “two critical things; one, the need to have the knowledge base reside locally, and two, the need for the department technicians to understand the nature of networks. There is a considerable amount of repair work that requires an understanding not only of computers, but of network technology – a technology associated with servers, switches, routers, cabling, network software and the interrelationship that exists between them. If the staff that migrated to TSDM had any technology experience at all, it was generally limited to workstations or computers, not to networks, servers, and telecommunications software.”

**EXHIBIT 3-2
LIST OF SPECIALIZED SOFTWARE
2003-04**

Regional Service Center Computer Cooperative Student and Business Functions
Grade Speed: Web Based
Sybase Structured Query Language
Team Works Solutions
Management & Tracking of Students
Novell
GroupWise
Sophos AntiVirus Software
ZenWorks

SOURCE: SWISD Technology department, April 2004.

The technology department’s strategic plan also stated, “Making the leap to network repair has been a formidable task for the department staff, particularly the technicians. Since the department has essentially been learning as they work, the production systems fail if a mistake is made. A host of problems have emerged over time to monopolize our time and diminish the opportunity for training.” As a result of software requiring specialized knowledge and lack of training, the current staff does not possess the capabilities to support the district’s needs.

In addition, the district lacks a help desk function to coordinate and assist end users with computer problems with their computers. No single individual is assigned to this function. The current process for problem resolution is for the technicians or the director to assist the caller, or for callers to submit a work order to secure technical support.

The lack of support is a major concern for school staff. Paraphrased comments received from the staff include:

- The grade speed program at the elementary campus has never run satisfactorily;
- The accelerated reader program has been down at the school;
- The accelerated reader program has been out of operation for two years at one elementary;
- The printer has been constantly of out service; and
- Repairs take up to three weeks.

Since there is no help desk with a fully automated help desk system to record service requests, there are no statistics to support these or other details on service requests.

In addition to the lack of specialized knowledge and lack of a help desk function, the technology users do not receive consistent Internet service throughout the day. During the day’s prime time period, Internet service slows down for the district. The district starts

out in the morning with acceptable speed for the Internet service, but as the day progresses, service slows considerably. According to the Technology Department, WAN speed is acceptable therefore the problem is elsewhere. The district has opted to not add any additional T-1 lines until the problem is solved.

To alleviate the problem of slow Internet service, the department restricted access to certain Internet sites, however while the restriction provided some relief with the speed problem, it did not correct the problem entirely. One of the reasons for lack of consistent Internet service is due to the vacancy of the Technology Coordinator position that was assigned this function.

The district should reorganize staff and hire new positions. The district should eliminate three technician positions and the vacant Technology Coordinator position and replace them with a network administrator, business software analyst and telecommunications analyst. The district should assign one technician to the help desk function. The remaining technician will continue functioning in their current role.

The network administrator will install and manage the network software and printers. The telecommunications analyst will monitor all T-1 connections, the operations of the network, handle all routing equipment and hubs, oversee all implementations and maintenance of cabling and wireless connections to the end user computers, maintain all uninterruptible power supply (UPS) equipment, and be the main author and tester of the Disaster Recovery Plan. The business analyst will be responsible for the training and operations of the Region 20 information technology system for business and student services. The realignment of positions involves preparing detailed job descriptions that cover all the technical requirements.

The fiscal impact of this recommendation is as follows: Eliminating three technician positions with a midpoint salary of \$33,947 and associated benefits of

\$3,457 and eliminating the technical coordinator position which is currently vacant with a total salary of \$69,863 plus benefits of \$5,628 totals \$187,703 rounded to the nearest whole dollar. Adding three new positions of telecommunications analyst, network administrator, and business software analyst at a total salary each of \$69,863 and benefits of \$5,628 totals \$226,473. The elimination of four current positions and creation of three specialized positions computes to a net increase in payroll costs of \$38,770 derived from \$226,473-\$187,703. Of the remaining two technicians, one will be assigned the help desk function and the other will remain in their functional role. Anticipating the need for planning, the structure can go into effect in January 2005; therefore, costs for the first year will total \$25,847 rounded to the nearest whole dollar. The computation for this amount is based on \$38,770 divided by 12 months and multiplied by eight months to derive at two-thirds implementation of the recommendation for the first year.

LONG-RANGE TECHNOLOGY PLAN (REC. 22)

The district's Long Range Technology Plan does not provide sufficient financial and timing detail to allow adequate input of information to the district's annual budgeting process. The vision presented in the SWISD Long Range Technology Plan is to: "Design, implement and sustain a deep and seamless presence of technology that supports the teaching, learning and enterprise work of the District." Goals to accomplish this vision are:

- A 4:1 student-to-computer ratio;
- Network connections to all campuses with a 5:1 ratio of drops/classroom;
- Network connections to offices and work sites that support the educational enterprise;
- Telecommunications options (e-mail, web pages);
- Data sources to support learning, teaching, enterprise work, decision making, and accountability;
- Information resources (Internet, IP-based video and voice resources, CD-ROM disk resources); and
- Productivity software and hardware (computers, cameras, projectors, etc.) for knowledge and skill development.

Each objective was described by: activity, staff responsible, time frame, resources, and cost and evaluation; however, the time frame for each

objective was not separated by single school years but instead was grouped into ranges of school years.

For example, for the objective "Research and Acquire Relevant Software at Appropriate Levels to Support Enterprise Activities for Data Collection, Processing and Communication" has a 2001–06 time period, or a total of five years to accomplish. The cost to implement this activity is \$162,500, presumably spent sometime between 2001–2006.

In another example, the objective "Sustain Systems Operations and Development with a Trained Support Staff," also had a 2001–06 time frame, with a cost of \$1.09 million and no indication of how much money the district should allocate each fiscal year for training.

SWISD should revise the district's Long-Range Technology Plan to include sufficient financial and timing details that support the plan's goals and objectives. The most effective technology plans contain clear goals, objectives, and action plans for technology projects, and assign individual responsibility for implementation steps, set deadlines, and provide the source as well as the amount of funds projected or budgeted to reach the objective. In preparing the next version of the long-range technology plan, the district should identify the parts of the objectives to be accomplished each year for inclusion in the budget.

TECHNOLOGY ACQUISITION PROCESS (REC. 23)

SWISD lacks districtwide policies and procedures that require all technology purchase requisitions to have the written approval of the Technology Department. The acquisition of personal computers is not coordinated by the Technology Department to standardize the type of computers purchased. The current personal computer purchasing procedure allows principals and department heads the ability to buy PCs from the Regional Education Service Center 20 purchasing cooperative. This approach allows the principal or department head to select from the on-line list of PCs that are listed by the cooperative. The procedure is the same as other purchases, in which the principal or department head initiates a requisition that is sent through the business office for approval. While the director of Technology reviews the purchasing requisition, the director does not have approval authority concerning the personal computers requested and purchased.

The cooperative lists many different types and styles of PC's, which in turn require support for a variety of hardware needs. The district's IT staff does not have the skill-set to manage every level of hardware repair or parts.

In 2000–01, the district purchased 295 personal computers. In 2001–02 and 2002–03, the district purchased 456 and 545 computers, respectively. Many districts allow the IT director to determine specific requirements when similar equipment is to be purchased in order to reduce the amount of knowledge needed to operate a greater number of PCs and reduce the number of different parts required with different PC brands and models.

South San Antonio ISD's policy allows for the principals to purchase PCs from their budgets, but the PCs must be approved by a written semi-annual request for proposal (RFP) that is distributed by the Purchasing Department. The Purchasing Department accumulates the number of PCs for the RFP, and the Hardware Specialist writes the specifications to select PCs that fit within the framework supported by the Technology Department. The RFP also requires that the price be held constant for a period of time in order for more purchases to be made without going out for another bid.

The district should implement policies and procedures that require all technology requisitions to have the written approval of the Technology Department. The Technology Department should provide the specifications for technology and implement a plan to ensure that the specifications are current. Once approved, the policies and procedures should be implemented district wide and the specifications for technology should be made readily available for reference.

STUDENT AND BUSINESS SYSTEM (REC. 24)

The district's information system is not implemented as designed. The Student and Business System software is being run on two different servers. This results in extra hardware cost, extra time to consolidate data for reporting, and overall increased risk of data problems. In addition, it causes more work for all employees and discourages use of the systems since dual logons are required due to data residing on two different servers. The use of dual systems occurred when the assistant superintendent of Business and Finance determined a need for having control over the business processing.

An example of the cumbersome process is the preparation of the PEIMS report. In order to combine the business and student data to submit PEIMS the following steps must take place:

- Extract financial data from the financial database.
- Import financial data into the student database.
- Perform computer edits on data.
- Correct data on the student or financial database as necessary.
- Continue the process until a clean submission for the number of cycles is produced.

SWISD should implement the district's information system as designed by integrating the Student and Business Services data and applications. The two systems share integrated data that should be run on one server. During 2004–05, the district should plan for the integration. A two-step process can easily consolidate the split system. The director of Technology should consolidate all login information and the data should be combined after a month-end close. This process will provide integrated information for the entire district.

For background information on Information Technology and Computers, see p. 126 in the General Information section of the appendices.

FISCAL IMPACT

RECOMMENDATION	2004-05	2005-06	2006-07	2007-08	2008-09	TOTAL 5-YEAR (COSTS) OF SAVINGS	ONE TIME (COSTS) OR SAVINGS
	CHAPTER 3: INFORMATION TECHNOLOGY AND COMPUTERS						
21. Reorganize staff, hire three specialized positions and assign a technician to operate a formal help desk function.	(\$25,847)	(\$38,770)	(\$38,770)	(\$38,770)	(\$38,770)	(\$180,927)	\$0
22. Revise the district's Long-Range Technology Plan and include sufficient financial and timing details to support the plan's goals and objectives.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
23. Establish districtwide policies and procedures that require all technology purchases to have the written approval of the Technology Department.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24. Implement the district's information system as designed by integrating the Student and Business Services data and applications on one server.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Totals-Chapter 3	(\$25,847)	(\$38,770)	(\$38,770)	(\$38,770)	(\$38,770)	(\$180,927)	\$0

CHAPTER 4

FINANCIAL MANAGEMENT

SWISD budgeted \$72.2 million for 2003–04 and had a fund balance of 18 percent or \$13.5 million of 2002–03 total budgeted expenditures (undesignated component). The district’s 2003 total tax rate was \$1.67 composed of \$1.50 maintenance and operations and \$0.17 interest and sinking.

Out of total budgeted expenditures of \$72.2 million, SWISD spent 48.3 percent on instruction, which is below the state average of 50.4 percent. Looking at operating expenditures only (excluding debt service and bond repayment) SWISD spent 54 percent on instruction compared to the state average of 56.6 percent.

FINDINGS

- SWISD’s payroll staff performs a number of duplicate and manual procedures. This leads to inefficiencies and increased salary expenses.
- SWISD does not have a policy for the periodic, competitive procurement and rotation of external audit services. Audit rotation is necessary to ensure objective delivery of audit services and best price for value.
- SWISD does not have an internal audit function to identify and report control weaknesses noted in the district.
- The district processes requisitions manually instead of using the automated requisitioning module of their current information system. This results in utilizing additional staff to support the manual process.
- SWISD does not have a centralized purchasing function to consolidate volume purchases and assist campuses and departments in obtaining goods and services. As a result many different individuals prepare and initiate the purchases.
- SWISD does not effectively monitor or manage its contracts to ensure that acceptable services have been delivered. As a result, the district cannot readily determine if a contractor has fulfilled all legal obligations and provided quality services.

RECOMMENDATIONS

Recommendation 25 (p. 59): Eliminate all duplicate procedures and automate manual processes within the payroll department. To create more efficiencies, SWISD should review job functions and the capabilities of its information system to determine which duplicative and manual processes can be eliminated.

Recommendation 26 (p. 61): Adopt a policy for the periodic, competitive procurement and

rotation of external audit services. The board should adopt a policy that requires external audit services to be competitively procured on a routine basis. The policy should address the period between competitive bids and the number of consecutive years that one firm can perform the audit. The policy should also state the method of qualifying potential auditors.

Recommendation 27 (p. 61): Create an internal audit function. The board should authorize the superintendent to develop an internal audit function. The audit function should be clearly defined as to its duties and responsibilities and report directly to the board. Implementation of this recommendation will offer the board a method of ensuring compliance with state and federal requirements as well as compliance with board policy.

Recommendation 28 (p. 62): Implement the purchasing requisition module of the accounting information system. The assistant superintendent for Business and Finance and the Business manager should establish a purchasing committee to review the features of the automated purchasing module and implement it as soon as possible.

Recommendation 29 (p. 64): Hire a purchasing director and establish purchasing policies and procedures. The assistant superintendent for Business and Finance and the assistant superintendent for Administration and Human Resources should develop a job description for a Purchasing director position and present the job description to the superintendent and board for approval.

Recommendation 30 (p. 65): Assign responsibility for managing and monitoring contracts to the assistant superintendent for Business and Finance. Properly assigning contract management responsibilities to district staff provides for oversight of contract provisions so that the district receives the quantity and quality of services included in the contract and ensures compliance with all terms of the contract.

DETAILED FINDINGS

PROCESSES IN PAYROLL (REC. 25)

SWISD payroll staff performs a number of duplicate and manual procedures. The payroll department consists of five clerical positions. Three of the clerks perform direct payroll duties while the other two clerks perform employee benefit duties. Each of the five clerks performs specific functions but is cross-trained in other areas. The department supervisor reviews each clerk’s work, conducts training sessions,

reconciles the payroll journals, prepares necessary payroll tax reports, and manages staff.

One section is responsible for managing employee benefit deductions. District employees come to this area to make their employee benefit elections. Employee benefit elections include health insurance options and deferred compensation plans. Payment requests to benefit carriers for amounts withheld from employee checks are reconciled and checks to the carriers prepared. This section is discussed further in another chapter in this report.

The other section receives time cards and attendance sheets. They update sick, vacation, and absence data and maintain individual employee records, including address changes, withholding changes, and pay rate changes. This section also prepares the actual payrolls.

The payroll department processes payroll twice a month. The district has approximately 1,200 employees. The district has 84 percent of its professional employees on its direct bank deposit program. It does not offer the direct deposit service for hourly and bi-weekly paid staff. As a result, the district handles paychecks for 16 percent of the staff or approximately 192 employees. These checks are hand delivered to the respective schools and departments and given out by a designated employee.

In the payroll department, manual time cards and attendance sheets are forwarded to the payroll department. As a matter of procedure, a clerk checks each time card and attendance sheet for accuracy. This data is also input into the electronic payroll system. Tabulating the source documents is not necessary because the electronic payroll system can provide the totals.

The clerk enters data from the input documents, which include hours worked and absences (and the reason for absence), into the electronic payroll system. The information system tracks all of the possible variables related to absences, including excused absences, unexcused absences, and remaining sick time. The information system produces reports with these details. A clerk then performs an inefficient duplicate process by manually posting the same information on an individual employee attendance card. The clerical staff then compares the two reports.

An electronic spreadsheet is prepared to collect payroll tax data for each type of employee. The data to create the spreadsheet is keyed in by the clerical staff. According to the user's manual of the human resources module of the district's accounting information system, the system offers TRS and Texas Workforce Commission (TWC) reporting tied

to the payroll information to create reports and to re-create past reports based on the data. This system also allows for direct deposit into multiple banks and accounts and the ability to handle different pay concepts such as hourly and daily.

The San Angelo ISD (SAISD) adopted a procedure that ensures only necessary procedures are followed in their payroll department. The SAISD Payroll Department developed a checklist of the procedures to follow for each payroll run. The district clearly identifies and explains each step to ensure that no process is forgotten. In addition, SAISD identifies the staff member responsible on the form should follow-up be necessary.

SAISD implements this procedure using the following three-step process:

- The assistant superintendent for Business and Finance directs the Payroll manager to develop a list of steps required to process a payroll.
- The assistant superintendent for Business and Finance reviews the list of steps and develops a checklist for staff members to follow when processing payrolls.
- The assistant superintendent for Business and Finance develops procedures for staff members to follow when completing the checklist and submits the procedures to the superintendent and board for review and approval.

The district should eliminate all duplicate and manual procedures in the payroll areas of the district. This can be accomplished by conducting a review of job function for each individual and determine which duplicate function(s) can be removed to increase efficiency and reduce payroll costs. Automated processes can be used to reduce manual procedures. Implementing the other functions of the information system will provide reports for reconciliation as well as exception-based reports to identify errors and mistakes.

The fiscal impact of this recommendation is an annual cost savings of \$28,580. This savings is calculated by reducing one accounting clerical staff member. The accounting clerical midpoint salary at SWISD is \$25,290 per employee with \$3,290 in benefits for a total of \$28,580. Estimated savings will begin in 2005–06. Anticipating the need for planning, the structure can go into effect in January 2005; therefore, costs for the first year will total \$19,053 rounded to the nearest whole dollar. The computation for this amount is based on \$28,580 divided by 12 months and multiplied by eight months to derive at two-thirds implementation of the recommendation in the first year.

EXTERNAL AUDIT SERVICES (REC. 26)

SWISD does not have a policy for the periodic, competitive procurement and rotation of external audit services. Although the district issues a request for proposal (RFP) periodically and has solicited proposals for audit services, the district does not have a clearly stated policy. SWISD has used the current firm for the prior three years and have engaged them for the current fiscal year ending August 31, 2004.

From 2001 to August 31, 2003, SWISD had an auditor that performed its annual financial and compliance audit. Prior to 2001, another company performed the district's annual audit.

The assistant superintendent for Business and Finance stated that the current external audit firm was chosen because of the firm's reputation, experience, and knowledge of Texas school districts. He stated that the cost of external audit proposals were similar and, therefore, not as critical as the audit firm's experience and expertise in Texas school district auditing. He further stated that the current company has a documented history of school district auditing, the implementation of GASB 34, state compensatory audits, and leaver audits.

External auditing provides an independent appraisal function that evaluates the efficiency and effectiveness of the district's operations as well as compliance with laws, rules, regulations, policies, and procedures. External audits may also review district activities for efficient and effective operations.

TEC Section 44.008 requires school districts to undergo an annual external audit by a certified public accountant. The scope of the external audit is financial. Financial audits are designed to provide reasonable assurance that the financial statements fairly present the district's financial condition. The external audit provides an annual financial and compliance report, an examination of the expenditure of federal funds, and a report to management on internal controls.

The Government Finance Officers Association (GFOA) recommends that governmental entities use a competitive process for the selection of independent auditors on a periodic basis and that the process actively seek all qualified firms available to perform the annual audit. Competitive procurement on a periodic basis helps to reduce audit costs. Rotating auditors periodically also ensures the independence of the audit firm in auditing the district's records.

SWISD should adopt a policy for the periodic, competitive procurement and rotation of external

audit services. The board should adopt a policy that requires external audit services to be competitively procured on a routine basis. The policy should address the period between competitive bids and the number of consecutive years that one firm can perform the audit. The policy should also state the method of qualifying potential auditors. Implementing this recommendation will provide continuity of auditing services and ensure competition by requiring a formal procurement procedure.

INTERNAL AUDIT FUNCTION (REC. 27)

SWISD does not have an internal audit function to identify and report on control weaknesses noted in the district. The district does not have a written internal audit procedure, nor does it have an internal auditor. The assistant superintendent for Business and Finance stated that the district has never budgeted for an internal audit position.

The review team noted several weaknesses in various areas where internal controls have not been communicated to the appropriate level of management or have not been detected by administration. For example:

- Spending for special program funds was impaired as a result of lack of controls over monitoring revenues and expenditures.
- The district lacks comprehensive policy and procedure manuals in many areas, which indicate a lack of operating standards.
- Software that would reduce manual processes has been purchased and installed; however, the end users are not aware that it is available for their use.
- The district duplicates some functions within the payroll area that force it to maintain higher than necessary staffing levels to complete routine accounting functions.
- SWISD contracts with vendors to provide an extensive array of services, however, there is no formal monitoring process or assignment of this responsibility to ensure that services are being rendered in the best interests of the district.

The State Auditor's Office (SAO) recommends that districts with 5,000 or more students or an annual budget in excess of \$20 million have internal audit procedures and related personnel. SWISD's current enrollment exceeds 9,600 students and its annual budget exceeds \$70 million.

The function of an internal audit program is to ensure compliance with all local, state and federal

mandates. The internal auditor acts as a link to the external auditor and as a financial communication conduit to the board. The function of an internal auditor includes duties such as:

- Reviews the operations of the district to ensure efficient use of resources, ensure safeguards are in place to protect district assets, ensure security of the district's activity funds, and ensure accuracy of the district's bid processes and procedures;
- Conducts special reviews requested by the board or administration;
- Evaluates compliance with laws, rules, regulations, and policies;
- Provides advice and counsel to the board and district management on operations;
- Plans and executes the internal audit schedule based on risk assessments; and
- Act as the liaison for the external auditor and coordinates district audit activities.

The independence of the internal auditor is determined by the auditor's reporting relationship within the district. The independence of the internal audit function increases as the reporting relationship moves upward in the district's organization. Independence is difficult to achieve when the internal audit function reports to a level of management that has responsibility for the daily operations of the district. For example, if the function reported to the assistant superintendent for Finance, the audits and the resulting reports on operations controlled by that position might be impaired because of the reporting relationship. Since the board has no direct responsibility for any operations within the district, the function is most independent when it reports to the board. This reporting relationship also enhances the board's ability to receive unbiased and unfiltered reports on district operations and special investigations.

In many school districts, the main purpose of the internal audit function is to evaluate the manner in which the district's organizational units conduct their activities and whether they comply with board and administrative policies and procedures as well as federal, state and local government laws and guidelines. School districts benefit from employing an internal auditor and achieve cost savings associated with implementing recommendations that increase efficiency in district operations. These districts also benefit through the reduction in losses due to theft or fraud as a result of improved internal controls. Some districts have been able to reduce

their reliance on external firms for consulting services by using the internal audit function instead.

The district should create an internal audit function. The board should authorize the superintendent to develop an internal audit function and clearly define its duties and responsibilities. The internal audit function should also be organizationally independent by reporting directly to the board. Implementation of this recommendation will offer the board a method of ensuring compliance with state and federal requirements as well as compliance with board policy.

A well-designed internal audit function can also be used to assist the district in planning and evaluating special projects. These projects include such things as independently reviewing and assessing: estimates related to impact of the new Toyota facility on SWISD revenues and expenditures; the implementation of software in various departments; and compliance with state and federal programs.

The fiscal impact of creating an internal auditor position is based on a midpoint salary of \$53,286. Fringe benefits for this position are calculated to be \$4,312. The total cost is calculated to be \$57,598 rounded to nearest dollar. The new position will start in 2005–06. Anticipating the need for planning, the structure can go into effect in January 2005; therefore, costs for the first year will total \$38,399 rounded to the nearest whole dollar. The computation for this amount is based on \$57,598 divided by 12 months and multiplied by eight months to derive at two-thirds implementation of the recommendation in the first year.

PURCHASING PROCESS (REC. 28)

The district processes requisitions manually instead of using the automated requisitioning module of their current information system. The current process has a possibility of having 8–10 individuals being involved in the issuance of a purchase order. No one person is responsible for the process of purchasing, and it is confusing, cumbersome, and results in time delays in receiving goods and services.

Principals and other department heads expressed concerns about the length of time for purchases, stating the requisition process takes from two weeks to two months. The principals are also concerned about the inability to track the status of purchases and look up the status of their budgets.

Under the current information technology organization, the individual campuses lack the ability to look up the status of their purchasing transactions and budgets. The business office provides monthly statements for the principals and department heads,

but in order to keep accounting up-to-date, several of the principals keep a duplicate set of records.

The current purchasing process is as follows:

- A requisition is typed at the campus or department level.
- The campus or department head approves the requisition and sends it to central office.
- After review by the assistant superintendent for Business and Finance, the requisition is logged in at the business office and either sent to accounting if from a non-instructional department or sent to the appropriate curriculum department if the requisition is from a campus. Requisitions from a campus over \$500, must be attached with documentation from the Campus Improvement Plan indicating the requisition is appropriate.
- Once the curriculum department approves, the department sends the requisition to accounting for processing. In accounting, the requisition is checked to see if there is money in the account. If there is not enough money, the requisition is sent back to the originator for a budget amendment.
- If the account has enough money, the requisition is sent to another account clerk to check for accuracy (pricing and additions are correct).
- If the difference is minor, (under \$25), the purchase order is approved by the accounting division.
- If the difference is not minor, it is submitted to the assistant superintendent for Business and Finance for approval.
- The requisition is then sent back to the account clerk. If the purchase is going to originate from a purchasing cooperative the district uses, the clerk will check the various co-operatives for best price source. Otherwise, the source information is obtained either from the campus or department head making the request or from appropriate bid information.
- The clerk assigns a number to the purchase

order, and the approved purchase order is sent back to the originator for ordering.

- The clerk then enters the information into the financial accounting system.

Exhibit 4-1 shows the electronic requisitioning usage for SWISD and peers.

Two of the three peer districts are either using electronic requisition or are converting to electronic requisitioning.

The district’s current accounting information system provides the district with business systems that include payroll, finance, requisition, budget, amended budget, asset management, bank reconciliation, and query module. The requisition portion of the system allows principals and department heads to complete a requisition on line and submit the requisition electronically. The approval is done electronically. The purchase order number is assigned electronically and the purchase order is sent to the originator for ordering and encumbered on the accounting system. This system removes the downtime caused by manual requisitions needing multiple approvals and allows for campuses and departments to track expenditures and budgets on-line. The requisition capability is currently available, but the assistant superintendent for Business and Finance has chosen not to use the requisition portion of the finance system because the assistant superintendent for Business and Finance has elected not to implement.

The Port Arthur ISD has a highly effective computerized system that electronically transmits purchase orders from each school and department. For example, the district’s system allows the purchase order to be initiated at a school by the school secretary after approval by the school principal. The purchase order then is electronically transmitted to the appropriate assistant superintendent for electronic approval. After approval, it is transmitted to the Purchasing Department for processing. The entire purchasing process usually takes the district one day. In contrast, manual purchase order systems, which are more labor-intensive, require several days to accomplish the same task.

**EXHIBIT 4-1
ELECTRONIC REQUISITIONING USAGE
SWISD AND PEERS**

DISTRICT	2003-04 ENROLLMENT	ELECTRONIC REQUISITIONING
East Central	7,900	No
San Felipe-Del Rio	10,405	In progress
San Benito	9,866	Yes
Southwest	9,654	No

SOURCE: SWISD and peer district interviews and district websites, April 2004.

SWISD should implement the requisition module of the accounting information system. The assistant superintendent for Business and Finance and the Business manager should establish a purchasing committee to review the features of the automated purchasing module and implement it as soon as possible. Because the system already has the capability, the district can use existing resources to implement this recommendation.

PURCHASING DEPARTMENT (REC. 29)

SWISD does not have a centralized purchasing function to consolidate volume purchases and assist campuses and departments in obtaining goods and services. As a result many different individuals prepare and initiate the purchases.

SWISD principals may select the best source if the purchases are for specific campus items, or individual departments may also select the best source for their purchases because they may have specific requirements.

Since 1999–2000, the number of purchase orders issued by SWISD has increased from 4,962 to 5,881 in 2002–2003, an increase of 919 purchase orders and \$15,453,472 million in expenditures.

Exhibit 4-2 shows SWISD’s purchase orders history.

Texas school districts must comply with the Texas Education Code (TEC), Chapter 44, Subchapter B when purchasing goods and services. **Exhibit 4-3** shows those purchasing requirements.

SWISD Board Policy CH (LEGAL) mirrors procurement requirements contained in TEC Section 44.

Exhibit 4-4 shows SWISD’s purchasing thresholds and requirements.

While it is necessary for individuals like at SWISD to be involved in specifying the goods or services for purchases, centralized purchasing functions create a more efficient function because:

- Small volume purchases can be consolidated into larger volume purchases for the entire district;
- Vendors and the business community have a single, central contact with the district;
- Purchasing personnel have experience and are trained in purchasing, sourcing, prices, and vendor relations that save the district money and allow for a more efficient process; and,
- Purchasing personnel are trained in state and federal laws and local district policies applicable to purchasing, providing for better compliance.

A centralized purchasing system concentrates the authority, responsibility and control of purchasing activities in one administrative department. In a decentralized purchasing system, these activities are delegated to or shared with users in the operating departments.

All of SWISD’s peer groups selected for comparison purposes, maintain a formal purchasing department staffed with a purchasing director or agent except for SWISD, as illustrated in **Exhibit 4-5**.

SWISD should hire a purchasing director and establish purchasing policies and procedures. Purchasing policies and operating procedures help ensure a district complies with state laws and local board requirements while performing purchasing functions in an efficient and timely manner. Policies should clearly establish purchasing authority, what methods are required for each type of purchase and provisions for conflicts of interest and penalties for violating purchasing laws and policies. Purchasing procedures implement policies by documenting the steps to be taken by user divisions and purchasing staff when goods or services are procured. Procedures are also used to train new staff.

The assistant superintendent for Business and Finance and the assistant superintendent for Administration and Human Resources should develop a job description for a Purchasing director position and present the job description to the

**EXHIBIT 4-2
SWISD PURCHASE ORDER HISTORY SUMMARY
1999–2000 THROUGH 2003–04**

SCHOOL YEAR	NUMBER OF PURCHASE ORDERS ISSUED	TOTAL DOLLAR AMOUNT
1999–2000	4,962	\$4,637,882
2000–01	5,476	\$6,915,887
2001–02	5,993	\$29,161,522
2002–03	5,881	\$20,091,354
2003–04*	3,000	\$13,782,912

SOURCE: SWISD Business Office, April 2004.
*As of February 2004.

**EXHIBIT 4-3
PURCHASING REQUIREMENTS**

PURCHASE LEVELS	BID REQUIREMENTS IF NO CONTRACT OR BID EXISTS	APPROVAL REQUIREMENTS
Greater than \$25,000	Formal sealed bid	User department/school approvals Superintendent or designee School board
\$10,000 to \$24,999	Formal quotations from three vendors (written and sealed)	User department/school approvals Superintendent or designee
\$0 to \$9,999	None	User department/school approval

SOURCE: Texas Education Code Sections 44.031 (a) and (b).

**EXHIBIT 4-4
SWISD PURCHASING THRESHOLDS AND REQUIREMENTS
2003-04**

DOLLAR AMOUNT	PURCHASE REQUIREMENTS	PURCHASING PERFORMED BY	APPROVAL REQUIRED
Greater than \$25,000	Competitive bidding.	School, department or Business Office	Board
\$10,000 to \$24,999	Written sealed quotations from at least three vendors.	School, department or Business Office	Superintendent or designee
\$0 to \$9,999	Telephone or faxed quotations from at least three vendors. (Optional)	School or department	Assistant superintendent for Business and Finance

SOURCE: SWISD assistant superintendent for Business and Finance, April 2004.

**EXHIBIT 4-5
COMPARISON OF PURCHASING DEPARTMENT STAFF
SWISD AND PEERS**

DISTRICT	2003-04 ENROLLMENT	STAFF SIZE
East Central	7,900	Purchasing Director, 1 Purchasing/Records Management Clerk, Warehouse Supervisor.
San Felipe-Del Rio	10,405	Purchasing Agent, two clerks.
San Benito	9,866	Purchasing Agent, Office Manager, Receptionist/Mail Clerk.
Southwest	9,654	Decentralized, supervised by assistant superintendent for, Business and Finance; Business Manager and four accounts payable clerks.

SOURCE: SWISD and peer district interviews and district websites, April 2004.

superintendent and board for approval. The annual cost to the district starting in 2005-06, would be \$69,184 rounded to the nearest dollar, derived from the midpoint salary for Grade 4 of \$64,020 plus benefits of \$5,164. Anticipating the need for planning, the structure can go into effect in January 2005; therefore, costs for the first year will total \$46,123 rounded to the nearest whole dollar. The computation for this amount is based on \$69,184 divided by 12 months and multiplied by eight months to derive at two-thirds implementation of the recommendation in the first year.

CONTRACT MONITORING (REC. 30)

SWISD does not effectively monitor or manage its contracts to ensure that acceptable services have been delivered.

SWISD engages outside professional services to provide guidance in a variety of areas, including insurance and risk management, employee benefit management, investment services, revenue projection and generation, and tax consulting. Some providers

are compensated based on commission or usage, while others are on a fixed fee contract.

The consultant providing risk management services is engaged in a fixed fee contract. Another consultant provides representation for the district in negotiations regarding Chapter 313 – Property Tax Code for economic development abatement, analysis of the impact of alternative abatement and benefit mechanisms, and the provision of other assistance regarding public school finance issues as may be requested by the district. Their contract is based on usage.

Consultants are engaged in contracts for:

- Assistance with projections of state aid and local revenue based on several scenarios related to growth of taxable value, tax collection rate, and the State Comptroller’s appraisal ratio,
- Computations and analyses related to setting the districts annual tax rate,

- Issuance of debt including the authorization, sale, and delivery of the district's debt instruments,
- Assistance with arbitrage calculations, and
- The outsourcing of services such as copiers, uniforms, facility repairs, and information technology.

The district's contract management process is deficient because of the following conditions:

- The department heads and principals negotiate certain contracts and legal counsel is not involved in the approval process. As a result, contracts may contain terms and conditions that are not in the best interest of the district.
- Copies of contracts are forwarded to the business office. Original contracts are stored at the various campuses and departments that contract services. The business office should maintain all original contract documentation including amendments in order to have the most current information in force to check against contract invoices for accuracy and allowable cost.
- SWISD lacks a process to maintain a current list of all existing contracts. Upon request by the review team, the district had to compile its list of 92 contracts. Such a list did not exist.
- The business office does not monitor or evaluate contracts to ensure that acceptable services have been delivered. The business office does require signature by the department responsible for invoices submitted by the contractor in order to process payment. However, no other department is making any further assessments regarding whether or not the contract obligations have been fulfilled within quality standards.

A contract is a legally enforceable agreement between two or more competent parties that is mutually binding and obligates an exchange of value between or among the parties. An effective contract management process continually monitors and evaluates services received from external entities. The contracting process analyzes the operations of various areas of the district and performs cost-benefit analyses to determine whether there are goods and services that can be obtained from the private sector at a lower cost, higher quality, or both. The negotiation process includes a detailed review of terms and conditions by district staff and attorneys so that board members receive adequate information before voting to accept a contract.

Properly assigning contract management responsibilities to district staff provides for oversight of contract provisions so that the district receives the quantity and quality of services included in the contract and ensures compliance with all terms of the contract. The district should assign responsibility for managing and monitoring contracts to the assistant superintendent for Business and Finance.

For background information on Financial Management, see p. 128 in the General Information section of the appendices.

FISCAL IMPACT

RECOMMENDATION	2004-05	2005-06	2006-07	2007-08	2008-09	TOTAL 5-YEAR (COSTS) OR SAVINGS	ONE TIME (COSTS) OR SAVINGS
CHAPTER 4: FINANCIAL MANAGEMENT							
25. Eliminate all duplicate procedures and automate manual process within the payroll department.	\$19,053	\$28,580	\$28,580	\$28,580	\$28,580	\$133,373	\$0
26. Adopt a policy for the periodic, competitive procurement and rotation of external audit services.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
27. Create an internal audit function.	(\$38,399)	(\$57,598)	(\$57,598)	(\$57,598)	(\$57,598)	(\$268,791)	\$0
28. Implement the purchasing requisition module of the accounting information system.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
29. Hire a purchasing director and establish purchasing policies and procedures.	(\$46,123)	(\$69,184)	(\$69,184)	(\$69,184)	(\$69,184)	(\$322,859)	\$0
30. Assign responsibility for managing and monitoring contracts to the assistant superintendent for Business and Finance.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Totals-Chapter 4	(\$65,469)	(\$98,202)	(\$98,202)	(\$98,202)	(\$98,202)	(\$458,277)	\$0

CHAPTER 5

ASSET AND RISK MANAGEMENT

The SWISD assistant superintendent for Business and Finance oversees the district's asset and risk management functions as well as bond issuance and indebtedness. The assistant superintendent for Business and Finance and the Business Manager serve as the district's investment officers, managing cash and investments. According to the district's 2002-03 audit report, the district had invested more than \$64 million. SWISD invests in public funds investment pools, interest-bearing checking accounts, and other government securities.

The assistant superintendent for Business and Finance, with assistance from outside consultants, handles all insurance and workers' compensation safety matters. A variety of companies provide the district with property and casualty, flood, and health insurance. Property and casualty insurance coverage costs for 2003-04 were \$544,988. The district operates a self-insured program for workers compensation claims. Total claims incurred for 2002-03 were \$264,507.

Net capital assets from the 2002-03 audit report totaled approximately \$111.3 million. Fixed assets management is supervised by the Business Manager and overseen by the assistant superintendent for Business and Finance. The district performs an annual inventory of all capital assets at the end of each school year.

The district's current outstanding bonds include unlimited tax school building bonds and Qualified Zone Academy Bonds (QZAB). QZABs are retired using maintenance and operations (M&O) taxes instead of interest and sinking (I&S) taxes. As such, they are considered a time warrant under Texas law and must meet the requirements of Texas Education Code section 45.103. Bonds outstanding at August 31, 2003 totaled approximately \$64.9 million.

FINDINGS

- Campus and department staff do not have access to their financial data and are unable to get current budget and expenditure information from the district's accounting information system.
- SWISD does not have a systematic method of projecting cash requirements and managing cash levels. Under the current system, the assistant superintendent for Business and Finance reviews cash balances and, based on the assistant superintendent for Business and Finance's knowledge of district finances, determines how much should be transferred into short-term investment accounts.

- The district lacks an efficient method of managing employee benefits. The district is not using information technology to assist in streamlining the employee benefit process and instead relies on manual processes.
- The district does not use an automated barcode system to track fixed assets. The current method of inventory accounting does not lend itself to expeditious and accurate inventories because virtually everyone in the district must participate in the inventory process at the close of each school year to prepare a handwritten listing of items. This requires a manual reconciliation of the actual inventory count sheets to the district's computerized inventory records.

RECOMMENDATIONS

Recommendation 31 (p. 70): Provide campuses and departments access to financial information available in the financial system. Timely, accurate and useful financial information is critical for schools to properly manage their budgets. Providing the information online would also eliminate the need for schools to maintain a second set of books to determine if they have funds available.

Recommendation 32 (p. 70): Develop an effective method of projecting cash requirements and managing cash levels. The district should develop the format and assign the function to a person with the knowledge base to perform the projections.

Recommendation 33 (p. 71): Implement efficient methods of managing employee benefits. State mandates have increased the number of benefits available to employees. As the district grows, the number of employees will increase. Both of these factors affect the workload in the employee benefits department, therefore, incorporating the use of information technology, such as linking reports from the various systems or using the vendor employee benefit websites, will streamline the management of the employee benefits process.

Recommendation 34 (p. 73): Implement an automated barcode-based fixed asset management system. The SWISD accounting information system does not currently support bar-coding however; representatives of the district's accounting information software indicate that the capability will be available during 2006. The fiscal impact of the barcode process will be limited to the cost of barcode printers and the readers, which is estimated to be \$2,200. The software will be added to the district's software package at no cost.

DETAILED FINDINGS

FINANCIAL DATA ACCESS (REC. 31)

Campus and department staff do not have access to their financial data and are unable to get current budget and expenditure information from the district's accounting information system. Campus and departmental access has been granted to the system modules for processing attendance and statistical data. However the campuses and departments are responsible for numerous financial requests, reports and maintenance of their expenditure activity. The campuses and departments perform these responsibilities manually, using spreadsheets and software packages maintained on site, because they do not have access to the financial data. The financial requests and reports are then forwarded to Central office.

Currently, financial data is delivered from Central office to the campuses and departments in printed format only even though the district's accounting information system allows for access at the end user level. Under the current system, the campus does not know their current account balances based on the monthly financial report from Central office. The report arrives in the middle part of the following month. If a transaction occurred on the first day of the month, the subsequent balance information would be 45 days old when the report was delivered to the campus.

As a result of the delayed report information, each campus has developed their own method of maintaining account fund balances on their computers. The campuses use several commercial products, including Microsoft Excel, Quickbooks, and Quicken. Central office does not have direct access to these products nor do they exercise control over the accounting process at the campus.

Currently, when the campus has to prepare their school year budget, information is delivered from Central office in a budget package even though the district's information system allows access at the end user level. Therefore, instead of the campuses and departments looking up the status of revenues, expenditures and budget to actual information on the accounting information system in order to prepare their annual budgets, the use their own set of books to assist in preparing the annual budgets.

At SWISD, purchases are made at the campus or department level. When purchases occur, those expenditures are properly charged to the campus or department and entered into the computer at Central office. Each campus and department receives a printed monthly financial report in the middle of the following month. Again, timing differences between

purchase and subsequent notification can be as long as 45 days. To best manage their purchases and expenditures, the campuses and departments use the commercial products previously referenced.

The campuses and departments already have existing data terminals that are connected to the district's information system for other functions such as reporting attendance and statistical data. Access to financial information is available through the existing data terminals however it has not been granted by the Business Office. Campuses and department do not have the ability to view the current financial information, input requested financial information or monitor activity of financial information necessary for their operations. Interviews with SWISD campus staff indicate that access would greatly assist them in managing operations.

SWISD should provide campuses and departments access to financial information available in the financial system. Timely, accurate and useful financial information is critical for schools to properly manage their budgets. Providing the information online would also eliminate the need for schools to maintain a second set of books to determine if they have funds available. This recommendation can be implemented quickly and efficiently since each campus or department has an existing data terminal that is connected to the district computer for other functions. The Business Manager can conduct in-house training.

FORECASTING CASH FLOWS (REC. 32)

SWISD does not have a systematic method of projecting cash requirements and managing cash levels. Under the current system, the assistant superintendent for Business and Finance reviews cash balances and, based on his knowledge of district finances, determines how much money should be transferred into short-term investment accounts. When the district was asked to produce a sample of the annual and monthly cash forecast document, the district stated they did not have any. The district does not use a cash management model that gathers cash requirement information on either a daily, monthly or annual basis. A well designed and functioning cash flow management model affects the district's ability to manage its resources.

Exhibit 5-1 illustrates the SWISD investment summary.

The district receives cash from three general sources: local, state, and federal revenues. **Exhibit 5-2** illustrated the SWISD sources of revenue. During 2003-04 the district generated revenues as follows: 15.25 percent from property taxes, 79.65 percent

**EXHIBIT 5-1
SWISD INVESTMENT SUMMARY
1998-99 THROUGH 2002-03**

TYPE OF INVESTMENT	1998-99	1999-2000	2000-01	2001-02	2002-03
Flex Repurchase Agreements (Building Fund)	\$0	\$0	\$29,274,333	\$22,375,153	\$9,838,721
Texpool	\$4,161,092	\$4,076,932	\$13,331,227	\$18,772,840	\$54,642,887
Lonestar	\$0	\$2,751	\$2,903	\$2,965	\$3,009
Total	\$4,161,092	\$4,079,683	\$42,608,463	\$41,150,958	\$64,484,617

SOURCE: SWISD audit reports for years ending August 31, 1999 through August 31, 2003.

from the state, and 5.10 percent from federal sources. The district's tax collector, Bexar County, allows split tax payments. SWISD receives most property taxes in November and the following June. State revenues are delivered in September.

A common cash flow management model seeks to identify the required cash level of each depository account that is necessary to neutralize the bank analysis fee calculation.

Exhibit 5-3 illustrates the SWISD general fund checking account analysis. An optimal cash level results in an analysis fee of zero. As demonstrated in the exhibit, the district paid fees on the months of March and April as result of their balance falling below the minimum balance, however the district received no interest on balances in excess of the minimum balance on the months of May 2003 through February 2004.

In addition, an effective cash management model allows the district to invest excess funds for the maximum available time. The maturity of the investments should match the district's fluctuating cash flow demands.

Effective cash management provides the district with additional revenue to fund essential programs and operations by providing market rates of return on the maximum amount of cash not needed to fund immediate needs.

The district should develop an effective method to project cash requirements and manage cash levels.

EMPLOYEE BENEFITS (REC. 33)

The district lacks an efficient method of managing employee benefits. The district is using manual process instead of utilizing information technology. The district is not utilizing reports and information systems provided by the insurance vendors along with reports from their own information system to reduce the current number of manual processes being performed by the clerical staff.

SWISD employee benefits are administered through the payroll department. The assistant superintendent for Business and Finance oversees the employee benefit programs. Within the payroll department, there are two full-time clerks assigned to the employee benefits area.

The district employs more than 1,200 full- and part-time employees. Gross payroll totaled more than \$50.9 million and deductions from payroll totaled more than \$16.8 million for 2002-03.

The district offers a variety of benefits to its employees. As seen in Exhibit 5-4, the SWISD employee benefits, the district offers three basic health insurance plans for its employees.

Employees having coverage from other sources may elect the alternative plan. In addition, two unfunded dental plans are available for all employees.

Teacher survey results administered by the review team, indicated that 40.47 percent agreed or strongly agreed that the district's health insurance package met their needs.

**EXHIBIT 5-2
SWISD SOURCES OF REVENUE
AUGUST 31, 2004**

SOURCE OF FUNDS	2003-04 BUDGET	PERCENTAGE OF EACH TO TOTAL 2003-04
Local	\$10,711,420	15.25%
State	\$55,941,806	79.65%
Federal	\$3,575,007	5.10%
Total	\$70,228,233	100.00%

SOURCE: SWISD budget, 2003-04.

EXHIBIT 5-3
SWISD GENERAL FUND CHECKING ACCOUNT ANALYSIS
MARCH 2003 THROUGH FEBRUARY 2004

MONTH	AVERAGE COLLECTED BALANCE	ACCOUNT ANALYSIS RESULT	FEE CHARGED DISTRICT
March 2003	\$188,599	(\$3,725)	\$3,725
April 2003	\$230,948	(\$2,905)	\$2,905
May 2003	\$5,678,372	\$3,132	\$0
June 2003	\$13,791,962	\$10,834	\$0
July 2003	\$5,287,879	\$3,216	\$0
August 2003	\$5,219,345	\$3,158	\$0
September 2003	\$6,577,758	\$3,420	\$0
October 2003	\$4,675,833	\$1,971	\$0
November 2003	\$8,304,439	\$5,106	\$0
December 2003	\$14,012,759	\$10,773	\$0
January 2004	\$16,551,368	\$13,767	\$0
February 2004	\$10,846,898	\$7,549	\$0

SOURCE: SWISD general fund bank statements, March 2003 through February 2004.

EXHIBIT 5-4
SWISD EMPLOYEE BENEFITS
FEBRUARY 2004

ELEMENTS	HMO 3 - OPTION 13	PPO 18 - OPTION 19	PPO 18 - OPTION 15	ALTERNATIVE
Office Visit Copay	\$10	\$20	\$15	n/a
Emergency Room	\$50/100%	\$100/70%	\$75/90%	n/a
Hospital	\$100/100%	Deductible/70%	Deductible/90%	\$200/day
Deductible	n/a	\$1000/\$3000	\$250/\$750	n/a
Max out-of-pocket	n/a	\$3000/\$6000	\$1000/\$2000	n/a
Accidental Death	n/a	n/a	n/a	\$50,000
Life Insurance	n/a	n/a	n/a	\$50,000
Prescription Drug Copay	\$10/\$20/\$40/25%	\$10/\$25/\$50/25%	\$10/\$20/\$40/25%	n/a
Mail Order Prescriptions	3x Copay	3x Copay	3x Copay	n/a

SOURCE: SWISD Benefit Department, February 2004.

The district uses two clerks to reconcile and maintain employee benefit records. The district has a spreadsheet used to combine the elements of reports from various sources. The spreadsheet created consist of billings, employee payment, employee share payment, and employee or employee due to/due from information. The detail information comes from several reports and/or systems and is consolidated into this spreadsheet. The spreadsheet is created by clerical staff keying in the information.

The spreadsheet is used to calculate the district's portion of the expense that is due. This calculation is performed by taking employees covered at the beginning of the billing period and manually inputting the addition or subtraction of the premium amounts to each covered employee. The premium amounts com from what is reported in the payroll system.

The spreadsheet is also used to make sure credits, bill adjustments and deductions are properly accounted for on an individual basis, provides a history for the school year and is reconciled to the financial side of payroll liabilities and cash book.

The district has not linked the reports from the vendor systems to reports from their own

information technology systems to automate part of the reconciliation process. The district is not utilizing current reports or investigated the need to customized reports from system to automate part of the reconciliation process. The district is not using vendor platforms for benefits to aid in the reconciliation process. Instead, the district takes information from all the respective reports and uses clerical staff to key the information into the spreadsheet.

As the number of employees and options for insurance increase, manual processes will become increasingly complex and lead to increased employees to maintain a manual reconciliation between all system reports. There is also a higher inherent risk of data entry errors as a result of manual key entry.

The Clear Creek ISD (CCISD) benefits department consists of an administrator and an assistant. To combat the time consuming maintenance issues that plague benefit administration, the CCISD benefits department and the technology services department developed a series of computer-generated reports designed to identify specific errors in various benefit categories. These reports ensure accuracy, streamline benefits processing, and increase the efficiency of the

benefit clerks. The improved reporting system allows an administrator and one clerk to manage the benefits for a district with over 3000 employees. Humana Health Systems offers web-based enrollment features. CCISD manages all of Humana's services through the web-based enrollment program. The district also requests that benefit vendors provide all documentation in media format, thus reducing data entry times.

SWISD needs to implement efficient methods of managing employee benefits by utilizing information technology to replace manual processes. By instituting technology-based reporting and editing systems, the district will increase efficiency while reducing the demands on district staff. State mandates have increased the number of benefits available to employees. As the district grows, the number of employees will increase. Both of these factors affect the workload in the employee benefits department. The implementation of this recommendation can be completed in three steps. (1) Put all currently available vendor-based enrollment platforms into operation, (2) Integrate vendor-based reports into the district's data processing system, and (3) Develop software routines that manipulate benefit data into a format usable by the district. The fiscal impact of this recommendation can be broken into two parts: (1) the development of in-house software and procedures to produce effective management reports from the existing database, and (2) the elimination of additional staff. Beginning in 2004–05, savings to the district of \$28,580 will be obtained by reducing the benefits staff by one member once all systems are in place. The clerical midpoint salary at SWISD is \$25,290 per employee with \$3,290 in benefits for a total of \$28,580. Anticipating the need for planning, the structure can go into effect in January 2005; therefore, costs for the first year will total \$19,053 rounded to the nearest whole dollar. The computation for this amount is based on \$28,580 divided by 12 months and multiplied by eight months to derive at two-thirds implementation of the recommendation in the first year.

FIXED ASSET TRACKING (REC. 34)

The district does not use an automated barcode system to track fixed assets. District assets are identified by product serial numbers when available. When manufacturer serial numbers are missing, a written description of the asset is used for identification.

TEA defines fixed assets as purchased or donated items tangible in nature that have a useful life longer than one year and a unit value of \$5,000. Fixed assets should be identified and controlled through a

physical inventory system. TEA's *Financial Accountability System Resource Guide* requires assets costing \$5,000 or more to be recorded in the Fixed-Asset Group of Accounts. For control and accountability purposes, these guidelines allow school districts to establish lower thresholds for equipment costing less than \$5,000. For example, computer and audiovisual equipment costing less than \$5,000 does not have to be accounted for in the Fixed-Asset Group of Accounts. However, some districts maintain lists of such assets for control and accountability purposes.

The district's fixed asset manual defines a fixed asset, establishes procedures for maintaining fixed assets, and sets the district's capitalization policies. The district classifies fixed assets into two categories: depreciable fixed assets, also called capital assets, and non-depreciable assets, which are controllable, but not capital. Depreciable, or capital assets, have a value of \$5,000 or more and an estimated useful life of more than one year. Non-depreciable assets have a value of less than \$5,000 but more than \$500, with a useful life greater than one year. The district records items costing less than \$5,000 as an operating expense of the appropriate fund under TEA guidelines.

The Government Accounting Standards Board (GASB) issued GASB Statement 34 in June 1999, which requires capital assets to be reported in the financial statement's net of depreciation. State and local governments, including school districts, were not required to depreciate their assets in the past. GASB 34 requires districts to maintain cost or fair market value, age, and useful life information on its depreciable assets. The SWISD fixed assets system complies with all the provisions of GASB 34.

Exhibit 5-5 illustrates the SWISD fixed asset five-year history.

SWISD employs one fixed asset clerk, located in the Central office. This position reports to the Business Manager. The clerk maintains all inventory records. A summary of the types of reports the district's fixed assets system provides: Asset Acquisition Report shows fixed asset additions; Asset Disposal Report shows fixed assets removed from inventory; Property Report shows the cost of land, land improvements, buildings and building improvements; Land and Buildings Summary Report shows the cost of land, land improvements, buildings and building improvements by location; and Building Depreciation Report shows accumulated and current year depreciation for each building.

Virtually everyone in the district must participate in the inventory process. At the close of each school

EXHIBIT 5-5
SWISD FIXED ASSETS
1998-99 THROUGH 2002-03

ASSET DESCRIPTION	1998-99	1999-2000	2000-01	2001-02	2002-03
Land	\$2,523,041	\$2,523,041	\$2,523,041	\$2,523,041	\$2,413,041
Construction in Process	\$12,524,159	\$571,285	\$1,989,374	\$13,399,762	\$26,624,135
Buildings & Improvements	\$62,558,522	\$75,096,071	\$75,025,410	\$75,057,456	\$75,079,399
Furniture & Fixtures	\$11,602,474	\$11,633,340	\$5,806,458	\$6,798,231	\$7,217,932
Net Capital Assets	\$89,208,196	\$89,823,737	\$85,344,283	\$97,778,490	\$111,334,507

SOURCE: SWISD audited financial statements 1998-99 through 2002-03.

year, each employee is given an area to inventory. The staff prepares a handwritten listing of all items.

The current method of inventory accounting does not lend itself to expeditious and accurate inventories.

- Manufacturer serial numbers are often difficult to locate.
- The length of the serial numbers invites transcription errors.
- Many items are not specifically unique (e.g., desks) and do not lend themselves to effective written descriptions.
- Assets that are moved from location to location are difficult to track.

This method requires a manual reconciliation process that ties actual inventory count sheets to the district's computerized inventory records. The results of those inventories are forwarded to the fixed asset clerk, where the results are compiled. The fixed asset clerk reconciles the campus and departmental inventory information to the existing data processing schedules. Any discrepancies are researched and properly recorded.

Other districts have implemented state-of-the-art barcode technology and methodology into their fixed asset accounting system. The Clear Creek ISD barcode software allows the inventory process to be conducted using hand held barcode readers. These devices greatly increase efficiency and accuracy of the inventory process. The electronic inventory process also requires fewer personnel. Barcode readers allow inventories to be conducted at any time during the year.

Sophisticated barcode systems link objects to locations. Each room at a location can have a tag affixed to the door jam. Each asset is also affixed with a barcode tag, which is scanned with a handheld barcode scanner during inventory. The location and asset are scanned into the system. After completing the inventory, the data can be uploaded into the district's Fixed Asset Management Program (FAMP). Once the information has been uploaded, the system generates two reports. The "Items Scanned-No

Information Available" report lists scanned items not identified in FAMP. The "Items Not Scanned" report lists items that were identified in FAMP but not scanned during the inventory. The fixed asset specialist sends these reports to the principal/budget authority with instructions to complete a Fixed Asset Inventory Control Form for the items on each report. Items on the "Items Not Scanned" report could be lost, stolen or disposed of. If they are found, the principal/budget authority must note the location of the item on the report so the fixed asset specialist can update the location on FAMP.

SWISD should implement an automated barcode-based fixed asset management system. The SWISD data processing system does not currently support bar-coding however; representatives of the district's current accounting information system indicate that the service will be available during 2006. The current system is manual and does not allow for efficiency or flexibility. The implementation of a well-designed barcode based fixed asset management system will solve these problems. The fiscal impact of the barcode process will be limited to the cost of barcode printers and the readers, which is estimated to be \$2,200. The software will be added to the district's software package at no cost.

For background information on Asset and Risk Management, see p. 138 in the General Information section of the appendices.

FISCAL IMPACT

RECOMMENDATION		2004-05	2005-06	2006-07	2007-08	2008-09	TOTAL 5-YEAR (COSTS) OR SAVINGS	ONE TIME (COSTS) OR SAVINGS
CHAPTER 5: ASSET AND RISK MANAGEMENT								
31.	Provide campuses and departments access to financial information available in the financial system.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
32.	Develop an effective method of projecting cash requirements and managing cash levels.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
33.	Implement efficient methods of managing employee benefits.	\$19,053	\$28,580	\$28,580	\$28,580	\$28,580	\$133,373	\$0
34.	Implement an automated barcode-based fixed asset management system.	\$0	\$0	\$0	\$0	\$0	\$0	(\$2,200)
Totals-Chapter 5		\$19,053	\$28,580	\$28,580	\$28,580	\$28,580	\$133,373	(\$2,200)

CHAPTER 6 OPERATIONS

An effective learning environment is essential for student well-being and includes operational support to promote the educational delivery system. Nutritional and efficient food service operations, safe transportation, and well-planned, constructed facilities all support district-wide efforts to educate students.

Southwest ISD participates in the National School Lunch and School Breakfast Programs and provides more than 9,000 meals per school day. The lunch program participation at SWISD is almost 86 percent. The program had expenditures of more than \$3.6 million and revenues of more than \$3.9 million in 2002–03. The ending fund balance for the program exceeded more than \$1 million. The program is self-sufficient and maintains less than three months of expenditures in fund balance.

In 2002-03, the Transportation Department's 124 bus fleet traveled more than 1.2 million miles, with expenditures exceeding more than \$2.5 million. SWISD is allocated funds from the Texas Education Agency (TEA) based on linear density, which is \$1.11 per mile. Career and Technology transportation costs are reimbursed at \$2.02 per mile. According to the TEA 2003 Linear Density report, SWISD was allotted a total of \$1,071,375, or 41.6 percent of operating costs.

Southwest ISD is the eighth largest school district in Bexar County, encompassing 115 square miles in the southwest part of the county. The district maintains over 550 acres of land and 1,675,129 square feet of educational, athletic, administrative support, and community facilities. The district also operates and maintains two permitted water systems, one permitted wastewater system, and four Edwards Aquifer wells on 15 campuses. In 2003–04, the facilities served approximately 9,654 students in grades PK-12. Facilities within the district include one high school, two junior high schools, one-sixth grade school, nine elementary schools, and one Southwest Enrichment Center. The oldest school, the Southwest Enrichment Center, was built in 1950 and the newest school, Scobee Junior High, was built in 1999. The district also includes a central office building, food service building, a distribution center, transportation facility, plant services building, instructional services building, and athletic facilities (stadium, softball field, baseball field, athletic complex). Plant and maintenance expenditures were more than \$5.9 million for 2002–03. Currently, the district is in a construction phase of renovating and building new facilities.

ACCOMPLISHMENTS

- The Child Nutrition coordinator efficiently monitors the financial position of the Child Nutrition Program. The department fund balance has steadily increased over the past three years. Designated funds are to be used to remodel and equip kitchens on new and existing campuses.
- The SWISD approval process for free and reduced-price meal applications encourages families to apply and, once approved, the computer sends a message immediately to the school(s) where the child or children are enrolled.
- The Transportation Department uses all components of the computer routing system to schedule the three-tier bell schedule, creating efficient operations by minimizing fleet requirements, travel distance and wait times.
- Conversion to synthetic oil is saving money for the SWISD Transportation Department by reducing the number and frequency of oil changes. The Transportation director estimates the savings to be approximately \$5,521 per year.
- SWISD has effectively reduced construction planning costs, by implementing a prototype-building plan. Architectural fees have been reduced by 3.5 percent, or \$78,750, by using the plans from an initial elementary school project to construct similar facilities at other district locations.

FINDINGS

- The Child Nutrition Department staffing levels are not monitored or controlled based on Meals per Labor Hour (MPLH) or other staffing standards. SWISD exceeded the MPLH, which is the number of meal equivalents served divided by total hours worked, by 70.87 hours per day.
- SWISD does not have a plan to ensure compliance with the 2001 state law requiring a program in each elementary school that coordinates health education, physical education and physical activity, nutrition services, and parental involvement. Effective in 2001–02, TEC Section 38.013 and 38.014 requires each school district to comply with the Coordinated Health Program for Elementary School Students and Implementation of Coordinated Health Program for Elementary School Students by September 2007. The district was unaware of the law and has not started the planning process.

- SWISD does not have a bus replacement and acquisition policy. Thirty-six buses, or 29 percent, of the fleet is 15 years old or older because the district did not purchase buses from 1995 to 2004 due to budget constraints.
- The district does not have a comprehensive facilities master plan. The plan lacks sufficient detail.
- SWISD has not fully implemented the new work order software system at the campus level. The end users of the software system are not aware that it is available to make requests for maintenance needs on-line instead of processing a paper requisition for work orders.
- While SWISD has an internal custodial staffing allocation formula, the district is out of compliance with its own formula and does not use industry standards to add and distribute staff adequately. Consequently, custodial staff is not equitably assigned to campuses. The appropriate amount of school ground square footage for a custodian per the industry standard is 20,000, yet an SWISD custodian may clean anywhere from 12,611 square feet at Sun Valley Elementary to 29,542 square feet at Southwest High School.
- SWISD has no formal energy management program. In 2000–01, the district published the Southwest ISD District Energy Conservation Plan. The plan consists of a brief six-page manual that lists 23 waste reduction measures, 30 energy conservation tips, and general comments called motivational tips for staff and students. However, there is no formal energy management program and the district has never had an energy audit to determine if their District Energy Conservation Plan is effective or in use.

RECOMMENDATIONS

Recommendation 35 (p. 83): Reduce food service staff to conform to industry standards. SWISD should reduce labor by 70.87 hours per day to comply with the industry standard of meals per labor hour.

Recommendation 36 (p. 85): Create a district advisory committee to help the district comply with state law and implement a coordinated health program for elementary school students. This committee will assist the district in complying with TEC Section 38.013 and 38.014.

Recommendation 37 (p. 85): Develop a bus replacement and acquisition policy. A policy of replacement and acquisition would eliminate the inconsistencies that the district has faced in the past. A plan to phase in new buses and replace old ones

should be based on anticipated growth and an analysis of the age and condition of the fleet.

Recommendation 38 (p. 86): Develop a comprehensive facility master plan. The district should develop a comprehensive facility master plan that reflects projected planning, objectives, budgeted dollars, source of funds, and a timeline for expected completion of objectives.

Recommendation 39 (p. 88): Train district staff to use the district's on-line work order system. The director of Facilities and Construction should coordinate a training program with the vendor of the software program to instruct all persons involved with requesting, assigning, implementing, and analyzing work orders.

Recommendation 40 (p. 89): Allocate custodial staff based on industry standard formulas. The district should standardize the square footage assignment of custodians as the new schools are built. Custodians at overstaffed schools can be reassigned to the new schools as the schools open.

Recommendation 41 (p. 90): Develop a comprehensive energy management program. An energy audit will evaluate the district's energy usage and determine cost effective measures to help reduce the district's energy costs. The results of the energy audit will provide information to develop the energy management program. Even though the district's average per square foot is below the national average, the average does not include water utilities since the district uses water wells, which, if included, would distort the actual cost per square foot. An energy audit would give the district a clearer picture of its utility costs and offer cost saving measures that will be used in the preparation of an energy management program.

DETAILED ACCOMPLISHMENTS

CHILD NUTRITION PROGRAM'S FUND BALANCE

The Child Nutrition coordinator efficiently monitors the overall financial condition of the Child Nutrition Program. **Exhibit 6-1** shows SWISD's Child Nutrition program's actual revenues and expenditures from 2000–01 through 2002–03.

The steady increase in fund balance is due to efforts by the coordinator, which include monitoring production, timely submission of cash reimbursements, and controlling pricing strategies.

The SWISD cafeteria managers complete a daily log, called a Daily Food Production Record for Food-Based-On-Site Production, which reflects participation, recipes, and number of serving portions, amount prepared, and leftovers. The Child

EXHIBIT 6-1
SWISD CHILD NUTRITION PROGRAM DEPARTMENT
ACTUAL REVENUES AND EXPENDITURES
2000-01 THROUGH 2002-03

REVENUE SOURCE	2000-01	2001-02	2002-03	PERCENT CHANGE 2000-01 TO 2002-03
Local	\$639,745	\$682,781	\$687,534	7.47%
State	\$46,519	\$41,648	\$76,594	64.65%
Federal	\$2,705,770	\$2,979,676	\$3,162,673	16.88%
Percentage From Local	19.00%	18.00%	18.00%	NA
Percentage From State	1.00%	1.00%	2.00%	NA
Percentage From Federal	79.00%	80.00%	80.00%	NA
Total Revenues	\$3,392,034	\$3,704,105	\$3,926,801	15.76%
EXPENDITURE CATEGORY				
Payroll	\$1,539,286	\$1,636,118	\$1,790,562	16.32%
Contracted Services	\$205,529	\$206,286	\$224,711	9.33%
Food and Supplies	\$1,458,244	\$1,617,848	\$1,664,307	14.13%
Other operating	\$4,440	\$5,439	\$2,775	(37.50%)
Capital Outlay	\$18,439	\$0	\$0	(100.00%)
Total Expenditures	\$3,225,938	\$3,465,691	\$3,682,355	14.1%
Net Profit (Loss)	\$166,096	\$238,414	\$244,446	0.47%

SOURCE: SWISD District Audited Financial Statement Reports ending 2001, 2002, and 2003.

Nutrition coordinator reviews the daily log to adjust or counsel with cafeteria managers that report excessive continued waste or leftovers. The Child Nutrition Program accountant electronically submits the Child Nutrition reimbursement request on the first of each month to TEA, so the district receives its money as soon as possible and provide a consistent cash flow for the food service operations.

Exhibit 6-2 shows meal prices for SWISD and peer districts. Currently, SWISD allows all students to eat breakfast free. SWISD gets reimbursed only for free and reduced priced breakfast for those classes of students and absorbs the price for all other students that eat breakfast.

The elementary lunch price ranks second highest compared to its peers, and the secondary lunch price is tied for highest at \$1.75.

The Child Nutrition Program is responsible for equipping the cafeterias when schools are built or renovated. Such items include ovens, freezers, refrigerators, fryers, baker racks, storage shelving, preparation tables, pans, utensils, and trays. SWISD will be opening three new cafeterias in the next three years.

The cost for opening the cafeterias in fall 2004 and 2005 is \$200,000 and \$209,000, respectively. The district has also reserved monies to equip the Sky Harbor Elementary cafeteria scheduled to reopen in 2006.

Exhibit 6-3 shows the SWISD three-year child nutrition fund balance that indicates the efforts of the Child Nutrition coordinator in preparing for these large capital outlay expenditures.

EXHIBIT 6-2
MEAL PRICES FOR SWISD AND PEER DISTRICTS
2003-04

MEAL PRICES	EAST CENTRAL	SAN FELIPE	SAN BENITO*	SOUTHWEST
Elementary Lunch Full Pay	\$1.50	\$1.10	Free	\$1.25
Elementary Lunch Reduced	\$0.40	\$0.40	Free	\$0.40
Elementary Breakfast Full Pay	\$0.60	\$0.80	Free	Free
Elementary Breakfast Reduced	\$0.30	\$0.30	Free	Free
Secondary Lunch Full Pay	\$1.75	\$1.25	Free	\$1.75
Secondary Lunch Reduced	\$0.40	\$0.40	Free	\$0.40
Secondary Breakfast Full Pay	\$0.70	\$1.00	Free	Free
Secondary Breakfast Reduced	\$0.30	\$0.30	Free	Free
Adult Lunch	\$2.50	\$2.50	A la carte	\$2.25
Adult Breakfast	\$1.25	\$1.50	A la carte	\$1.25

SOURCE: East Central ISD District Web site; San Felipe CISD, Southwest ISD and San Benito ISD Food service Directors April 2004.

*San Benito is a provision 2 district.

EXHIBIT 6-3
SWISD THREE-YEAR CHILD NUTRITION FUND BALANCE
2000-01 THROUGH 2002-03

2000-01	2001-02	2002-03
\$564,051	\$802,463	\$1,046,908

SOURCE: SWISD audit reports ending August 2001, 2002, and 2003.

The SWISD Child Nutrition Program has planned for the upcoming facilities by steadily accumulating designated funds in the food service fund balance. This accumulation is the result of net profit derived from total revenues exceeding total expenditures. The net profit from 2000-01 through 2002-03 was illustrated previously in Exhibit 6-1.

The Child Nutrition coordinator efficiently monitors the financial position of the Child Nutrition Program. The department fund balance has steadily increased from 2000-01 through 2002-03. Designated funds are to be used to remodel and equip kitchens on new and existing campuses.

QUALIFYING STUDENTS FOR FREE AND REDUCED MEALS

SWISD has a well-organized application process for qualifying students to receive free or reduced priced meals. Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those from families with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals, in which students can be charged no more than 40 cents for lunch and 30 cents for breakfast. Children from families with incomes over 185 percent of the poverty level pay full price.

Families apply for free or reduced-price meals in the Child Nutrition administrative office or may send the application to the child's school. The district uses the multi-family application, which allows all students in the same family to be approved or denied immediately. When the school receives applications,

the secretary sends the applications directly to the Child Nutrition administrative office where they are processed, entered into the computer system, approved or denied, and a letter of approval or denial is mailed to the parents. If approved, an electronic message is sent to the school(s) where the child or children are enrolled.

During the year, cafeteria managers observe students who do not eat, accumulate excessive charges, or express financial difficulties. These students are discreetly offered an application. The principal can also complete an application for a student if the principal sees the need.

The district begins the application process in May of each year and processes the applications of students anticipated to return the following year. As new students enroll during the summer, applications are processed at that time. **Exhibit 6-4** shows the SWISD average daily breakfast and lunch participation from October 2000 through 2003 and number of approved reduced/free-price meals.

The district receives reimbursement for all meals served, even those for the full price students. A reimbursable meal is a breakfast or lunch that offers all components of the required meal pattern or nutrient standard plan and in the required serving sizes. When the student selects the required number of food items in accordance with the district's choice of menu plans, the meal is counted for reimbursement purposes. **Exhibit 6-5** shows the federal reimbursement rates for reimbursable meals served to students in 2003-04.

EXHIBIT 6-4
SWISD AVERAGE DAILY BREAKFAST AND LUNCH PARTICIPATION
IN REIMBURSABLE MEALS IN OCTOBER
2000 THROUGH 2003

DATA FOR COMPARISON	OCTOBER 2000	OCTOBER 2001	OCTOBER 2002	OCTOBER 2003
Average daily attendance	9139	9048	9006	9126
Number approved Reduced/Free-Price	849/5129	836/5049	889/5253	960/5319
Average daily participation - lunch	7246	7234	7467	7566*
Percentage of students eating lunch compared to students attending	79.29%	79.95%	82.91%	82.91%
Average daily participation - Breakfast	3224	3286	3698	3762
Percentage of students eating breakfast compared to students attending	35.28%	36.32%	41.06%	41.22%

SOURCE: TEA Reimbursement Reports, 1999-2000 through 2002-03; district participation reports October 2000 through 2003.

*This number does not include 344 a-la-carte participations, which would be a total participation of 86.68 percent.

**EXHIBIT 6-5
FEDERAL REIMBURSEMENT RATES
FOR REIMBURSABLE MEALS SERVED STUDENTS
2003-04**

BENEFIT CATEGORY	BREAKFAST	LUNCH
Full-Price	\$0.22	\$0.23
Reduced-price	\$0.90	\$1.81
Free	\$1.20	\$2.21

SOURCE: TEXAS Education Agency Child Nutrition Programs Information Management System.

Many districts strive to identify as many students as possible who can qualify for free or reduced meals because state Compensatory and federal Title I funding flows to a school district based on the number of economically disadvantaged students. Economically disadvantaged students are defined as students identified as eligible for free or reduced-price meals. In most school districts, the district receives around \$500-\$700 per year for every child identified in this category. The average district gets about \$60,000 for every 100 students identified. SWISD received \$549 per student for a total of \$4,189,692 for the 2003-04 school year.

SWISD has a well-organized process for qualifying students to receive free or reduced-price meals, which reduces the waiting period for receiving benefits.

USE OF TRANSPORTATION SOFTWARE

The Transportation Department uses all components of the computer routing system to schedule the district's three-tier bell schedule creating, efficient operations by minimizing fleet requirements, travel distances, and wait times.

The three-tier bell system is used to allow for multiple driver runs and more efficient use of personnel. The first-tier drops students off at 7:00

A.M. This tier has six elementary schools and one junior high. The second tier drops off students at 7:15 A.M. and has two elementary schools and one junior high. The third tier gets students from all over the district for many different schools and drops them off from 7:50 A.M. to 8:15 A.M. This tier has students for Southwest High School, McNair 6th grade, the Southwest Enrichment Center, and the Alternative School. **Exhibit 6-6** shows the SWISD transportation schedule for 2003-04.

The SWISD Transportation Department routing system was purchased in 1995 and implemented in January 1996. The goal of the system was to develop as efficient a system of bus routes and schedules as possible within the guidelines of existing transportation. The system develops a set of routes and schedules with the minimum fleet requirements and travel distance while still efficiently serving the eligible student population.

The system has three major routing functions: run building, route coupling, and stop selection.

The run building process can be executed to include the destination school (or groups of schools) selected for routing, the bus stops (or students selected for routing), and the load factors (number of students) for each run. The run building programs are executed and they generate a set of runs based on pre-selected stops, time (one hour), and load limits

**EXHIBIT 6-6
SWISD TRANSPORTATION SCHEDULE
2003-04**

TIER	SCHOOL
I	Indian Creek
I	Bob Hope
I	Sun Valley
I	Big Country/Kriewald Rd.
I	Hidden Cove
I	Sky Harbor
I	McAulliffe
II	SW Elem./Elm Creek
II	Scobee
III	SW High School
III	McNair Sixth Grade
III	Southwest Enrichment Center
III	Alternative

SOURCE: SWISD Transportation Department, April 2004.

(60 students on a regular bus). Reports are generated for staff review and staff can adjust parameters as needed. SWISD uses this feature because of their three-tier bell schedule.

The route coupling software combines a specific group of bus runs into bus schedules with the objective of departmental efficiency. The process is similar to the route scheduling process in that it defines parameters (group of runs involved, restrictions on vehicle types, and time windows). The programs generate bus schedules with the fewest number of vehicles, and minimum traveling distances, deadhead travel (miles driven not eligible for state reimbursement), and wait times. According to the director of Transportation, SWISD uses this feature to efficiently route the buses in the second and third tier to minimize deadhead mileage, distances, and ride time requirements. SWISD sets an hour ride time as one of the parameters.

The stop location module allows for the optimal selection of stop locations to satisfy the particular requirements of the school district.

SWISD's Transportation Department operates 83 routes covering 955,614 miles annually. **Exhibit 6-7** shows SWISD and Peer Districts for 2002–03 comparison of ridership.

SWISD has the highest percentage of students being transported by school buses.

During interviews, principals were highly complimentary of Transportation Department staff. Principals stated that the strength of the Transportation Department was communication and

that employees of the department were extremely accommodating. The principals were pleased with the scheduling of the buses, praised the department about the timeliness of the buses, pleased that the drivers knew the students and that the drivers provided good service. One principal stated the director reviewed all discipline notices after the morning route, and if he thought that the problem that occurred in the morning route might be a problem on the afternoon route, the director would contact the principal to resolve the problem before the afternoon route. Principals also stated that the department always communicates with the campuses if there is a delay in a route, so that the principals could adjust the schedule at the campus. Surveys administered by the school review team to the SWISD principals are illustrated in **Exhibit 6-8**.

The Transportation Department uses all components of the computer routing system to schedule efficiently.

CONVERSION TO SYNTHETIC OIL

The SWISD Transportation Department has begun to convert all buses to synthetic oil. Currently, 24 buses have been converted to synthetic oil, and 13 new buses will be converted after the conventional break-in oil is changed at about 5000 miles. Synthetic oil does not have to be changed at 5,000-mile intervals. Instead, every 5,000 miles, a sample is taken and sent to a lab for analysis. If the oil does not have to be changed, samples continue to be taken at 5,000-mile intervals and analyzed.

A traditional oil change at 5000 miles costs \$34.84 for oil, filter and labor. A synthetic oil change cost

**EXHIBIT 6-7
PERCENT OF STUDENTS TRANSPORTED
SWISD AND PEER DISTRICTS 2002–03**

SCHOOL DISTRICT	ENROLLMENT	RIDERSHIP	PERCENT
East Central	7,932	4,793	60%
San Felipe-Del Rio	10,294	3,967	39%
San Benito	9,552	4,418	46%
Southwest	9,654	6,017	62%

SOURCE: 2002–03 Transportation Report, AEIS, 2002–03.

**EXHIBIT 6-8
SWISD PRINCIPAL TRANSPORTATION SURVEY RESULTS
2004**

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
The drop-off zone at the school is safe.	48.28%	51.72%	0.00%	0.00%	0.00%
The district has a simple method to request buses for a special event.	51.72%	44.83%	0.00%	0.00%	3.45%
Buses arrive and leave on time.	51.72%	44.83%	0.00%	3.45%	0.00%
Adding or modifying a route for a student is easy to accomplish.	34.48%	34.48%	31.03%	0.00%	0.00%

SOURCE: School Review Team, Principal surveys administered, 2004.

\$63.55 for oil, filter and labor. The synthetic oil change costs \$28.71 more than a traditional oil change. The transportation director estimates the savings would be approximately \$5,521 per year by using synthetic oil and reducing the number of oil changes required. This program has just begun, so it is unknown if benefits such as engine life expectancy and reduced friction will occur in future years. After initial conversions, other buses will be converted, beginning with most recent bus purchases.

Conversion to synthetic oil is saving money for the SWISD Transportation Department by reducing the number and frequency of oil changes.

PROTOTYPE BUILDING PLAN

SWISD has effectively reduced construction planning costs by implementing a prototype building plan. A prototype uses the design documents of an initial project to construct similar facilities at other district locations. Using a prototype plan reduces costs associated with the design of other similar facilities, shortens design and construction times, and allows the district to avoid design and construction problems encountered in the initial project.

The district is in an active construction phase. In fall 2003, the high school opened a new fine arts wing that includes a 1,000-seat auditorium and 50 science, math, art, and theater/drama classrooms. In addition, the district is in the process of rebuilding three elementary schools and will use the old Southwest Elementary to temporarily house each school's student population one school at a time. The new 800 capacity Southwest Elementary is scheduled for completion sometime in 2004. Once the students have transitioned into the new Southwest Elementary, the next group of elementary students from Sun Valley will move into the old Southwest Elementary while their school is being reconstructed. The construction completion for Sun Valley Elementary is targeted for July 2005. Immediately following that transition, Sky Harbor Elementary students will move into the old Southwest Elementary. Sky Harbor Elementary is scheduled for completion in summer 2006.

The district uses the prototype plan to build new elementary schools. The original prototype school (Elm Creek Elementary) was built with a cost of 5.25 percent for its architectural fee. Kriewald Road Elementary, the second school built, experienced a reduction in its architectural fee to 3.5 percent and saved the district \$78,750. The fourth prototype school, Sun Valley, will save the district

approximately \$90,000 with an architectural fee of 4.25 percent. The fee reduction varies depending on the site work and modifications to the original prototype.

SWISD has effectively reduced construction planning costs by implementing a prototype-building plan. Architectural fees have been reduced by 3.5 percent by using the plans from an initial elementary school project to construct similar facilities at other district locations.

DETAILED FINDINGS

CHILD NUTRITION DEPARTMENT STAFFING (REC. 35)

The Child Nutrition department staffing levels are not monitored or controlled based on Meals per Labor Hour (MPLH) or other staffing standards. School districts use MPLH analysis to determine and measure food service productivity and assign labor hours to their kitchens. MPLH is the number of meal equivalents served in a given period divided by the total hours worked during that period.

Meal equivalents are reimbursable lunches, a la carte sales converted to meal equivalents, and breakfast average daily participation adjusted for the degree of complexity in preparation and the labor needed. Based on the calculation of meals per labor hour standards versus the actual meals served per hour provided by the school district indicated that the district is overstaffed by 70.87 hours.

A variety of benchmarks are used to determine the MPLH. Some factors that are taken into consideration are the type of production that is used, if all meals are produced and consumed on site, the schedules determined for serving periods, and if cleaning the dining room and floors is a food service job duty or a duty of the school custodial staff. Industry standards are stated in terms of the number of meal equivalents that a worker should produce per labor hour based on national averages. **Exhibit 6-9** shows the conversion rate for SWISD meal equivalents for 2003–03.

Exhibit 6-10 shows the industry standard staffing guidelines for on-site (conventional) meal production. The conventional system for preparing meals consists of preparing food on-site from scratch with raw vegetables and other ingredients and it includes washing dishes. The convenience system of meals consists of using processed foods, for example pizza, when possible and disposable trays and utensils.

**EXHIBIT 6-9
CONVERSION RATE FOR SWISD MEAL EQUIVALENTS
2003-04**

CATEGORY	CONVERSION RATE
Student Lunch	One lunch equals one equivalent
Adult Lunch	One lunch equals one equivalent
Student and Adult Breakfasts	Two breakfasts equal one equivalent
A la Carte Sales	Sales divided by \$3.00*

SOURCE: Child nutrition Service Coordinator, April 2004.

*When the purchase of individual items total \$3.00 this equals one lunch.

**EXHIBIT 6-10
INDUSTRY STANDARDS FOR MEALS PER LABOR HOUR**

NUMBER OF MEALS EQUIVALENTS	MEALS PER LABOR HOUR (MPLH)			
	CONVENTIONAL SYSTEM		CONVENIENCE SYSTEM	
Up to 100	8	10	10	12
100--150	9	11	11	13
151-200	10-11	12	12	14
201-250	12	14	14	15
251-300	13	15	15	16
301-400	14	16	16	18
401-500	14	17	18	19
501-600	15	17	18	19
601-700	16	18	19	20
701-800	17	19	20	22
801-900	18	20	21	23
901+	19	21	22	23

SOURCE: "Managing Child Nutrition Programs," Josephine M. Martus and Martha T. Conklin, 1998.

SWISD's meals per labor hour comparison for October 2003 in **Exhibit 6-11** is a comparison of the meal equivalents and total hours worked in SWISD cafeterias to the industry standard. The industry standard selected was the most conservative, which means it is the lowest number in the conventional system indicating food that required extensive preparation. The hours below the standard is the extent to which SWISD cafeterias are overstaffed.

SWISD expends 70.87 more hours per day on food service than industry standards.

According to the Child Nutrition coordinator, the majority of the overstaffing occurs at the high school. The high school overstaffing is due to numerous serving lines at the high school that are in place to reduce the time waiting in line. The district remodeled the high school cafeteria so that there are a total of nine serving lines. This increased participation at the high school since students do not have to wait in line for a long period but also increased labor hours. SWISD does not adhere to using an industry standard across the board in producing meals per labor hour and is consequently overstaffed in employee hours at 11 of the 13 cafeterias.

SWISD should reduce labor by 70.87 hours per day in order to be in line with the industry standard of meals per labor hour. Based on an hourly wage for food service workers of \$7.79 per hour and a standard 180-day year of instruction, implementing industry standards would compute to a total of \$99,374 in salaries. Fringe benefits are calculated to be .0193782 of this total or \$1,926. Rounded to the nearest dollar, a total of \$101,300 in salaries and fringe benefits can be realized by conforming to MPLH industry standards. The computation is being based on days of instruction instead of employee contract days because the days of classroom instruction would involve days food is being prepared and served to students in attendance and when the MPLH standard would apply. Anticipating the need for planning, the structure can go into effect in January 2005 therefore costs for the first year will total \$67,533 rounded to the nearest whole dollar. The computation for this dollar based on \$101,300 divided by 12 months and multiplied by eight months to derive a two-third's implementation of the recommendation or 8/12.

**EXHIBIT 6-11
SWISD DAILY MEALS PER LABOR HOUR COMPARISON
OCTOBER 2003**

SCHOOLS	TOTAL MEAL EQUIVALENTS SERVED DAILY	TOTAL HOURS WORKED	SWISD MPLH	INDUSTRY MPLH STANDARD	HOURS ABOVE (BELOW) STANDARD
Southwest High School	2440	157.0	15.54	19	(28.59)
McNair 6 th Grade	868	44.0	19.73	18	4.22
McAuliffe Junior High	683	49.0	13.93	16	(6.31)
Scobee Junior High	750	49.0	15.30	17	(4.89)
Southwest Elementary	661	44.0	15.02	16	(2.69)
Sun Valley Elementary	472	37.0	12.76	14	(3.29)
Indian Creek Elementary	922	51.0	18.08	19	(2.47)
Bob Hope Elementary	424	37.0	11.46	14	(6.71)
Sky Harbor Elementary	786	44.5	17.66	17	1.74
Hidden Cove Elementary	655	44.0	14.88	16	(3.06)
Big Country Elementary	555	44.0	12.62	15	(7.00)
Elm Creek Elementary	612	44.0	13.91	16	(5.75)
Kriewald Road Elementary	433	37.0	11.71	14	(6.07)
District Totals	10,261	681.5			(70.87)

SOURCE: SWISD Child Nutrition Program Monthly Records 2003-04; Cost Control Manual for School Food Services (July 2000 Edition).

HEALTH AND NUTRITION EDUCATION SERVICES (REC. 36)

SWISD does not have a plan to ensure compliance with the 2001 state law requiring a coordinated health program in each elementary school that coordinates health education, physical education, physical activity, nutrition services and parental involvement. The SWISD Child Nutrition coordinator had not heard about the law and had not begun planning to meet the requirements.

Senate Bill 19 enacted in 2001 into Texas Education Code (TEC) Section 38.013 and 38.014 for Coordinated Health Programs for Elementary School Students and Implementation of Coordinated Health Programs for Elementary School Students is listed in **Exhibit 6-12**.

No later than September 1, 2007, each school district is required to implement a program. While the district has sufficient time to meet the deadline, the district was not aware of the statute and has not started the planning process.

Create a district advisory committee to help the district comply with state law and implement a coordinated health program for elementary school students. The district should contact Region 20 to assist in composing the district advisory committee in order to ensure that the objectives and goals are in line with those required of approved coordinated health programs.

BUS REPLACEMENT POLICY (REC. 37)

SWISD does not have a bus replacement and acquisition policy. **Exhibit 6-13** shows the SWISD bus inventory by model year for April 2004. Thirty-six buses, or 29 percent of the fleet is 15 years old or older.

During the period of model years 2002-04 the district purchased 35 buses. 2002 model year and 2004 model year represented in the above table also show the most buses purchased for any year since 1979. Thirteen and 16 buses respectively were purchased on those years. The exhibit also demonstrates that no buses were purchased in model years 1995, 1998, 2000 and 2001 due to budget constraints.

The district has only purchased 35 buses in three of the last five years. No buses were purchased for 2001 and 2000. The average number of buses purchased per year rounded down to the nearest whole bus was 11 (35/3).

The district runs 83 routes and averages 72 students per bus riding in a multi-tier delivery system to and from school on regular, special education, career and technology, and other routes.

On the average school day, 12 buses are used for extra-curricular trips, two buses are used for shuttle buses and eight buses are in the shop for either repairs or preventative maintenance. Of the current bus inventory, 9 buses are being salvaged for repairs and are not in use. The remaining buses (eleven) are used as spare buses.

Comal ISD has adopted a vehicle replacement plan to replace buses every 11 to 15 years to coincide with the average 10 to 15 year bus life cycle.

The plan is designed to maintain a necessary fleet size and concurrently reduce bus hazards by replacing buses once they reach the end of their life cycle. The plan also staggers replacement costs.

EXHIBIT 6-12**TEXAS EDUCATION CODE****COORDINATED HEALTH PROGRAM FOR ELEMENTARY SCHOOL STUDENTS
IMPLEMENTATION OF COORDINATED HEALTH PROGRAM FOR
ELEMENTARY SCHOOL STUDENTS****§ 38.013. COORDINATED HEALTH PROGRAM FOR ELEMENTARY SCHOOL STUDENTS.**

(a) The agency shall make available to each school district one or more coordinated health programs designed to prevent obesity, cardiovascular disease, and Type 2 diabetes in elementary school students. Each program must provide for coordinating:

- (1) health education;
- (2) physical education and physical activity;
- (3) nutrition services; and
- (4) parental involvement.

(a-1) The commissioner by rule shall adopt criteria for evaluating a coordinated health program before making the program available under Subsection (a). Before adopting the criteria, the commissioner shall request review and comment concerning the criteria from the Texas Department of Health's School Health Advisory Committee. The commissioner may make available under Subsection (a) only those programs that meet criteria adopted under this subsection.

(b) The agency shall notify each school district of the availability of the programs.

Added by Acts 2001, 77th Leg., ch. 907, § 3, eff. June 14, 2001. Amended by Acts 2003, 78th Leg., ch. 944, § 3, eff. Sept. 1, 2003.

§ 38.014. IMPLEMENTATION OF COORDINATED HEALTH PROGRAM FOR ELEMENTARY SCHOOL STUDENTS.

(a) Each school district shall:

(1) participate in appropriate training for the implementation of the program approved by the agency under Section 38.013; and

(2) implement the program in each elementary school in the district.

(b) The agency, in cooperation with the Texas Department of Health, shall adopt a schedule for regional education service centers to provide necessary training under this section.

Added by Acts 2001, 77th Leg., ch. 907, § 3, eff. June 14, 2001.

SOURCE: Texas Education Code, Section 38.013 and Section 38.014.

SWISD should develop a bus replacement and acquisition policy. A plan to phase in new buses and replace old ones should be based on anticipated growth and an analysis of the age and condition of the fleet.

This would allow the district to retire buses on a planned basis and expand the fleet to meet student growth demands.

The average purchase price for a 77-passenger bus is \$67,500. Based on the district's history of purchasing 11 buses per year, a total of 55 buses would be purchased for the next five years.

Assuming a 15 year replacement schedule and \$500 salvage value, the district would need to spend an additional \$67,000 for one bus along with the historical expenditures that will replace 55 buses for a total of 56 buses replaced.

This calculation is based on a current need to replace 36 buses that are 15 years old or older and the need to replace an additional 20 buses that will become 15 years old over the next five years for a total of 56 buses.

FACILITY MASTER PLAN (REC. 38)

The district does not have a comprehensive master facilities plan. The district's plan for 2003 through 2008 only includes a facility inventory and a broad bulleted list of items targeted for improvements.

For example, the 2003 Facility Plan List includes installation of technology infrastructure throughout the District, the purchase of possible elementary school site along Highway 16 South, the addition of 162,000 sq. ft. to the fine art/science wing, renovation of the exterior of the existing building, and the start construction of new SWISD on a elementary campus location adjacent to the Athletic Complex.

The current plan does not include an analysis of planned projects, timelines for completion, nor resources needed to complete these projects. In addition, the plan does not identify district goals and objectives or prioritize projects based on those goals and objectives.

Exhibit 6-14 illustrates the capital improvement projects schedule.

**EXHIBIT 6-13
SWISD BUS INVENTORY BY MODEL YEAR
APRIL 2004**

MODEL YEAR	NUMBER OF BUSES OWNED BY THE DISTRICT	AGE	PROJECTED 15 YEAR BUS REPLACEMENT
2004	13	0	2019
2003	6	1	2018
2002	16	2	2017
2001	0	N/A	N/A
2000	0	N/A	N/A
1999	9	5	2014
1998	0	N/A	N/A
1997	6	7	2012
1996	12	8	2011
1995	0	N/A	N/A
1994	6	10	2009
1993	6	11	2008
1992	5	12	2007
1991	5	13	2006
1990	4	14	2005
1989	3	15	Due for replacement
1988	4	16	Due for replacement
1987	3	17	Due for replacement
1986	6	18	Due for replacement
1985	2	19	Due for replacement
1984	4	20	Due for replacement
1983	2	21	Due for replacement
1982	2	22	Due for replacement
1981	3	23	Due for replacement
1980	1	24	Due for replacement
1979	6	25	Due for replacement
Total	124		

SOURCE: SWISD Transportation Inventory, 2004.

**EXHIBIT 6-14
CAPITAL IMPROVEMENT PROJECTS**

1999 CAPITAL IMPROVEMENT BOND	\$30,000,000
Main Campus Sewer Project	Completion Summer 2001
High School Abatement Project	Completion Summer 2001
High School Exterior Renovation Project	Completion Summer 2001
Warehouse Parking Lot Project	Completion Summer 2003
Renovate and Add to existing High School	Completion Fall 2003
McAuliffe Well Renovation Project	Completion Spring 2004
2001 CAPITAL IMPROVEMENT BOND	\$27,000,000
Build New Southwest Elementary	Targeted completion Summer 2004
Demolish and Rebuild Sun Valley School	Targeted completion Summer 2005
Renovate and Add to Sky Harbor School	Targeted completion Summer 2006
Classroom Addition to Indian Creek	Targeted completion Summer 2006
Install Technology Drops in entire District	Targeted completion Summer 2006
2003 QZAB (QUALIFIED ZONE ACADEMY BOND)	\$8,000,000
Reroof existing High School	Completion Summer 2003
Abatement of floor tile Southwest Enrichment Center	Targeted completion Summer 2004
Abatement of floor tile McNair	Targeted completion Summer 2004
Reroof and HVAC renovation to McNair	Targeted completion Summer 2005
Reroof and HVAC renovation to Bob Hope	Targeted completion Summer 2005
HVAC renovation to McAuliffe	Targeted completion Summer 2005
Reroof and HVAC renovation Hidden Cove	Targeted completion Summer 2006
Reroof and HVAC renovation Big Country	Targeted completion Summer 2006

SOURCE: SWISD Facilities and Construction Department, April 2004.

The plan states the district “could possibly add thousands of homes to the district within the next 5 to 10 years” in the Loop 410 area; however, attachments to the plan indicate different enrollment

projections. While the district conducted an internal comparison study in February 2003 with existing neighborhoods and students living there, the review merely notes existing dwellings with student

averages. The study indicates 0.41 students per mobile home, 0.92 students per single-family home and 0.33 students per apartment.

Many districts use a master facilities plan to provide a basis for planning their facility construction and renovation. The plan incorporates district policies with information and statistics to develop the district's basis for allocating resources. Effective master facility plans incorporate the following elements:

Facility Capacity: Each school's capacity should be established by setting standards that govern student-to-teacher ratios and the required square feet of classroom space per student. These standards should also deal with the minimum size of core facilities such as cafeterias, libraries, and gyms.

Facility Inventory: An accurate inventory of facilities is a tool for managing the efficiency of facility utilization. Each school inventory should identify the use and size of every room to enable planners to judge the school's capacity.

Enrollment Projections: Accurate enrollment projections are vital to effective facilities planning. Projections should examine neighborhood demographics and track new construction in the school district. Working with county and city planners is a good way to track growth patterns.

Attendance Zones: The use of portable classrooms can temporarily alleviate overcrowding, but they can also become a detriment to the district if overused when handling the overflow from core facilities. Effective enrollment management dictates attendance zone adjustments to ensure that all students have equal access to school facilities.

Capital Improvement Master Plan: Effective planning requires the district to anticipate future needs and balance them against resources. A capital master plan charts future improvements to school facilities and identifies funding sources.

The district should develop a comprehensive master facilities plan. When formulating the plan, the school district's process should allow for input from teachers, students, parents, taxpayers, and other interested parties that reside within the school district. Major considerations should include:

- (A) a description of the current and future instructional program and instructional delivery issues;
- (B) the age, condition, and educational appropriateness of all buildings in the district, consideration of the condition of all components and systems as well as design

flexibility, including an estimate of cost to replace or refurbish and appropriate recommendations;

- (C) verification of the suitability of school site(s) for intended use, considering size, shape, useable land, suitability for the planned improvements, and adequate vehicular and pedestrian access, parking, playgrounds, fields, etc.; and,
- (D) a time-line and series of recommendations to modify or supplement existing facilities to support the district's instructional program.

The district should also consider the TEA's Financial Accountability System Resource Guide controls to ensure the relevance and reliability of district facilities master plans as follows: the district facilities master plan should be reviewed, evaluated, and revised annually; the time line for the annual review and evaluation of the facilities master plan should be published; and, procedures for staff/community review and evaluation of the district facility master plan should also be published.

WORK ORDER SOFTWARE SYSTEM (REC. 39)

SWISD has not implemented the maintenance work order software system. In addition, the district has not communicated to all staff members that SWISD has a software system that can assist them in requesting maintenance needs on-line. In interviews with principals and school staff, several staff members indicated they were unaware of an on-line system where they can electronically fill out a work order. Additionally, staff told the review team that they did not know how to use the automated system.

Currently, maintenance work orders are prepared at all campuses where each school secretary or administrator manually completes a standard work order form when a repair is requested, and faxes the request to the maintenance department. The director of Facilities and Construction reviews the request and passes it to the data entry clerk who then inputs the request into the computer and delivers the printed form to the Plant Services supervisor who then prioritizes and assigns the work order to the appropriate maintenance trade technician. The supervisor keeps a folder on his desk for each worker with a paper copy of the work order assignment. When the maintenance repair is completed, the repairman completes the paper form indicating "time in-out," materials used, and materials to be ordered. The repairman calls the supervisor and then gets his next assignment. At the end of the day all work order slips are turned into the Plant Services supervisor. Information about the completion of the work order is updated into the system. While the system allows

for reports showing total cost of materials, travel and labor, the maintenance department has not maximized use of the system.

SWISD should train staff to use the district’s software work order system on-line. The director of Facilities and Construction should coordinate a training program with the vendor of the software program to instruct all persons involved with requesting, assigning, implementing, and analyzing work orders. The current network configuration for SWISD indicates that all campuses are connected; therefore, utilization of this system would not require any further wiring. Furthermore, campuses have available computer desktops attached to the network for the purpose of accessing the software with existing resources. The district’s software vendor can administer the training at no added cost to the district.

CUSTODIAL ALLOCATION FORMULA (REC. 40)

While SWISD has an internal custodial staffing allocation formula, the district is out of compliance with its own formula and does not use industry standards to add and distribute staff adequately, consequently, custodial staff is not equitably assigned to campuses. SWISD’s custodial staff workloads per individual vary from 12,611 square feet to 29,542 square feet. Industry standards normally assign one custodian per 20,000 square feet of space.

The assistant superintendent for Human Resources and Administration stated that principals request custodians, and under his authority the request is approved or disapproved. The administration also provided the review team with an internal staffing formula used to administer staff assignments; however, in using this formula, the district indicated that they are overstaffed by four custodians. SWISD’s formulas and industry standards both point to a lack of sufficient staff in some schools, particularly at the high school and more staff than required per industry standards in other schools.

Exhibit 6-15 illustrates the Southwest ISD custodial coverage per square footage. Eighty Southwest ISD custodians clean a total of 1,619,501 square feet.

The district does not employ any part-time custodians, and all custodians work eight hours per day. **Exhibit 6-16** illustrates the Southwest ISD Custodial Coverage Per School. The campus principal supervises a head custodian at each campus. The head custodian assigns custodians under their supervision cleaning responsibilities, designs all work schedules, and orders all supplies. Supplies are delivered from the district’s warehouse.

Most SWISD custodial duties are scheduled so that as much work as possible is done when children are not in classrooms. Custodial tasks to be performed on a regular basis include the following:

- regulating the heating and air conditioning equipment;
- unlocking doors, opening windows for ventilation, and turning on lights;
- setting up rooms for special activities;
- cleaning restroom facilities, replacing all supplies, and making sure dispensers are working properly;
- cleaning classrooms, teachers' lounges, and other areas;
- performing special tasks within the classrooms based upon teacher requests;
- moving furniture;
- disposing of trash; and,
- locking doors and gates, closing windows, and turning off lights.
- Other duties performed on a weekly, monthly, or quarterly basis include:
 - lubricating equipment;
 - cleaning interior walls;
 - indoor painting;
 - waxing floors and cleaning carpeting;
 - washing windows and blinds and arranging for the cleaning of draperies; and,
 - resurfacing floors and refinishing furniture.

EXHIBIT 6-15

SOUTHWEST ISD CUSTODIAL COVERAGE PER SQUARE FOOTAGE

NUMBER OF CUSTODIANS	TOTAL SQUARE FOOTAGE	AVERAGE PER SQUARE FOOT
80	1,619,501	20,243

SOURCE: SWISD director of Facilities and Construction, April 2004.

EXHIBIT 6-16
SOUTHWEST ISD CUSTODIAL COVERAGE PER SCHOOL

SCHOOL	NUMBER OF CUSTODIANS	SQUARE FOOTAGE PER SCHOOL	AVERAGE SQUARE FOOTAGE PER CUSTODIAN	VARIANCE ABOVE (+) OR BELOW (-) STANDARD	RECOMMENDED NUMBER OF CUSTODIANS
Southwest High School	17	502,219	29,542	(-8)	25
McNair Sixth Grade School	6	106,471	17,745	+1	5
McAuliffe	6	125,546	20,924	0	6
Southwest Enrichment Center	3	43,070	14,356	+1	2
Scobee	7	163,541	23,363	(-1)	8
Southwest Elementary	4	77,757	19,439	0	4
Sun Valley	3	37,833	12,611	+1	2
Indian Creek	5	76,496	15,299	+1	4
Bob Hope	3	51,272	17,090	+0.5	2.5
Sky Harbor	5	79,827	15,965	+1	4
Hidden Cove	5	71,379	14,275	+1.5	3.5
Big Country	4	81,650	20,412	0	4
Elm Creek	4	67,861	16,965	+1	3
Kriewald Road	4	67,861	16,965	+1	3
Central Office, Food Service, and Instructional Building	2	31,007	15,503	+0.5	1.5
SWAC & Plant Services	2	35,711	17,855	0	2
Total	80	1,619,501	20,244*	+0.5	79.5

SOURCE: SWISD director of Facilities and Construction, April 2004.

NOTE: The parents clean Pony League building, Headstart building is owned by the district but cleaned by the organization that rents it, the Quonset hut is a parking garage cleaned by the grounds crew. The bus drivers clean transportation building, and the staff cleans the Distribution Center working in the center (this totals 55,628 square feet cleaned by other sources than the custodial staff).

*Calculation arrived by dividing total square footage of 1,619,501 by 80 custodians.

SWISD should allocate custodial staff based on industry standard formulas. The district can standardize the square footage assignment of custodians as the new schools are built. Custodians at overstaffed schools can be reassigned to the new schools as the schools open.

ENERGY MANAGEMENT PROGRAM (REC. 41)

SWISD has no formal energy management program. In 2000–01, the district published the Southwest ISD District Energy Conservation Plan. The plan consists of a brief six-page manual that lists 23 waste reduction measures, 30 energy conservation tips, and general comments called motivational tips for staff and students. The district has put stickers on light switches and done other low-cost or no cost activities.

The district has also incorporated energy management practices into their new construction. These practices include the following:

- Computerized HVAC management software;
- Skylights to reduce the lighting loads;
- Occupancy sensors on light switches;
- Roof top air-conditioning units with a 12 SEER rating or better;

- Use of T-8 fluorescent lighting; and
- Use of automatic flush valves on commodes and urinals to conserve water.

The district, however, has never had an energy audit. The cost of energy has risen faster than the rate of inflation over the past 20 years, making energy management a high priority for school districts. The national median average is \$1.00 per square foot or \$165.00 per student. Energy audits and other sources of data are essential to control energy costs.

Exhibit 6-17 shows the SWISD utility costs.

The district also operates and maintains two permitted water systems, one permitted wastewater system, and four Edwards Aquifer wells on 15 campuses. The water wells provide water for Elm Creek Elementary and the central complex of facilities surrounding Central office, which includes Southwest High School, McNair Sixth Grade School, Southwest Elementary, Southwest Enrichment Center, the DAEP center, the Child Nutrition Service Building, and the surrounding buildings used for warehousing and maintenance. In addition, the wells provide water for all school grounds, including athletic fields. The district pays for the water from these wells by the acre-foot since it is pumped from the Edward's Aquifer. **Exhibit 6-18** shows the

**EXHIBIT 6-17
SWISD UTILITY COSTS
2000-01 THROUGH 2002-03**

UTILITY	2000-01	2001-02	2002-03
Water/sewer	\$70,735	\$96,908	\$126,785
Electric/gas	\$1,072,816	\$951,750	\$1,311,749
Garbage	\$12,358	\$20,998	\$15,956
Total	\$1,155,909	\$1,069,656	\$1,454,490

SOURCE: SWISD accounts payable records and SWISD director of Facilities and Construction, April 2004.

**EXHIBIT 6-18
SWISD ENERGY COST PER SQUARE FOOT**

2002-03 FACILITY SQUARE FEET	2002-03 AMOUNT SPENT ON UTILITIES	PER SQUARE FOOT UTILITY COSTS	NATIONAL MEDIAN AVERAGE PER SQUARE FOOT
1,675,129	\$1,311,749	\$0.78	\$1.00

SOURCE: Function 5, SWISD district ledgers, April 2004.

SWISD energy cost per square foot for electric/gas only.

The State Energy Conservation Office (SECO) provides free energy management audits to public sector entities such as school districts. The energy management audits provide detailed recommendations on equipment and procedures that can supplement an energy management plan. SECO also provides an estimate of investment cost, time and payback of annual energy savings.

In addition, SECO has an effective school-based energy model called Watt Watchers. SECO provides free materials, training, and support for the program. Student councils, science clubs, activity clubs, and grade levels from grades 1 through 12 can participate in the program. Students gain self-esteem, learn about energy resources, and take an active role in teaching others the importance of energy efficiency – all while having fun participating in the program. This program will not only save money at the school, but students will learn how to develop the habit of saving energy in their homes as well.

The Watt Watchers program also involves starting an Energy Patrol at individual schools to capitalize on many small but effective ways to reduce energy consumption. The Energy Patrol consists of teachers, students, parents, and community volunteers who work together to implement energy conservation practices such as:

- planting trees around the building to reduce the amount of heat reaching the buildings;
- replacing old or broken caulking and weather stripping in doors and windows to stop energy dollars from leaking through cracks;
- checking outside air dampers and heating, ventilation, and air conditioning filters;

- turning off lights in unoccupied areas; and,
- developing maintenance schedules and doing random checks on facilities for monitoring energy conservation.

SECO also suggests many other ways to save districts energy and money. One such opportunity is to save energy at each school by turning off the light bulbs in vending machines. The average soft drink machine uses two fluorescent bulbs, which total 80 watts, plus the energy required to operate the ballast, a component required to alter the electricity when using fluorescent bulbs. Using a very conservative estimate of only 2 kWh per day usage, a soft drink machine uses an annual total of 730 kWh just for lights. At an average rate of \$0.10 per kWh, this amounts to \$73 per year for each machine.

Killeen ISD developed a conservation program that allows each school or support facility to develop its own individual energy conservation plan. Students and staff were allowed to participate in energy conservation planning and implementation. Each school designated a person responsible for shutting off all energy-consuming equipment each day. Each school also used shutdown checklists.

While the purpose of an energy management program is to minimize waste, the program also should ensure comfort in occupied spaces and encourage energy awareness across the district.

SWISD should develop a comprehensive energy management program, and schedule a free energy audit. An energy audit will evaluate the district's energy usage and determine cost effective measures to help reduce the district's energy costs. Even though the district's average per square foot is below the national average, the average does not include water utilities since the district uses water wells, which, if included, would distort the actual cost per square foot since operating the water wells not the

cost of water is what would skew the results. An energy audit would give the district a clearer picture of its utility costs and offer other suggestions for cost saving measures.

For background information on Operations, see p. 142 in the General Information section of the appendices.

FISCAL IMPACT

RECOMMENDATION	2004-05	2005-06	2006-07	2007-08	2008-09	TOTAL 5-YEAR (COSTS) OR SAVINGS	ONE TIME (COSTS) OR SAVINGS
CHAPTER 6: OPERATIONS							
35. Reduce food service staff to conform to industry standards.	\$67,533	\$101,300	\$101,300	\$101,300	\$101,300	\$472,733	\$0
36. Create a district advisory committee to help the district comply with state law and implement a coordinated health program for elementary school students.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
37. Develop a bus replacement and acquisition policy.	\$0	\$0	\$0	\$0	\$0	\$0	(\$67,000)
38. Train district staff to use the district's on-line work order system.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
39. Develop a comprehensive facilities master plan.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
40. Allocate custodial staff based on industry staffing formulas.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
41. Develop a comprehensive energy management program.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Totals-Chapter 6	\$67,533	\$101,300	\$101,300	\$101,300	\$101,300	\$472,733	(\$67,000)

CHAPTER 7

SAFETY AND SECURITY

School districts must provide a safe and secure environment for their staff and students. To accomplish this, effective school districts develop policies, procedures, and programs to address crisis contingencies, student discipline, facility safety, and violence prevention. Failure to adequately address any one of these areas weakens the safety and security of the school district.

SWISD operates its own school district police department. **Exhibit 7-1** indicates the structure of the department and the reporting relationships.

SWISD has a comprehensive Crisis Management Plan (CMP). The A vendor developed the initial plan in 1995 by a vendor and the district updated it in 1999, 2001, and 2002. The district reviews the CMP annually and emergency telephone numbers are adjusted as needed.

The district conducts safety drills for fire and tornado emergencies on a regular basis and full campus lock-down drills. Lock-down drills were conducted twice, in 2001–02 through 2003–04. All employees receive at least an annual orientation to the CMP plan at the opening-of-school in-service programs at each campus.

SWISD issues student lockers at grades six through 12. A drug detection vendor’s teams scan lockers on a regular basis as part of the district’s contract for services.

All superintendents of school districts located in the San Antonio city limits meet with city officials at least twice per year to discuss emergency procedures. Included in these sessions are Metro Health Officials, the San Antonio Chief of Police, and the Chief of the San Antonio Fire Department.

SWISD implemented the CMP on June 28, 2004 when a train derailment in the district resulted in a release of chlorine gas. The gas could have endangered students at a YMCA summer program being held at Kreiwald Elementary School. The district’s evacuation plan, as described in the CMP, was used in moving these students to a safe location outside the district’s boundaries at the YMCA building. SWISD buses, driven by Transportation Department mechanics (as per the CMP), relocated all students without incident.

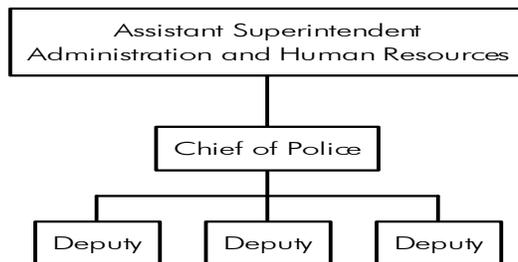
ACCOMPLISHMENTS

- The district operates the SWISD Police Department and associated security measures in a cooperative manner designed to address community needs and concerns.

FINDINGS

- SWISD schools do not consistently enforce the practice of limiting access to its campuses and requiring visitors to check-in through the office areas. Therefore, individuals without a school-related purpose have access to the facilities and the student body.
- The district does not provide all employees with photo identification nametags to be worn while on duty on school property. Large campuses with more than 2,000 students and staff members present a particularly difficult security challenge. Without picture identification, an intruder could give false information and not be distinguished from regular students, staff members, substitutes, or visitors.
- The Discipline Alternative Education Program (DAEP) center’s Campus Improvement Plan does not identify or address how it will deal with

EXHIBIT 7-1
SWISD POLICE DEPARTMENT ORGANIZATION
2004



SOURCE: Interview with SWISD Chief of Police, April 2004.

its increasing recidivism rates. The DAEP center reports increased recidivism rates from 2002–03 through 2003–04.

- The district’s DAEP center is not sufficiently staffed. The center’s students display recurrent incidents of misbehavior. Consequently, the center is not sufficiently meeting the security needs of its students. In the DAEP’s report to the Safe and Drug-Free Schools and Communities Program, the center reported 12 incidents in 2000–01 of severe and persistent misbehavior while at the alternative center, and 72 incidents in 2002–03.

RECOMMENDATIONS

Recommendation 42 (p. 95): Limit the number of entrances available to visitors and strengthen enforcement procedures for visitor check-in identification. SWISD should organize committees of campus administrators, teachers, parents, and students, to review existing safety plans and make recommendations to update the plans and/or emphasize consistent enforcement of appropriate procedures, as needed. In addition, safety inspections should be made to confirm proper operation of entrance door hardware. Training should be provided for all employees, on at least an annual basis, on how to address campus visitors not wearing proper identification.

Recommendation 43 (p. 96): Require staff members and high school students to wear picture identification badges while on school grounds. Southwest High School staff members should organize an ad-hoc committee to develop policies and procedures for implementing the wearing of the existing badges by all students and staff. SWISD should replace existing staff badges with picture identification badges.

Recommendation 44 (p. 96): Update the Discipline Alternative Education Program’s campus improvement plan to include strategies to reduce recidivism rates at the center. The DAEP center’s Campus Improvement Plan (CIP) does not identify or address recidivism rates. In 2002–03 and 2003–04, the center demonstrated recidivism rates of 35 and 31 percent, respectively. By updating the CIP, the district can focus on specific strategies to help reduce recidivism rates at the center.

Recommendation 45 (p. 96): Increase staff at the Discipline Alternative Education Program center. SWISD should assign a police officer and one part-time clerk to assist the DAEP principal. Assigning an officer to the DAEP will allow for immediate response to discipline issues at the

campus and lead to increased supervision and a decrease in incidents. The additional clerk will allow the principal and counselor to provide additional individualized attention to student needs, helping curb recurring misbehavior.

DETAILED ACCOMPLISHMENTS

SECURITY PROGRAM COOPERATION

The district operates the SWISD Police Department and associated security measures in a cooperative manner designed to address community needs and concerns. The department’s operations make use of its four officers, an outside security firm, a canine drug search firm, the San Antonio Police Department (SAPD), and the Bexar County Sheriff’s Department (BCSD).

Each SWISD Police Department officer holds a Texas Peace Officer license issued by the Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE) that is bondable, as required by Texas Education Code 37.081(h). Three officers work day shifts the police chief at the Southwest High School, while two deputies work at McAuliffe Junior High School and Scobee Junior High School. The third deputy works an evening shift, supervising student activities and interfacing with the district’s contracted security firm. The four officers have a combined total of 42 years of experience in the SWISD PD in addition to a combined total of 64 years of experience with SAPD and/or BCSD prior to employment with the district.

SWISD has purposely chosen for SWISD Police Department officers to refrain from making formal arrests and writing tickets. The district’s rationale is that performance of those duties would lead to officers missing time at their assigned campuses to transport prisoners and/or attend court. The district and its officers have developed functional relationships with the San Antonio Police Department and the Bexar County Sheriff’s Department. When necessary, SWISD Police Department officers “detain and hold” a suspect and contact SAPD or BCSD, depending on jurisdiction. The appropriate department sends a sector vehicle with officers to complete the investigation and take the suspect into custody, not taking time away from SWISD PD’s primary function of overseeing the safety of their respective campuses.

In addition, SWISD partners with the Bexar County Sheriff’s Department to offer the Gang Resistance Education and Training (G.R.E.A.T.) program. All sixth grade students at the McNair campus take part in presentations by BCSD through physical education classes. SWISD also partners with the San Antonio Police Department to offer the Drug Abuse

Resistance Education (D.A.R.E.) program in all district elementary schools. SAPD officers make class presentations and present assembly programs for all upper elementary students.

SWISD also contracts with a security service to provide seven commissioned uniformed security officers with vehicles. These officers patrol all campuses from 8:00 PM to 5:00 AM, seven days per week. Southwest High School and the adjacent facilities are provided with 24-hour patrol service on weekends. To ensure proper coverage of each site, the security vendor staffs substitutes when the regularly assigned SWISD police officers are not available.

SWISD contracts with a vendor to provide “the services of professional dog handlers and trained detector dogs for the purpose of detecting marijuana, heroin, and cocaine on district property.” Services include three complete searches per month at Southwest High School; two searches per month at McAuliffe, Scobee, and McNair campuses; one search per month at the Southwest Enrichment Center; one drug demo program at each elementary school per year; and, one walk-through visit at each elementary school per year. The contracted searches are scheduled randomly during each month.

Additionally, SWISD has installed 67 security cameras at Southwest High School. The equipment is used to monitor parking lots, entrances, and hallways. Images are displayed in real-time on a dedicated monitor system, and videos are retained in digital storage for up to 30 days on secure servers.

In a survey administered by the review team, the results indicated that security staff have a good working relationship with campus staff members and that students respect and like the security persons with whom they have contact. **Exhibit 7-2** reflects the opinion of principals, teachers, students, and parents concerning their perceptions of the various

security persons working in and with SWISD.

The district operates the SWISD Police Department and associated security measures in a cooperative manner designed to address community needs and concerns.

DETAILED FINDINGS

ACCESS TO CAMPUSES (REC. 42)

SWISD schools do not consistently enforce the practice of limiting access to the campuses and requiring visitors to check-in through the office areas. Members of the review team entered at least three elementary schools undetected and toured the campuses without being asked for identification or a visitor’s tag.

Although front doors were properly secured at all sites except the Southwest Enrichment Center, side and/or back doors of four elementary schools were unlocked. These doors provided access that bypassed the office areas. Members of the review team were able to walk the halls of these schools greeting staff and students without being asked who they were or the reason they were on the campus.

The Southwest Enrichment Center is housed in a portion of the main district office complex. The design of that campus, and the adjacent offices, does not provide for the funneling of visitor traffic. The majority of classrooms face the exterior of the buildings. The main hallway of the building that is left open to facilitate student traffic flow also allows access to anyone entering the campus grounds.

Survey results indicate that parents and principals believe their schools are safe with secure settings for students; however, procedures have not been updated to ensure that unidentified personnel entering school grounds are readily stopped and questioned.

**EXHIBIT 7-2
2004 SAFETY AND SECURITY SURVEY**

	PRINCIPALS	TEACHERS	STUDENTS	PARENTS
SURVEY QUESTIONS	SA-A	SA-A	SA-A	SA-A
Security persons have a good working relationship with principals and teachers.	83%	60%	72%	63%
Security persons are respected and liked by the students they serve	49%	38%	78%	58%
SURVEY QUESTIONS	D-SD	D-SD	D-SD	D-SD
Security persons have a good working relationship with principals and teachers.	10%	10%	2%	5%
Security persons are respected and liked by the students they serve	10%	9%	3%	7%

SOURCE: School Performance Review, March 2004.
 Note, SA, A denotes, Strongly Agree or Agree, D-SD denotes Disagree or Strongly Disagree.
 *Percentages from “No Opinion” responses not included in exhibit.

The Dallas Independent School District has implemented a standard inspection checklist to evaluate and improve the status of physical security at district schools and facilities. The development of a checklist at each site helps focus staff on the need for daily attention to security details. The program was developed with existing resources and has been incorporated into each campus' performance indicators.

SWISD should limit the number of entrances available to visitors and strengthen enforcement procedures for visitor check-in identification.

The district should also organize ad-hoc safety committees at each campus. The committees should include campus administrators, teachers, parents, and students and the SWISD Police Department should provide advisory support. These groups should review existing safety plans and make recommendations to update the plans and/or emphasize consistent enforcement of appropriate procedures, as needed. In addition, safety inspections should be made to confirm proper operation of entrance door hardware. Annual training should be provided for all employees, on how to address campus visitors not wearing proper identification.

PHOTO ID TAGS (REC. 43)

All SWISD employees are provided with identification nametags to be worn while on duty on school property, however, these tags do not include pictures. Students at Southwest High School are provided with picture identification cards and required to present the card, upon request, for identification purposes.

The identification of individuals who should not be on a particular campus can be difficult. Large campuses with over 2,000 students and staff members present a particularly difficult security challenge for a district. Without picture identification, an intruder could give false information and not be distinguished from regular students, staff members, substitutes, or visitors.

Cedar Hill ISD began a program in 2001 to encourage staff and students to wear picture I.D. badges. The district provided badges to all administrators in 2001–02, requiring them to be worn. The practice was extended to teachers, other staff members, and high school students in 2002–03. Staff members not wearing badges are subject to administrative conferences. Students not wearing badges are subject to dress code violations.

SWISD should require staff members and high school students to wear picture identification badges while on school grounds.

Southwest High School staff members should also organize a committee to develop policies and procedures for implementing the wearing of the existing badges by all students. The committee should include staff members, students, and parents. SWISD should replace existing staff badges with picture identification badges. Providing staff with picture identification badges could be implemented with existing resources since the district already has the equipment in place to provide these badges.

DAEP RECIDIVISM RATES (REC. 44)

The Discipline Alternative Education Program center's Campus Improvement Plan does not identify or address recidivism rates at the center. Recidivism is a lapse into previous patterns of behavior, which in the case of the DAEP, means that some students return to the center as many as four times during a school year. The DAEP center demonstrates increased rates of recidivism over the period of 2000–01 through 2002–03 and has experienced recidivism rates at an average of 33 percent over the most recent three-year period. In 2002–03, the center had 610 placements with 408 different students, or a 35 percent recidivism rate.

The district initially addressed the recidivism issue by conducting one-on-one interviews with DAEP students, developing and implementing the Ninth Grade Initiative program, and districtwide staff development, including Ruby Payne and "Capturing Kids Hearts" materials; however, the district has had some "stumbling blocks" along the way with a loss of funding for the Ninth Grade Initiative and a lack of understanding by some principals in the sending process. The district is continuing to seek grants to replace funding for the Ninth Grade Initiative program and to provide a new program in developing parenting skills. None of these initiatives however, are mentioned in the CIP as strategies to help improve the recidivism rate.

Successful CIPs identify all areas needing improvement and set long- and short-range goals and specific strategies to begin the process of improvement. These strategies are then tied to funding, assigned staff to carry out the process, and evaluation components developed to determine whether the strategies for improvement are working.

SWISD should update the Discipline Alternative Education Program's campus improvement plan to include strategies to reduce recidivism rates at the center.

STAFFING AT THE DAEP (REC. 45)

The district is not sufficiently meeting the security needs of the students housed at the DAEP. Staff interviews with the review team confirmed an

increase in disciplinary incidents at the center that may pose a security risk not only for students but also for staff.

The district currently does not house a police officer at this location. Three officers work day shift, the SWISD chief of police is located at Southwest High School while two deputies are located at McAuliffe Junior High School and Scobee Junior High School. The third deputy works an evening shift, supervising student activities and interfacing with the district’s contracted security firm. Support from SWISD’s Police Department is available by contacting the Chief of Police, however, response times can range from 30 to 60 minutes while an officer is in-route from another campus.

Exhibit 7-3 lists incident report information from the Safe and Drug-Free Schools and Community Program Annual Evaluation Reports for 2000–01 through 2002–03. As shown in **Exhibit 7-3**, incidences of “severe and persistent misbehavior in AEP” increased from 12 to 72 occurrences over the three-year period.

Many districts assign a police officer or security guard to their discipline alternative centers to ensure security and safety coverage for all students and staff.

The district is not sufficiently meeting the security needs of the students housed at the DAEP and should reassign staff; a police officer and one part-time clerk to assist the principal, at no additional cost to the district. Assigning an officer to the DAEP will allow for immediate response to discipline issues at the campus and lead to increased supervision and a decrease in incidents. By assigning a part-time paraprofessional position to the DAEP, clerical needs at the alternative center will be addressed and the principal and counselor will be free to provide additional individualized attention to student needs, helping curb recurring misbehavior.

Assigning an officer to the DAEP will allow for immediate response to issues on this campus. This should lead to increased supervision and a decrease in incidents. Scobee Junior High School has the fewest incidents (3-4 per year) of the secondary

**EXHIBIT 7-3
SWISD ANNUAL EVALUATION REPORT
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES PROGRAM
2000–01 THROUGH 2002–03**

INCIDENT	2000–01	2001–02	2002–03
Code of Conduct Violation, Disruptive Behavior	3,772	4,313	4,185
Felony Conduct	2	2	3
Off-Campus Felony Conduct	2	2	2
Possession or Use of Tobacco	1	4	6
Possession or Use of Alcohol	10	12	7
Possession or Use of Drugs	70	83	88
Glue or Aerosol Abuse	0	1	1
Possession of a Weapon	13	5	3
Emergency Placement or Expulsion	3	0	0
Arson	2	0	0
Severe and Persistent Misbehavior in AEP	12	29	72
Criminal Mischief	12	22	8
Public Lewdness	2	0	1
Assault	8	6	11
Aggravated Assault	0	0	1
Sexual Assault or Indecency with a Child	0	0	0
Gang-Related Violence	2	0	1
Fighting/Mutual Combat	0	0	73
Terrorist Threat	0	0	5
Total Incidents	3,911	4,479	4453

SOURCE: SWISD Annual Evaluation Report, Part III, 2000–01 through 2002–03.

campuses. An officer can be dispatched to Scobee Junior High School from one of the other secondary schools or from the DAEP, as conditions warrant.

For background information on Safety and Security, see p. 149 in the General Information section of the appendices.

FISCAL IMPACT

RECOMMENDATION	2004-05	2005-06	2006-07	2007-08	2008-09	TOTAL 5-YEAR (COSTS) OR SAVINGS	ONE TIME (COSTS) OR SAVINGS
CHAPTER 7: SAFETY AND SECURITY							
42. Limit the number of entrances available to visitors and strengthen enforcement procedures for visitor check-in identification.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
43. Require staff members and high school students to wear picture identification badges while on school grounds.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
44. Update the Discipline Alternative Education Program's campus improvement plan to include strategies for reducing recidivism rates at the center.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
45. Increase staff at the Discipline Alternative Education Program center.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Totals-Chapter 7	\$0	\$0	\$0	\$0	\$0	\$0	\$0

GENERAL INFORMATION

CHAPTER 1 EDUCATIONAL SERVICE DELIVERY

District enrollments by campus as of October 2003 are provided in **Exhibit A-1**.

Exhibit A-2 presents the enrollment of SWISD, comparison districts, Regional Education Service Center XX (Region 20), and the state. SWISD has the second largest student enrollment of the peers, the second largest enrollment of African American students, and the third largest enrollment of Hispanic and White students.

Enrollment in SWISD has grown relatively slowly over the past five years. From 1999–2000 through 2003–04, total enrollment increased by 138 students, or 1.8 percent, an increase attributable largely to the due to implementation of the pre-kindergarten program in 2002–03. Without the addition of the 173 students in

this program, enrollment in the district would have decreased over the past five years (**Exhibit A-3**).

INSTRUCTIONAL STAFFING

SWISD has the lowest student-to-Texas Education Agency teacher ratio among peer districts and one that is only slightly higher than the ratio statewide. However, the district has the second highest student-to-staff ratio among the peer districts, one that equals the ratio statewide (**Exhibit A-4**).

Among peer districts, SWISD has the highest number of Teachers, the highest percent of teachers who are Asian/Pacific Islanders, the second highest percent of White and African American teachers, and the second lowest percent of Hispanic Teachers (**Exhibit A-5**).

During 2003–04, the number of students per teachers varied among SWISD schools. The high school has the highest student/teacher ratio followed closely by the

EXHIBIT A-1 SWISD ENROLLMENT BY CAMPUS OCTOBER 2003

<i>SCHOOL</i>	<i>CURRENT ENROLLMENT</i>
Southwest High School	2,586*
McAuliffe Junior High	710*
Scobee Junior High	781*
McNair 6 th Grade	775
Big Country Elementary	504
Bob Hope Elementary	343
Elm Creek Elementary	583
Hidden Cove Elementary	611
Indian Creek Elementary	766
Kriewald Rd. Elementary	425
Sky Harbor Elementary	726
Southwest Elementary	446
Sun Valley Elementary	394
Bexar County JJAEP	**
Total	9,654

SOURCE: Texas Education Agency, Public Education Information Management System (PEIMS), 2003–04.

*Includes DAEP enrollment numbers.

**Not identified due to privacy laws.

EXHIBIT A-2 ENROLLMENT AND DEMOGRAPHIC CHARACTERISTICS SWISD, PEER DISTRICTS, REGION 20, AND STATE 2003–04

<i>DISTRICT</i>	<i>TOTAL ENROLLED</i>	<i>AFRICAN AMERICAN</i>	<i>HISPANIC</i>	<i>WHITE</i>	<i>NATIVE AMERICAN</i>	<i>ASIAN/ PACIFIC ISLANDER</i>
East Central	7,900	10.9%	51.0%	37.4%	0.3%	0.4%
Southwest	9,654	3.6%	86.6%	9.3%	0.1%	0.4%
San-Benito	9,866	0.2%	97.9%	1.8%	0.0%	0.1%
San Felipe–Del Rio	10,405	1.2%	89.1%	9.4%	0.1%	0.3%
Region 20	349,126	7.1%	65.5%	25.8%	0.2%	1.3%
State	4,328,028	14%	44%	39%	0.3%	2.9%

SOURCE: Texas Education Agency, PEIMS, 2003–04.

EXHIBIT A-3
SWISD ENROLLMENT BY GRADE LEVEL
1999-2000 THROUGH 2003-04

GRADE LEVEL	1999-2000		2000-01		2001-02		2002-03		2003-04	
	COUNT	PERCENT								
ALL GRADES	9516	100%	9608	100%	9417	100%	9619	100%	9654	100%
EE	20	0.2%	18	0.2%	14	0.1%	14	0.1%	13	0.1%
Pre-K	3	0.0%	0	0.05%	0	0.0%	173	1.8%	187	1.9%
K	765	8.0%	757	7.9%	690	7.3%	697	7.3%	817	8.4%
1	808	8.5%	795	8.3%	741	7.9%	748	7.8%	760	7.9%
2	831	8.7%	802	8.3%	781	8.3%	735	7.6%	763	7.9%
3	768	8.1%	822	8.6%	784	8.3%	795	8.3%	725	7.5%
4	775	8.1%	753	7.8%	796	8.5%	771	8.0%	780	8.1%
5	749	7.9%	741	7.7%	743	7.9%	781	8.1%	753	7.8%
6	763	8.0%	773	8.0%	737	7.8%	739	7.7%	776	8.0%
7	787	8.3%	746	7.8%	759	8.1%	743	7.7%	766	7.9%
8	774	8.1%	805	8.4%	737	7.8%	774	8.1%	725	7.5%
9	873	9.2%	932	9.7%	906	9.6%	858	8.9%	831	8.6%
10	697	7.3%	660	6.9%	699	7.4%	710	7.4%	656	6.8%
11	506	5.3%	558	5.8%	554	5.9%	576	6.0%	607	6.3%
12	397	4.2%	446	4.6%	476	5.1%	499	5.2%	495	5.1%

SOURCE: Texas Education Agency, AEIS, 1999-2000 through 2002-03; PEIMS, 2003-04.

EXHIBIT A-4
STAFFING RATIOS AND STATE RANKING
SWISD, PEER DISTRICTS, AND STATE
2003-04

DISTRICT	STUDENT/TEACHER		STUDENT/STAFF	
	RATIO	STATE RANK	RATIO	STATE RANK
Southwest	15.0:1	866	7.5:1	184
East Central	16.1:1	979	7.3:1	237
San Benito	17.1:1	1,021	7.3:1	230
San Felipe-Del Rio	18.1:1	1,029	8.2:1	71
State	14.9:1	NA	7.5:1	NA

SOURCE: Texas Education Agency, PEIMS, 2003-04.

sixth grade campus. The junior high schools had two of the lowest student/teacher ratios in the district. The ratios at the elementary schools ranged from a high of 16.0:1 at Elm Creek to a low of 12.9:1 at Southwest. The number of teachers and the students per teacher by SWISD campus are provided in **Exhibit A-6**.

CAMPUS ORGANIZATION

With the exception of the McNair Sixth Grade Campus, SWISD employs a traditional feeder system for a one-high school district serving students from Pre-kindergarten through twelfth grade. **Exhibit A-7** outlines the route students follow as they progress through the grades in SWISD.

**EXHIBIT A-5
NUMBER OF TEACHERS AND PERCENT IN ETHNIC GROUPS
SWISD AND PEER DISTRICTS
2003-04**

DISTRICT	NUMBER OF TEACHERS	PERCENT WHITE	PERCENT HISPANIC	PERCENT AFRICAN AMERICAN	PERCENT NATIVE AMERICAN	PERCENT ASIAN/PACIFIC ISLANDER
East Central	492	74.5%	19.6%	4.5%	1.1%	0.4%
San Benito	577	17.2%	82.3%	0.3%	0.0%	0.2%
San Felipe-Del Rio	574	35.3%	63.5%	0.9%	0.2%	0.2%
Southwest	643	55.6%	38.8%	4.4%	0.0%	1.2%

SOURCE: Texas Education Agency, PEIMS, 2003-04.

**EXHIBIT A-6
SWISD
NUMBER OF STUDENTS PER TEACHERS
2003-04**

SCHOOL	CURRENT ENROLLMENT	TEACHERS	STUDENTS PER TEACHERS
Southwest High School	2,586*	152.4	16.7
McAuliffe Junior High	710*	57.6	12.3
Scobee Junior High	781*	57.9	13.7
McNair 6 th Grade School	775	46.6	16.6
Big Country Elementary	504	33.1	15.2
Bob Hope Elementary	343	24.1	14.2
Elm Creek Elementary	583	36.5	16.0
Hidden Cove Elementary	611	43.1	14.2
Indian Creek Elementary	766	51.0	15.0
Kriewald Road Elementary	425	27.1	15.7
Sky Harbor Elementary	726	46.0	15.8
Southwest Elementary	446	34.5	12.9
Sun Valley Elementary	394	30.1	13.1
Bexar County JJAEP	**	0.0	00.0
Total	9,654	640.0	15.0

SOURCE: Texas Education Agency, PEIMS, 2003-04.

*Includes DAEP enrollment numbers.

**Not identified due to privacy laws

Three elementary schools, Elm Creek, Hidden Cove, and Kriewald Road, offer half-day pre-kindergarten programs for students who are at least three years old and who are unable to speak or comprehend the English language, are educationally disadvantaged, or are homeless. These three programs serve eligible pre-kindergarten children from the entire district. Most of the children attending this program ride district buses to one of the three campuses. Pre-kindergarten students spend half of the day in public school classes and the remainder of the day at the same location with staff members provided by Parent-Child Incorporated (PCI), a federally funded program for disadvantaged pre-school children.

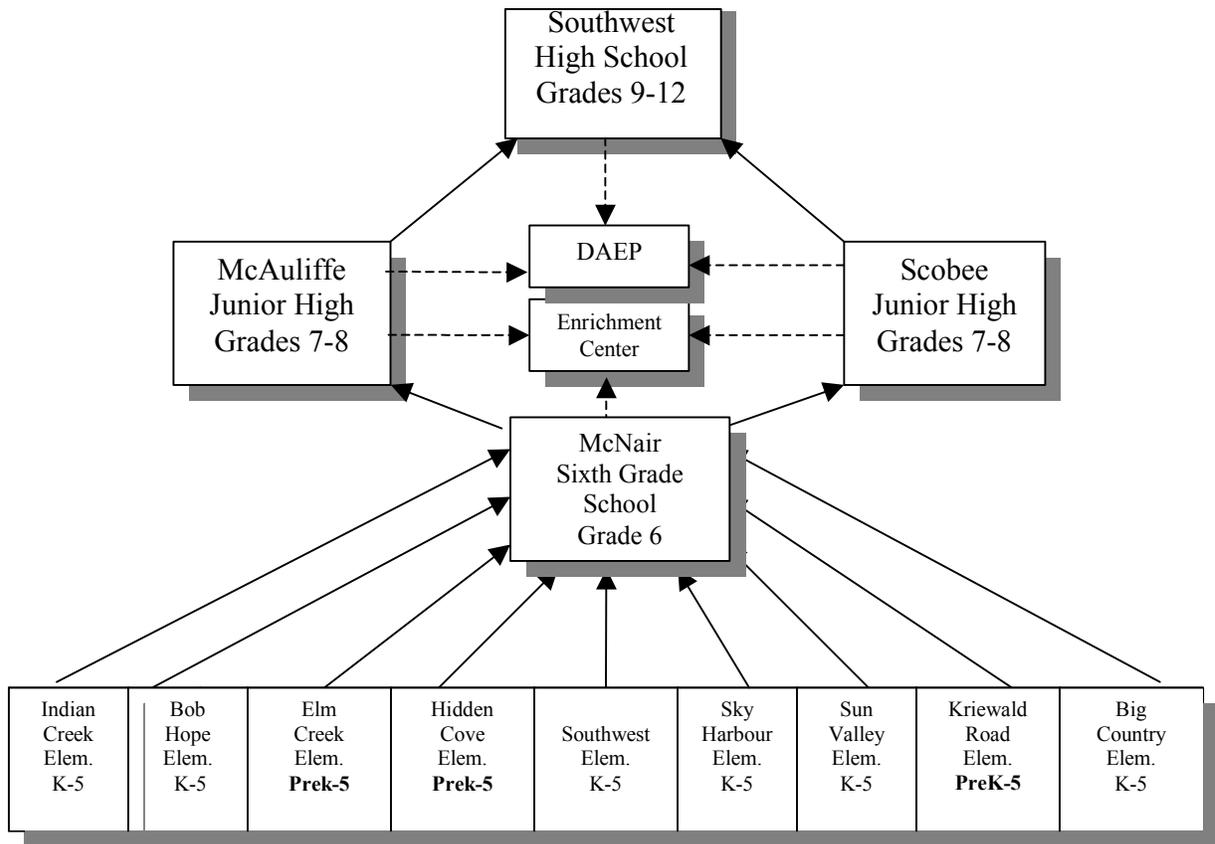
Depending on the needs of the student body, each campus has special education, bilingual and English as a Second Language (ESL) TTA. The leadership of each elementary campus rests with a principal and assistant principal. A full-time counselor, a full or part-time nurse depending on the enrollment of the campus, and a librarian or library aide provide student support services at each campus.

Upon completion of grade 5, students attend the McNair Sixth Grade School. This campus was created to give students from the various elementary campuses an opportunity to get to know each other prior to entering one of the two junior high schools. The campus had been a junior high school but was established as a sixth grade school when Scobee Junior High opened in 1990. McNair's leadership and support Texas Education Agency includes a principal, two assistant principals, a counselor, a nurse, and a librarian.

Scobee and McAuliffe, the district's two junior high schools, serve students in grades seven and eight. Each of the two campuses has a principal, two assistant principals, a counselor, a nurse, and a librarian.

Over 2,500 students in grades nine through twelve attend Southwest High School. The campus leadership TEA is made up of a principal, an academic dean, and four assistant principals. Seven school district counselors, one counselor funded by the San Antonio Education Partnership (SAEP), and one counselor funded by the Communities in Schools (CIS) program provide guidance services for the campus. One social

**EXHIBIT A-7
SWISD SCHOOL FEEDER PATTERN
2003-2004**



SOURCE: SWISD 2003-2004 Directory, and interviews with principals and assistant superintendent for Curriculum, Instruction, and Assessment.

worker and one school nurse complete the school student support TEA.

The Disciplinary Alternative Educational Program (DAEP) is an alternative disciplinary placement mandated by state law. It provides an alternative to the expulsion of secondary students who exhibit serious violations of the district's code of conduct. Students assigned to the DAEP remain in a public school facility but are removed to a more structured setting that offers limited privileges. The length of the stay at the school depends upon the offense and conduct while attending the DAEP. The DAEP is located adjacent to Southwest High School, and a principal and counselor oversee the program. The DAEP usually starts the school year with 20 to 25 students, but by May, the number typically exceeds 100 students. At its highest enrollment point in 2003-04, the program had 110 students in attendance.

The Enrichment Center serves students in grades six through eight. For 2003-04, the center served approximately 80 students, although it has had over 170 students as recently as 2002-03. Students at the

center are enrolled at their home campuses for student accounting purposes. The Enrichment Center has seven teachers, a principal, assistant principal, secretary, and three custodians. A part-time nurse and a part-time special education teacher also serve the Enrichment Center. The students' home campuses provide counseling services.

In addition to the educational services delivered by campus-based staff, SWISD has a variety of specialized programs designed to meet the needs of at-risk students, advanced academic students, special education students, truants, and other students in need of special assistance. The district also offers an array of special programs and services, including after-school programs, summer camps, visiting teachers to monitor attendance, social work services, extended day programs, and tutorials.

INSTRUCTIONAL EXPENDITURES

Exhibit A-8 compares total expenditures per student and instructional expenditures per student for SWISD, peer districts, Region 20, and the state. SWISD's total expenditures per student were one of the lowest among

**EXHIBIT A-8
ENROLLMENT AND PER PUPIL EXPENDITURES
SWISD, PEER DISTRICTS, REGION, AND STATE
2002-03**

DISTRICT	ENROLLMENT	TOTAL EXPENDITURE PER PUPIL	INSTRUCTIONAL LEADERSHIP PER PUPIL	CAMPUS LEADERSHIP PER PUPIL	CENTRAL ADMIN. PER PUPIL	OTHER OPERATING PER PUPIL
East Central	7,932	\$7,000	\$3824	\$376	\$231	\$2,222
San Benito	9,552	\$6,549	\$3,326	\$312	\$288	\$1,926
Southwest	9,613	\$6,988	\$3,626	\$428	\$274	\$1,954
San Felipe-Del Rio	10,405	\$6,989	\$3,437	\$320	\$241	\$2,109
Region 20	343,821	\$7,329	\$3,825	\$392	\$244	\$2,053
State	4,239,911	\$7,088	\$3,684	\$375	\$257	\$2,002

SOURCE: Texas Education Agency, AEIS 2002-03.

peer districts and lower than those in Region 20 and the state for 2002-03. Among peer districts, its instructional expenditures per student were second highest, its per-pupil expenditures for campus leadership were the highest, and its per-pupil expenditures for central administration were second highest. SWISD per pupil expenditures for campus leadership and central administration exceeded those for Region 20 and the state.

Exhibit A-9 examines 2002-03 expenditures by “function.” A function represents a general operation area in a school district and groups together related activities and expenditures. When expressed as a percent, expenditures in SWISD were highest among peer districts for instruction, instructional leadership, campus leadership, and student transportation. They were the lowest for co-curricular and extracurricular activities, plant maintenance and operations, and security and monitoring.

In addition to the districtwide information provided through AEIS, the Texas Education Agency distributes an annual “Campus Report Card,” a detailed report of data for each school in the state. This report contains information regarding student performance, personnel, and finances.

As provided in **Exhibit A-10**, total expenditures among district schools in 2002-03 ranged from a high of \$6,051 at Bob Hope Elementary to a low of \$4,177 at Sky Harbor Elementary, a difference of \$1,874. Instructional expenditures range from \$4,306 at Bob Hope Elementary to \$2,936 at Southwest High School, a difference of \$1,370. School leadership expenditures ranged from highs of \$514 at Bob Hope Elementary and Kriewald Road Elementary to a low of \$317 at Southwest High School. The district averages for total and instructional expenditures per pupil is lower than that for the state but higher than the state average for school leadership expenditures.

STUDENT PERFORMANCE

In order to perform well on the state’s assessment and accountability systems, school districts must use the performance data available to them to identify instructional needs and monitor student progress. Using this knowledge, schools must develop instructional delivery systems that lead to continuous improvement in student performance.

School districts need reliable systems for managing the instructional process. Districts must ensure that the resources allocated to instructional programs produce continual improvements in student performance. This effort should include monitoring and evaluating personnel and programs as well as maintaining a program that evaluates student achievement across all content areas and grades.

Prior to 2002-03, the Texas Assessment of Academic Skills (TAAS) was used to measure student performance. Districts administered TAAS in reading and mathematics in grades 3 through 8 and grade 10; in reading and mathematics in Spanish in grades 3 and 4; in writing in grades 4, 8, and 10; and in science and social studies in grade 8. Districts also administered end-of-course (EOC) examinations in Algebra I, Biology, English II, and U.S. History. To graduate from a high school in Texas, a student had to pass the TAAS exit-level exam administered first in grade 10.

When the Texas Assessment of Academic Skills (TAAS) was first administered in 1994, the passing percentages of SWISD students were low. The percent of SWISD students passing TAAS reading was below that of the state for all ethnic/racial groups except African Americans. The gap in performance ranged from 22.6 percent below the state for “all students” to 6.7 percent above the state percentage for African American students. Although the percentage of each group with a passing percentage in reading lower than the state’s in 1994 remains below state passing rates,

EXHIBIT A-9
TOTAL OPERATING EXPENDITURES BY FUNCTION AND
PERCENT OF TOTAL BUDGET
SWISD, PEER DISTRICTS, REGION, AND STATE
2002-03

FUNCTION: GENERAL OPERATIONAL AREA OF EXPENDITURES	EAST CENTRAL ISD	SAN BENITO CISD	SOUTHWEST ISD	SAN FELIPE- DEL RIO CISD	REGION 20	STATE
Instruction	55.3%	54.8%	55.2%	54.5%	57.0%	57.0%
Instructional related services	4.3%	2.8%	3.0%	4.2%	3.3%	3.0%
Instructional leadership	2.2%	2.1%	2.5%	1.2%	1.7%	1.3%
Campus leadership	5.7%	5.3%	6.8%	5.2%	6.0%	5.9%
Support services	5.8%	4.5%	4.6%	3.6%	5.3%	4.5%
Student transportation	3.6%	1.3%	4.2%	2.2%	3.0%	2.9%
Food services	5.7%	8.2%	6.2%	5.7%	5.9%	5.5%
Cocurricular/ extracurricular	2.2%	3.5%	2.1%	3.2%	2.2%	2.5%
Central administration	3.5%	4.9%	4.4%	4.0%	3.8%	4.1%
Plant maintenance and operations	10.2%	11.2%	9.8%	11.2%	10.0%	11.2%
Security and monitoring	1.1%	1.2%	0.4%	1.1%	0.8%	0.7%
Data processing services	0.4%	0.2%	0.8%	3.5%	1.0%	1.3%

SOURCE: Texas Education Agency, AEIS, 2002-03.

EXHIBIT A-10
SWISD CAMPUS EXPENDITURES PER PUPIL
AEIS CAMPUS PROFILE
2002-03

SCHOOL	ENROLLMENT FOR 2002-03 CAMPUS PROFILE	TOTAL EXPENDITURE PER PUPIL	INSTRUCTIONAL EXPENDITURES PER PUPIL	SCHOOL LEADERSHIP EXPENDITURE PER PUPIL	OTHER CAMPUS EXPENDITURES PER PUPIL
Southwest High School	2,640	\$4,318	\$2,936	\$317	\$1,065
McAuliffe Junior High	693	\$5,993	\$4,086	\$594	\$1,312
Scobee Junior High	824	\$4,826	\$3,247	\$490	\$1,088
McNair Sixth Grade	739	\$5,010	\$3,475	\$506	\$1,030
Big Country Elementary	523	\$5,198	\$3,815	\$392	\$991
Bob Hope Elementary	328	\$6,051	\$4,306	\$514	\$1,231
Elm Creek Elementary	551	\$4,617	\$3,319	\$410	\$888
Hidden Cove Elementary	625	\$4,516	\$3,311	\$358	\$847
Indian Creek Elementary	717	\$4,895	\$3,552	\$434	\$909
Kriewald Road Elementary	394	\$4,874	\$3,298	\$514	\$1,062
Sky Harbor Elementary	685	\$4,177	\$3,014	\$328	\$835
Southwest Elementary	474	\$5,272	\$3,631	\$476	\$1,165
Sun Valley Elementary	417	\$5,535	\$3,983	\$444	\$1,107
District		\$4,851	\$3,395	\$416	\$1,040
State		\$5,030	\$3,652	\$373	\$1,006

SOURCE: Texas Education Agency, AEIS, School Report Card 2002-03.

the performance gaps have narrowed. The differences between SWISD students and those statewide in 2002 ranged from less than one percent for Hispanics to 4.7 percent for "all students combined." The 1994 and 2002 passing rates in reading for SWISD students and students statewide as well as the differences in passing rates between the district and the state between those two years are provided in **Exhibit A-11**.

As in reading, the percentage of SWISD students passing TAAS mathematics in 1994 was significantly below that of the state for all groups except African Americans. The percentage of students mastering the mathematics sub-test ranged from 26.1 percent for economically disadvantaged students to 50.7 percent for White students. In 2002, the percent of students mastering the mathematics test had improved for all groups, ranging from 87.9 percent for economically

**EXHIBIT A-11
PERCENT OF STUDENTS PASSING TAAS
READING
1994 AND 2002**

STUDENT GROUP	SWISD OR STATE	1994 PERCENT MASTERY	2002 PERCENT MASTERY	DIFFERENCE IN PERCENT MASTERY BETWEEN SWISD AND STATE*	
				1994	2002
All Students	SWISD	53.9%	86.9%	(22.6%)	(4.7%)
	State	76.5%	91.2%		
African American	SWISD	66.9%	90.2%	6.7%	3.5%
	State	60.2%	86.7%		
Hispanic	SWISD	49.1%	86.0%	(15.8%)	(0.9%)
	State	64.9%	86.9%		
White	SWISD	75.8%	91.9%	(11.4%)	(4.4%)
	State	87.2%	96.3%		
Economically Disadvantaged	SWISD	47.0%	84.6%	(15.9%)	(1.4%)
	State	62.9%	86.0%		

SOURCE: Texas Education Agency, AEIS, Multi-Year History for 1994–2002.
*Calculated by subtracting SWISD percent mastery from state percent mastery for 1994 and 2002.

disadvantaged to 92.8 percent for White students. The gaps in performance between SWISD students and those statewide were reduced for all ethnic/racial groups including “all students” from 28.4 percent to 4.0 percent, Hispanic students from 19.4 percent to 2.1 percent, White students from 22.6 percent to 3.7 percent, and economically disadvantaged students from 18.9 percent to 1.5 percent. African American students in SWISD continued to exceed the performance of African American students statewide (**Exhibit A-12**).

The percentage of SWISD students passing the TAAS writing sub-test also improved between 1994 and 2002. As indicated in **Exhibit A-13**, there was improvement in the percentage of all student groups passing, over the nine-year period. Hispanic and economically disadvantaged students improved from a deficit performance gap to passing percentage that outperformed their peers statewide. White students improved the deficit in their performance as compared with White students statewide from 10.3 percent to 5.3 percent. African American students increased the

**EXHIBIT A-12
PERCENT OF STUDENTS PASSING TAAS
MATHEMATICS
1994 AND 2002**

STUDENT GROUP	SWISD OR STATE	1994 PERCENT MASTERY	2002 PERCENT MASTERY	DIFFERENCE IN PERCENT MASTERY BETWEEN SWISD AND STATE*	
				1994	2002
All Students	SWISD	32.1%	88.7%	(28.4%)	(4.0%)
	State	60.5%	92.7%		
African American	SWISD	46.0%	91.2%	7.9%	4.7%
	State	38.1%	86.5%		
Hispanic	SWISD	27.7%	88.0%	(19.4%)	(2.1%)
	State	47.1%	90.1%		
White	SWISD	50.7%	92.8%	(22.6%)	(3.7%)
	State	73.3%	96.5%		
Economically Disadvantaged	SWISD	26.1%	87.4%	(18.9%)	(1.5%)
	State	45.0%	88.9%		

SOURCE: Texas Education Agency, AEIS, Multi-Year History for 1994–2002.
*Calculated by subtracting SWISD percent mastery from state percent mastery for 1994 and 2002.

**EXHIBIT A-13
PERCENT OF STUDENTS PASSING TAAS
WRITING
1994 AND 2002**

STUDENT GROUP	SWISD OR STATE	1994 PERCENT MASTERY	2002 PERCENT MASTERY	DIFFERENCE IN PERCENT MASTERY BETWEEN SWISD AND STATE*	
				1994	2002
All Students	SWISD	63.6%	86.6%	(15.4%)	(4.6%)
	State	79.0%	71.2%		
African American	SWISD	71.2%	87.2%	5.4%	9.9%
	State	65.8%	77.3%		
Hispanic	SWISD	60.2%	86.1%	(9.4%)	2.4%
	State	69.6%	83.7%		
White	SWISD	77.3%	88.6%	(10.3%)	(5.3%)
	State	87.6%	93.9%		
Economically Disadvantaged	SWISD	56.9%	84.9%	(10.8%)	2.2%
	State	67.7%	82.7%		

SOURCE: Texas Education Agency, AEIS, Multi-Year History for 1994–2002.
*Calculated by subtracting SWISD percent mastery from state percent mastery for 1994 and 2002.

percentage by which they out performed African American students statewide from 5.4 percent to 9.9 percent.

By 2001–02, the percentage of SWISD students passing all tests was the second highest among peer districts, and the performance gap between the district and the state had been reduced to less than 5 percentage points (**Exhibit A-14**).

In mathematics, SWISD students were 18 to 25 percentage points behind students in peer districts and over 23 points behind students statewide. By 2001–02, SWISD students had the second highest pass rate among peers and had reduced the performance gap with students statewide to less than 5 points (**Exhibit A-15**).

SWISD TAAS writing scores were also last among peer districts in 1993–94 and below the statewide percentage. In 2001–02, the district’s writing scores were third among the four peer districts and 2.1 percentage points below the state (**Exhibit A-16**).

Beginning in 2002–03, the Texas Assessment of Knowledge and Skills (TAKS) replaced the TAAS as the statewide assessment program. TAKS is designed to measure to what extent a student has learned, understood, and is able to apply the important concepts and skills expected at each tested grade level on the TEKS. TAKS is administered in reading at grades 3 through 9; in writing at grades 4 and 7; in English Language Arts at grades 8 and 11; in mathematics at grades 3 through 11; in science at grades 5, 10 and 11; and in social studies at grades 8, 9 and 11. The Spanish TAKS is administered in grades 3 through 6. A student must pass the TAKS at grade 11 to receive a high school diploma in Texas.

The State Developed Alternative Assessment (SDAA) is administered to special education students who are receiving instruction in the TEKS but for whom the TAKS is an inappropriate measure of academic progress. Students are assessed at their appropriate instructional level, as determined by the Admission, Review, and Dismissal (ARD) committee, rather than

**EXHIBIT A-14
TAAS READING
PERCENT OF STUDENTS PASSING
1993–94 AND 1997–98 THROUGH 2001–02**

DISTRICT	1993–94	1997–98	1998–99	1999–2000	2000–01	2001–02	CHANGE IN PERCENT
East Central	76.8%	78.1%	78.0%	76.4%	78.7%	84.4%	7.6%
San Felipe–Del Rio	70.9%	71.0%	74.9%	74.6%	77.4%	79.5%	8.6%
San Benito	71.2%	89.1%	88.2%	89.4%	91.3%	92.1%	20.9%
Southwest	53.9%	80.4%	80.7%	84.0%	85.2%	86.9%	33.0%
State	76.5%	87.0%	86.5%	87.4%	88.9%	91.3%	14.8%

SOURCE: Texas Education Agency, AEIS 1993–94 and 1997–98 through 2001–02.

EXHIBIT A-15
TAAS MATH
PERCENT OF STUDENTS PASSING
1993-94 AND 1997-98 THROUGH 2001-02

DISTRICT	1993-94	1997-98	1998-99	1999-2000	2000-01	2001-02	CHANGE IN PERCENT
East Central	50.1%	84.5%	85.7%	84.0%	87.3%	91.0%	40.9%
San Felipe-Del Rio	56.9%	79.5%	83.2%	84.2%	87.6%	89.6%	32.7%
San Benito	51.0%	87.4%	86.8%	87.0%	92.9%	94.8%	43.8%
Southwest	32.1%	75.4%	79.8%	84.2%	86.6%	88.7%	56.6%
State	60.5%	84.2%	85.7%	87.4%	90.2%	92.7%	32.2%

SOURCE: Texas Education Agency, AEIS, 1993-94 through 2001-02.

EXHIBIT A-16
TAAS WRITING
PERCENT OF STUDENTS PASSING
1993-94 AND 1997-98 THROUGH 2001-02

DISTRICT	1993-94	1997-98	1998-99	1999-2000	2000-01	2001-02	CHANGE IN PERCENT
East Central	77.9%	90.7%	89.0%	87.1%	85.8%	89.5%	11.6%
San Felipe-Del Rio	79.3%	81.2%	85.0%	82.0%	85.1%	81.2%	1.3%
San Benito	75.3%	92.3%	88.3%	87.1%	89.8%	91.1%	15.8%
Southwest	63.6%	84.8%	83.6%	86.7%	87.9%	86.6%	23.0%
State	79.0%	87.4%	88.2%	88.2%	87.9%	88.7%	9.7%

SOURCE: Texas Education Agency, AEIS, 1994-95 and 1997-98 through 2001-02.

at their assigned grade level. The SDAA is administered on the same schedule as the TAKS and is part of the state accountability system.

In November 2002, the State Board of Education (SBOE) adopted two performance standards for the TAKS, *met standard* (i.e., passing) and *commended performance* (i.e., high performance). However, because the TAKS is more challenging than the TAAS, the SBOE agreed to a transition plan recommended by panels of more than 350 educators and citizens to phase in *met standard* over several years. The passing standards during the phase-in are expressed as a “standard error of measurement” (SEM). In general, the passing standard is set at two SEM below panel recommendations for 2002-03 and one SEM below the recommendation for 2003-04. Full implementation of the panel recommendations for *met standard* will occur in 2004-05.

The pass rates for SWISD students on the 2002-03 TAKS were lower than those statewide on all three sub-tests and for all tests combined (**Exhibit A-17**).

The percentage of SWISD students passing all tests was third among peer districts and was lower than the percentage in Region 20 and the statewide. The district’s pass rate was lower than the pass rate

statewide and in Region 20 on four sub-tests, reading, math, writing, and science. (**Exhibit A-18**).

Mathematics is the only content area tested in all nine grades. The passing rates of SWISD students in mathematics ranged from a high of 87.4 percent in grade 3 to a low of 55.2 percent in grade 9. Reading is tested in seven grades, and the SWISD passing rates ranged from a high of 81.9 percent in grade 8 to a low of 74.5 percent in grade 5. Science and social studies are each tested in three grades with the high pass rate in science in grade 5 and in social studies in grade 8. The lowest pass rate in both content areas was in grade 10. The highest pass rate for all tests combined was 77.6 percent at grade 3, and the lowest pass rate, 45.6 percent, was at grade 10 (**Exhibit A-19**).

In 1993, the Texas Legislature enacted legislation mandating the creation of an accountability system to rate the state’s school districts and evaluate district schools. Data were gathered through PEIMS, a student-level information system, and TAAS, a student assessment system that tested knowledge on the state curriculum, the Texas Essential Skills and Knowledge (TEKS). The data collected are reported through the Academic Excellence Indicator System (AEIS) that serves as the basis for all accountability ratings and reports.

EXHIBIT A-17
SWISD PASSING RATES ON TAAS AND TAKS
READING, WRITING, MATHEMATICS AND ALL TESTS
GRADES 3-10
1999-2000 THROUGH 2002-03

YEAR	READING		WRITING		MATHEMATICS		ALL TESTS	
	SWISD	STATE	SWISD	STATE	SWISD	STATE	SWISD	STATE
TAAS								
1999-2000	84.0%	87.4%	86.7%	88.2%	84.2%	87.4%	75.0%	79.9%
2000-01	85.2%	88.9%	87.9%	87.9%	86.6%	90.2%	77.8%	82.1%
2001-02	86.9%	91.3%	86.6%	88.7%	88.7%	92.7%	79.9%	85.3%
TAKS								
2002-03*	79.1%	85.6%	82.6%	86.3%	72.4%	78.6%	66.8%	69.1%
2002-03**	73.1%	80.2%	77.8%	82.9%	60.1%	67.9%	49.1%	57.4%

SOURCE: Texas Education Agency, AEIS, 1999-2000 and 2002-03.

* 2 SEM below panel recommendations. This figure represents the passing standard for 2002-03.

** 1 SEM below panel recommendations. This figure represents the passing standard for 2003-04.

EXHIBIT A-18
2002-03 TAKS PASS RATES*
ALL SUBJECTS TESTED GRADES 3-10
SWISD, PEER DISTRICTS, REGION 20 AND STATE

DISTRICT	ENGLISH LANGUAGE ARTS	READING	MATH	WRITING	SCIENCE	SOCIAL STUDIES	ALL TESTS
East Central	69.6%	86.3%	75.1%	85.0%	71.7%	92.5%	65.9%
San Benito	62.9%	83.5%	76.1%	86.9%	62.0%	90.1%	63.6%
San Felipe-Del Rio	67.6%	82.8%	71.4%	82.7%	55.3%	79.0%	60.6%
Southwest	77.7%	79.1%	72.4%	82.6%	66.9%	89.7%	61.6%
Region 20	70.1%	84.7%	76.4%	85.8%	70.6%	89.7%	66.8%
State	72.8%	85.6%	78.6%	86.3%	71.7%	90.1%	69.1%

SOURCE: Texas Education Agency, AEIS, 2002-03.

* 2 SEM below panel recommendations. This figure represents the passing standard for 2002-03.

EXHIBIT A-19
PERCENT OF SWISD STUDENTS TESTED
MEETING TAKS STANDARD BY SUB-TEST AND GRADE
2002-03

GRADE	PERCENT OF STUDENTS TESTED MEETING TAKS STANDARD*						
	READING	MATH	WRITING	ENGLISH LANGUAGE ARTS	SCIENCE	SOCIAL STUDIES	ALL TESTS
Grade 3	81.4%	87.4%	*	*	*	*	77.6%
Grade 4	77.0%	84.6%	83.1%	*	*	*	68.4%
Grade 5	74.5%	83.7%	*	*	73.9%	*	62.1%
Grade 6	80.3%	71.4%	*	*	*	*	66.8%
Grade 7	77.4%	59.7%	82.0%	*	*	*	54.5%
Grade 8	81.9%	67.9%	*	*	*	91.8%	64.0%
Grade 9	80.6%	55.2%	*	*	*	*	51.8%
Grade 10	*	67.8%	*	77.7%	59.6%	87.2%	45.6%
Grade 11	*	57.1%	*	79.9%	62.5%	91.0%	47.9%
All Grades	79.1%	72.4%	82.6%	77.7%	66.9%	89.7%	61.8%

SOURCE: Texas Education Agency, AEIS, 2002-03.

Among a number of factors considered in determining a school district's rating, the performance on TAAS of each student sub-group is critical. The rating system in place during 2002-03 was the following:

To receive an *Exemplary* rating, at least 90 percent of all students, as well as 90 percent of African American, Hispanic, White and economically disadvantaged students, had to pass the TAAS reading, writing and

mathematics tests. In 2001-02, at least 90 percent of all students had to pass the social studies test and the dropout rate could not exceed 1 percent.

To achieve a *Recognized* rating, 80 percent of all students and each student group had to pass the same

TAAS reading, writing and mathematics tests. In 2001-02, at least 80 percent of all students had to pass

the social studies test and the annual dropout rate for all students and each student group could not exceed 2.5 percent.

To be rated *Academically Acceptable*, 55 percent of each student group had to pass TAAS reading, writing and mathematics tests. In 2001–02, at least 50 percent of all students had to pass the social studies test and the dropout rate could not exceed 5 percent.

TEA rated a district as *Academically Unacceptable* or an individual school as *Low-Performing* if less than 55 percent of students passed TAAS reading, writing and mathematics tests, if less than 50 percent of all students passed the social studies test, or if the dropout rate was above 5 percent for all students or any student group.

For all years between 1998–99 and 2002–03 except one, the district was rated *academically acceptable*. In 2000–01, the district received a rating of *recognized*. The accountability ratings for SWISD and peer districts are provided in **Exhibit A-20**.

Between 1998–99 and 2002–03, the number of SWISD school rated as *exemplary* increased from 0 to 2, the number of schools rated *recognized* increased from 3 to 5, and the number of school rated acceptable decreased from 9 to 6. During this five-year period, no SWISD school was rated *low performing* (**Exhibit A-21**).

ORGANIZATION AND MANAGEMENT

Effective organization and management of the district’s educational delivery system is essential to providing quality instructional services to students in the most efficient and cost-effective manner possible. A school district must monitor and adjust its organizational structure and approach to management in order to respond to changes resulting from fluctuations in the student population, increasing academic expectations, wishes of the community, legal and regulatory mandates, and economic conditions.

The Department of Curriculum, Instruction, and Assessment (CIA) and the leadership of the district’s campuses share responsibility for organizing and managing the district’s educational delivery system. The critical responsibilities of the CIA Department are

developing and monitoring the district’s curriculum, ensuring that teachers employ effective instructional strategies, providing training and assistance to instructional staff members, and overseeing the district and state testing programs.

While the curriculum offered by the district provides the framework for instruction, teachers have flexibility in the way they present the instructional program to their students. The principal is the instructional leader of each campus and is responsible for the delivery of instruction on his or her campus.

CURRICULUM MANAGEMENT AND PROGRAM EVALUATION

For instructional systems to achieve their stated goals, the written, taught, and tested curricula must be closely linked. In Texas, the Texas Essential Knowledge and Skills (TEKS) identifies what Texas students should know and be able to do at each grade in each foundation and enrichment course. These standards are tested through the state’s assessment program, the Texas Assessment of Academic Skills (TAAS) prior to 2002–03 and the Texas Assessment of Knowledge and Skills (TAKS) beginning in 2002–03.

Using TEKS to design curriculum, guide teaching, and maximize student achievement is a challenge facing principals, curriculum directors, and classroom teachers because the basic curriculum design and alignment will affect student performance. All districts and schools should have sound curriculum documents with objectives based on TEKS and a system to monitor the extent to which students master the district’s curriculum.

SPECIAL PROGRAMS

All districts are faced with the challenge of providing programs for students with special needs. Meeting the needs of these students requires that a school district be flexible in its approach to delivering instruction, sensitive to the unique circumstances of each student, prudent in its use of financial resources, and knowledgeable of laws and regulations relating to the education of special populations.

**EXHIBIT A-20
TEA ACCOUNTABILITY RATINGS
SWISD AND PEER DISTRICTS
1998–99 THROUGH 2002–03**

DISTRICT	1998–99	1999–2000	2000–01	2001–02	2002–03
East Central	Acceptable	Acceptable	Recognized	Acceptable	Acceptable
San Felipe–Del Rio	Acceptable	Acceptable	Recognized	Acceptable	Acceptable
San Benito	Recognized	Recognized	Recognized	Recognized	Recognized
Southwest	Acceptable	Acceptable	Recognized	Acceptable	Acceptable

SOURCE: Texas Education Agency, AEIS, 1998–99 through 2002–03.

EXHIBIT A-21
SWISD ACCOUNTABILITY RATINGS BY SCHOOL
1998-99 THROUGH 2002-03

SCHOOL	1998-99	1999-2000	2000-01	2001-02	2002-03
Southwest High School	Acceptable	Acceptable	Acceptable	Recognized	Recognized
McAuliffe Junior High	Recognized	Recognized	Recognized	Acceptable	Acceptable
Scobee Junior High	--	Recognized	Recognized	Acceptable	Acceptable
McNair Sixth Grade School	Acceptable	Acceptable	Recognized	Recognized	Recognized
Big Country Elementary	Recognized	Exemplary	Exemplary	Exemplary	Exemplary
Bob Hope Elementary	Recognized	Recognized	Recognized	Recognized	Recognized
Elm Creek Elementary	Acceptable	Acceptable	Recognized	Acceptable	Acceptable
Hidden Cove Elementary	Acceptable	Acceptable	Recognized	Exemplary	Exemplary
Indian Creek Elementary	Acceptable	Acceptable	Recognized	Acceptable	Acceptable
Kreiwald Road Elementary	Acceptable	Exemplary	Recognized	Recognized	Recognized
Sky Harbour Elementary	Acceptable	Acceptable	Recognized	Recognized	Recognized
Southwest Elementary	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Sun Valley Elementary	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Total	12	13	13	13	13
Exemplary	0	2	1	2	2
Recognized	3	3	9	5	5
Acceptable	9	8	3	6	6
Low Performing	0	0	0	0	0

SOURCE: Texas Education Agency, 2002 District Accountability Rating History.

The following special programs were reviewed in the study of the district:

- Bilingual and English as a Second Language (ESL),
- Gifted and Talented Education (G/T),
- Economically Disadvantaged and At-Risk Students,
- Career and Technology Education (CATE), and
- Special Education.

Among peer districts, SWISD has the highest percentage of students identified as special education and at-risk, the second highest identified as economically disadvantaged and CATE, and the lowest identified as gifted and talented, (Exhibit A-22).

BILINGUAL AND ENGLISH AS A SECOND LANGUAGE (ESL)

The Texas Education Code (TEC) requires that every Texas student who is identified as limited English Proficient (LEP) be provided a full opportunity to participate in a bilingual or ESL program. Limited English proficiency students are defined as those whose primary language is something other than English and whose English language proficiency limits their participation in an English language academic environment.

All school districts with enrollments of 20 or more limited English proficient students in any language classification in the same grade level districtwide are required to offer a bilingual or an alternative language program. Schools must provide bilingual education in Pre-kindergarten through the elementary grades. Districts must provide bilingual education, ESL

instruction, or other transitional language instruction approved by TEA in the post-elementary grades through grade 8. For students in grades 9 through 12, schools are required only to provide instruction in ESL.

The enrollment of SWISD is 86.6 percent Hispanic, and for many of the students in the district English is their second language. PEIMS data report that 1,226 students in SWISD were identified as having LEP.

LEP students are served by the district's bilingual and ESL programs. The purpose of bilingual programs across the state is to help students master the state curriculum and to teach English to all students in the program. In 2003-04, 830 students were served in the district's bilingual program. ESL programs provide intensive English language instruction by teachers trained in recognizing and working with language differences. The district's ESL program served 328 students in 2003-04. For 2004-05, the state estimates that the district will receive \$271,000 in additional funds for bilingual and ESL educational services.

Among peer districts, the percentage of LEP students in SWISD passing TAKS was highest in English Language Arts and social studies and second highest on the other four tests, reading, mathematics, writing, and science. SWISD LEP students had the second highest percentage passing all tests combined. LEP students in SWISD performed comparably to LEP students across the state, outperforming them in three areas, English Language Arts, writing, and social studies (Exhibit A-23).

GIFTED AND TALENTED

TEC states that school districts "shall adopt a process for identifying and serving gifted and talented students

**EXHIBIT A-22
PERCENT OF ENROLLMENT IN SPECIAL PROGRAMS
SWISD, PEER DISTRICTS, AND STATE
2003-04**

DISTRICT	TOTAL ENROLLMENT	GT	CATE	LEP	BI-LINGUAL	ESL	ECON. DISAD.	AT-RISK	SPECIAL EDUC.
East Central	7,900	7.5%	21.8%	4.2%	3.2%	0.9%	54.0%	50.4%	12.8%
Southwest	9,654	5.7%	23.9%	12.7%	8.6%	3.4%	79.1%	63.8%	13.8%
San-Benito	9,866	6.9%	25.2%	25.2%	16.1%	4.7%	83.9%	61.4%	11.9%
San Felipe–Del Rio	10,405	8.2%	20.7%	18.3%	14.0%	4.2%	76.1%	51.1%	11.9%
Region 20	349,126	6.9%	21.4%	10.2%	6.2%	2.7%	61.1%	48.8%	13.5%
State	4,311,502	7.8%	20.1%	15.3%	7.6%	6.2%	52.8%	44.0%	11.6%

SOURCE: Texas Education Agency, PEIMS 2003-04.

**EXHIBIT A-23
TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS
LIMITED ENGLISH PROFICIENCY
“MET STANDARD” FOR ALL GRADES TESTED
2002-03**

DISTRICT	ENGLISH LANGUAGE ARTS	READING	MATHEMATICS	WRITING	SCIENCE	SOCIAL STUDIES	ALL TESTS
East Central	0.0%	58.6%	47.8%	53.6%	23.5%	52.4%	36.8%
San Benito	7.7%	67.5%	72.1%	76.2%	33.0%	59.3%	53.1%
San Felipe–Del Rio	16.7%	55.6%	48.6%	60.8%	15.0%	46.3%	33.7%
Southwest	23.3%	55.8%	61.9%	70.5%	31.0%	66.0%	42.6%
State	22.8%	61.7%	62.4%	66.8%	35.5%	61.6%	44.8%

SOURCE: Texas Education Agency, AEIS 2002-03.

in the district and shall establish a program for those students in each grade level.” In addition, it requires the State Board of Education (SBOE) to “develop and periodically update a state plan for the education of gifted and talented students” to be used for accountability purposes “to measure the performance of districts in providing services to students identified as gifted and talented.” The SBOE plan, adopted in 1996 and revised in 2000, provides direction for the refinement of existing services and the creation of additional curricular options for gifted and talented (G/T) students.

The *Texas State Plan for the Education of Gifted/Talented Students* establishes three levels of performance measures—Acceptable, Recognized and Exemplary—for five program areas: student assessment, program design, curriculum and instruction, professional development and family-community involvement. “Acceptable” performance measures are those required by state law or rule. The “Recognized” and “Exemplary” measures are provided as “viable targets that local district educators seeking excellence, both for their district and for its students, may strive to attain.” The components required for “Acceptable” status as well as those required for districts seeking

“Recognized” or “Exemplary” program status are indicated in **Exhibit A-24**.

G/T students in SWISD receive instruction from teachers who have at least 30 hours of training in the education of G/T students. The September 2000 District Effectiveness and Compliance (DEC) Report from TEA indicated that insufficient documentation existed to determine if the district met the 30-hour training requirement. The district provided the required documentation in its Correction Action report. All other indicators were found to be in compliance.

Prior to 2002-03, elementary G/T students in grades K-2 were served on their home campuses in clusters or groups “pulled-out” of their regular classrooms. Students were re-identified after grade 2 and transported to the Horizons Center located at the Enrichment Center for approximately two and one-hours of instructional time weekly by a teacher certified in gifted and talented education. Beginning in 2002-03, students were no longer re-identified prior to grade 3 and were served in various ways in homogeneous classrooms at their home campuses. The G/T teacher at the Horizons Center now serves as a facilitator and resource for all nine elementary campuses. Each campus determines how its G/T students will be

**EXHIBIT A-24
GIFTED AND TALENTED PROGRAM REQUIREMENTS
CURRICULUM AND INSTRUCTION
ACCEPTABLE, RECOGNIZED AND EXEMPLARY STATUS COMPONENTS**

COMPONENT REQUIRED FOR ACCEPTABLE STATUS	COMPONENT REQUIRED FOR RECOGNIZED STATUS	COMPONENT REQUIRED FOR EXEMPLARY STATUS
An array of appropriately challenging learning experiences is offered emphasizing content from the four core academic areas.	Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research. Opportunities are provided for career and leadership assessment and training in areas of student strength.	Options are provided in intellectual, creative or artistic areas; leadership; and specific academic fields.
COMPONENT REQUIRED FOR ACCEPTABLE STATUS	COMPONENT REQUIRED FOR RECOGNIZED STATUS	COMPONENT REQUIRED FOR EXEMPLARY STATUS
A continuum of learning experiences is provided leading to the development of advanced-level products or performances.	Students at all levels are involved in experiences resulting in development of advanced-level products or performances targeted to audiences outside the classroom.	Students in G/T programs for more than one year will develop advanced-level products evaluated by external evaluators knowledgeable about the area of the product.
Opportunities are provided for students to accelerate in areas of student strengths.	Flexible pacing is used allowing students to learn at the pace and level appropriate to their abilities and skills.	Scheduling modifications are used to meet the needs of individual students.
District and campus improvement plans include provisions related to the needs of gifted and talented students.	Curriculum is modified based on annual evaluations. Resources and release time for staff are provided for curriculum development. Guidelines are developed and used for evaluating resources and in selecting appropriate materials.	Collaboration occurs among appropriate staff in designing and evaluating curriculum for gifted and talented students.
	Release time or contract extensions are provided to enable teachers at all levels to collaboratively develop services for gifted and talented students.	
	Student progress or performance is periodically assessed and communicated to parents.	Student performance is assessed by standards developed by experts in the areas served in the district's program.

SOURCE: Texas Education Agency, Texas State Plan for the Education of Gifted/Talented Students, May 2000.

served. Some campuses cluster G/T students in the same class, while others use a “pull-out” program to serve the students outside of the regular classroom.

At the sixth grade campus, students are served by one of two teams, a team of G/T certified teachers and second team known as the Academic Academy. Prior to 2002–03, students served by the G/T team were homogeneously grouped into specific class periods in the core subjects. Students assigned to the Academy team were served in clusters in heterogeneously grouped classes. Since 2002–03, students have been served in heterogeneously grouped classes. In grades 7-8, G/T students at McAuliffe Junior High are served by all core teachers in the Academic Academy. Scobee Junior High students are served through pull-out programs.

In SWISD secondary schools, G/T students are served in Pre-Advanced Placement (PreAP) and Advanced Placement (AP) classes, dual credit programs with local community colleges, and separate “pull out” classes that work with G/T students for part of the school day. Counseling services and special activities offered

through the district’s Academic Academy program are also available.

During 2002–03, there were 593 students enrolled in the SWISD G/T program representing 5.9 percent of the district’s total enrollment. This percentage was the lowest among peer districts and higher than the percentage statewide. There were 26.2 full-time equivalent (FTE) teachers assigned to the program which when expressed as a percent of total teachers was the second highest among peer districts. However, the percentage of total expenditures budgeted for instructional purposes in SWISD for the G/T program of 0.2 percent was lower than two of its peer districts and lower than the state average (**Exhibit A-25**).

COMPENSATORY EDUCATION

Districts in Texas are required to use compensatory education funds to provide support services to students at risk of dropping out and students not performing at grade level. TEA distributes Title I, Part A funds of the Elementary and Secondary Education Act (ESEA) to provide school districts with extra resources to help improve instruction in high-poverty schools and ensure that poor and minority children have the same

**EXHIBIT A-25
STUDENT ENROLLMENT, TEACHERS, AND BUDGETED
INSTRUCTIONAL EXPENDITURES
GIFTED AND TALENTED PROGRAM
SWISD, PEER DISTRICTS, AND STATE
2002-03**

<i>DISTRICT</i>	<i>NUMBER OR AMOUNT</i>	<i>PERCENT</i>
EAST CENTRAL		
Student Enrollment	596	7.5%
Texas Education Teachers	11.5	2.2%
Budgeted Instructional Expenditures	\$757,681	2.6%
SAN BENITO		
Student Enrollment	661	6.9%
Teachers	29.0	5.2%
Budgeted Instructional Expenditures	\$73,888	0.2%
SAN FELIPE-DEL RIO		
Student Enrollment	856	8.3%
Teachers	10.0	1.7%
Budgeted Instructional Expenditures	\$531,451	1.5%
SOUTHWEST		
Student Enrollment	563	5.9%
Teachers	26.2	4.1%
Budgeted Instructional Expenditures	\$77,691	0.2%
STATE		
Student Enrollment	332,551	7.8%
Teachers	6,662.0	2.3%
Budgeted Instructional Expenditures	\$279,490,838	1.8%

SOURCE: Texas Education Agency, AEIS, 2002-03.

opportunity as other children to meet state academic standards. Funds are distributed based on the Census Bureau's school district estimates of economically disadvantaged school-age children in their district. Disadvantaged students are typically those who are eligible for free or reduced priced lunch or breakfast. The students served, however, are selected based on educational need, not economic status. Funds are distributed on the basis of the number of economically disadvantaged students, but students served do not need to be economically disadvantaged. The law allows a school to be designated as a Title I, Part A schoolwide program if 40 percent or more of students at the school, or in the attendance zone, are low income. It mandates school districts to use Title I funds for activities that scientifically-based research suggests will be most effective in helping all students meet state standards. Under Title I, Part A districts are required to coordinate and integrate Title I, Part A services with other educational services to increase program effectiveness, eliminate duplication and reduce fragmentation of instructional programs.

Texas began funding compensatory programs in 1975. In 1997, Section 42.152 of the Texas Education Code (TEC) was amended to include reporting and auditing systems covering the appropriate use of compensatory education allotment funds. Senate Bill 1873 requires state compensatory education (SCE) funds, like federal Title I funds, to be supplemental in nature. That is, these funds are to be added to the regular program but cannot take the place or supplant regular funds. SCE

fund rules allow considerable flexibility in identifying students and creating successful programs. Senate Bill 702 changed the state criteria for identifying students at-risk of dropping out of school and requires districts to use student performance for designing and implementing appropriate compensatory, intensive or accelerated instructional programs so these students will perform at grade level at the end of the following school year. This allows districts to use local criteria for identifying at-risk students but the criteria have to be board approved. Senate Bill 702 also requires each district to evaluate and document the effectiveness of the state compensatory education program in reducing any disparity in performance between at-risk and regular students. It also restricts the amount of SCE funds that a district can use to fund basic services for disciplinary alternative education programs, an amount that cannot exceed 18 percent of the total amount of SCE funds allotted to the district. Senate Bill 702 requires that districts integrate SCE budgetary appropriations into the district and school planning process, identify in their district and campus improvement plans the designated funding source, the amount of SCE funds budgeted and the number of full-time equivalent (FTE) staff funded by SCE appropriations. These changes became effective at the beginning of 2001-02.

According to Senate Bill 702, a student is at-risk of dropping out if the student meets any of the following criteria:

- is a Pre-kindergarten through grade 3 student who did not perform satisfactorily on a readiness test or an assessment instrument administered during the current school year;
- did not perform satisfactorily on an assessment instrument (TAAS);
- is a student of limited English proficiency;
- is a student in grades 7 through 12 who did not maintain an average equivalent to 70 out of 100 in two or more subjects in the foundation curriculum during a semester in the current or preceding school year;
- was not advanced from one grade level to the next for two or more school years;
- has been placed in an alternative education program during the preceding or current school year;
- has been expelled during the preceding or current school year;
- is currently on parole, probation, deferred prosecution or other conditional release;
- was previously reported through PEIMS to have dropped out of school;
- is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court or a law enforcement official;
- is pregnant or is a parent;
- is homeless; or
- was a resident of a residential placement facility during the preceding school year or currently is a resident of a residential placement facility in the district.

The district’s Department of Student Outreach and Services (SOS) oversees the SCE budget. Its 2002–03 SCE budget was \$2.36 million. SWISD had the highest

SCE expenditures as a percentage of total budget. It ranked second highest among peer districts in percentage of teachers. SWISD’s SCE budget as a percentage of total budget was higher than the Region 20 and state averages, but the percent of teachers was lower than the Region 20 and state averages (**Exhibit A-26**).

The district provides extensive services for its at-risk students, including:

- social work services provided by Community in Schools (CIS), San Antonio Education Project (SAEP), Bexar County, and the school district;
- Adult Basic Education;
- Twenty-First Century Learning Centers, an after-school program funded through the No Child Left Behind Act;
- at least one fully certified counselor at each school;
- a department of community education;
- staff development in working with children of poverty;
- visiting Teachers assigned to work with truants and potential dropouts;
- an extensive CATE program;
- the Southwest Enrichment Center; and
- the Department of Student Outreach and Services (SOS), which focuses its efforts on at-risk and economically disadvantaged students.

The 2000 DEC visit to the district reported that six of 10 compliance indicators for compensatory education had been reviewed, and the team found the district to be in compliance in all six areas.

The performance of the district’s economically disadvantaged students compares favorably with the performance of economically disadvantaged students statewide on each of the TAKS sub-tests, outscoring students statewide in English Language Arts by almost 15 percentage points. Among peer districts, the

**EXHIBIT A-26
SWISD, PEER DISTRICTS, REGION 20 AND STATE
STATE COMPENSATORY EDUCATION BUDGET, EXPENDITURES PER STUDENT AND
TEACHERS
2002–03**

DISTRICT	BUDGET EXPENDITURES	PERCENT OF TOTAL BUDGET	NUMBER OF TEACHERS	PERCENT OF TOTAL TEACHERS
East Central	\$1,695,010	5.8%	47.5	9.2%
San Benito	\$2,148,565	7.0%	14.1	2.5%
San Felipe–Del Rio	\$2,040,858	5.9%	3.1	0.5%
Southwest	\$2,360,350	7.1%	17.7	2.7%
Region 20	\$65,168,911	5.1%	892.8	3.9%
State	\$795,042,137	5.2%	8,946.2	3.1%

SOURCE: Texas Education Agency, AEIS, 2002–03.

percentage of SWISD students passing was highest in science and social studies; second highest in math and on all tests combined; and last on the reading and writing portions of the test (Exhibit A-27).

CAREER AND TECHNOLOGY EDUCATION

The TEC, Section 29.181, states that “Each public school student shall master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner; and gaining entry-level employment in a high-skill, high-wage job or continuing the student’s education at the post-secondary level.” The Texas Administrative Code, Chapter 74, Subchapter A, requires school districts to offer “Programs of study for broad career concentrations in areas of agricultural science and technology, arts and communication, business education, family and consumer science, health occupations technology, trade and industry and technology education that will prepare students for continued learning and postsecondary education in employment settings.”

The philosophy of SWISD’s Career and Technology program is that “(A)cademics and work ethics combine to teach lifelong skills such as teamwork, attendance, and problem solving” through a “progression of career education activities” as indicated in Exhibit A-28.

Students in elementary and junior high schools receive most of their career and technology activities in

conjunction with the regular academic program. In the later years of high school, students have the opportunity to participate in a number of different CATE classes organized around basic career themes or “pathways” (Exhibit A-29).

In 2002–03, the SWISD CATE program served 1,687 students, or 17.5 percent of the students in the district. Both of these figures were the lowest among peer districts. Although the number of CATE Teachers in SWISD was the second highest among its peers, the percentage of Teachers was the lowest. Likewise, the percent of total budgeted expenditures was the lowest among the peer districts and lower than that statewide (Exhibit A-30). CATE programs are funded by a combination of state, federal, and local funds. For 2003-04, the state estimates that the district will receive \$1.8 million in state funds to support CATE programs.

SPECIAL EDUCATION

The Individuals with Disabilities Education Act (IDEA) requires free, appropriate public education for all children with disabilities regardless of their severity. The act requires districts to provide educational services in the “least restrictive environment” and to include students with disabilities in state and district assessment programs. This law, also designed to protect children and parents in educational decision making, requires the district to develop an individualized education plan (IEP) for each child with a disability. In 1997, Public Law 101-15 re-authorized IDEA at the federal level. The revised law states that

**EXHIBIT A-27
TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS
ECONOMICALLY DISADVANTAGED
“MET STANDARD” ALL GRADES TESTED
2002-03**

DISTRICT	ENGLISH LANGUAGE ARTS (10-11)	READING (3-9)	MATHEMATICS (3-11)	WRITING (4, 7)	SCIENCE (5, 10, 11)	SOCIAL STUDIES (8, 10, 11)	ALL TESTS TAKEN
East Central	57.4%	80.5%	68.6%	80.8%	60.9%	89.1%	56.9%
San Benito	60.0%	82.4%	73.3%	81.5%	57.0%	87.8%	60.0%
San Felipe-Del Rio	60.2%	79.8%	66.5%	80.4%	46.5%	75.3%	54.3%
Southwest	75.8%	76.3%	69.3%	79.9%	62.5%	89.3%	57.1%
State	61.0%	78.5%	69.7%	80.6%	57.9%	84.6%	56.8%

SOURCE: Texas Education Agency, AEIS, 2002-03.

**EXHIBIT A-28
SWISD PROGRESSION OF CAREER AND TECHNOLOGY ACTIVITIES
2002-03**

GRADE LEVELS	TYPES OF ACTIVITIES
Grades PK-5	Career & Self Awareness
Grade 6	Career Exploration
Grades 7-8	Career Investigation
Grades 9-10	Career Crystallization
Grades 11-12	Career Specialization

SOURCE: SWISD, Career and Technology Education Program Evaluation, 2002-03.

**EXHIBIT A-29
CAREER AND TECHNOLOGY EDUCATION
ORGANIZATION OF COURSE OFFERINGS**

CATE PATHWAYS	AVAILABLE COURSES
Agricultural Science and Technology	Agricultural Mechanics
Art, Communication and Media Technology	Advertising Design, Graphic Arts, Interior Design
Business and Marketing	Accounting, Business Education, Computer Programming, Marketing Cooperative Education
Health Science Technology	Health Science Technology, Medical Microbiology/Pathophysiology, Medical Terminology/Pharmacology
Human Development, Management and Services	Child Development, Elementary Texas Education Agencycher Internship, Family and Consumer Sciences, Hospitality Services
Industrial and Engineering Technology	Aircraft Mechanics, Automotive Collision, Automotive Technology, Computer Maintenance, Construction Trades, Internetworking Technologies, Welding, Information Technology and Security Academy
Personal and Protective Services	Cosmetology, Criminal Justice, Food Production/Culinary Arts

SOURCE: SWISD, Career and Technology Education Program Evaluation, 2002-03

**EXHIBIT A-30
STUDENTS, TEACHERS, AND BUDGETED INSTRUCTIONAL EXPENDITURES
CAREER AND TECHNOLOGY EDUCATION
SWISD, PEER DISTRICTS, AND STATE
2002-03**

DISTRICT	STUDENTS		TEACHERS		BUDGETED INSTRUCTIONAL EXPENDITURES	
	NUMBER	PERCENT	NUMBER	PERCENT	AMOUNT	PERCENT
East Central	2,365	29.8%	26.2	5.1%	\$1,665,465	5.7%
San Benito	2,449	25.6%	27.0	4.9%	\$1,454,753	4.8%
San Felipe-Del Rio	2,150	20.9%	30.7	5.3%	\$1,717,153	5.0%
Southwest	1,687	17.5%	27.0	4.2%	\$1,271,988	3.8%
State	841,438	19.8%	12,001.9	4.2%	\$621,924,366	4.1%

SOURCE: Texas Education Agency, AEIS, 2002-03.

the IEP must be clearly aligned with the education received by children in regular classrooms and that the IEP preparation process must include regular education Teachers. The law also requires that students with disabilities be included in state and district assessment programs and performance goals.

To serve the multiple needs of all students with disabilities and comply with IDEA requirements, an effective special education program should implement the following practices as enumerated in the 1997 amendments to IDEA:

- pre-referral intervention in regular education when a student experiences an academic problem in regular education, an intervention can and should solve the problem. If the intervention does not produce positive results, the student should be referred to special education;
- referral to special education for evaluation referring a student to special education requires an official, written request supported by documentation. Documentation should include an explanation of the steps taken in regular education to address the student’s problem before the referral;

- Full Individual Evaluation after student referral, the district must provide a Full and Individual Evaluation, which requires parental permission. The district must complete the evaluation within 60 days from the date of referral;
- initial placement through an Admission, Review and Dismissal (ARD) committee meeting after the evaluation is complete, an ARD committee meets to discuss the evaluation results with the parents. The ARD committee decides if the student qualifies for special education services in one of 13 federal special education categories. If so, the ARD committee must develop an individualized educational plan for the student within another 30 days;
- provision of educational services and supports according to a written individualized education plan (IEP) the IEP developed by the ARD committee includes information about which classes the student will take and the amount of time the student will spend in regular and special education, including resource room, speech therapy or counseling. The IEP also specifies the amount of time that the student receives any related services such as occupational therapy,

physical therapy, counseling or adaptive physical education;

- annual program review – each year after a student’s initial qualification and placement, an ARD committee conducts a review to ensure that the student’s program is appropriate. A new IEP is developed annually based on the student’s progress toward set goals;
- three-year reevaluation—every three years, the student receives an full individual evaluation. The ARD committee meets to discuss the reevaluation results and decides whether or not the student continues to qualify for special education in the same category, or needs an IEP to support academic progress; and
- dismissal from the special education program—if and when the ARD committee decides that a student may not need special education for success in school, it can request an evaluation to determine if the student still meets the eligibility criteria. Based on the testing results, the student can then be dismissed from special education.

Special education instructional arrangements are based on the individual needs and individualized education programs of eligible students receiving special education services. Students who receive all of their instruction and related services in a regular classroom are considered to be in a “mainstream” instructional setting. Additional instructional arrangements include but are not limited to a resource room where the student is removed from the regular classroom less than 50 percent of the day or a self-contained class where the student is removed from the regular classroom more than 50 percent of the day. If a student’s disability is so severe that satisfactory education cannot take place for any part of the school day in a regular classroom, he or she may be served in a separate “self-contained” classroom. In addition, a school district must be prepared to provide a more restrictive setting such as a day treatment program, or even residential treatment placements if the student’s needs and educational program requires a more

restrictive placement.

The purpose of the district’s special education program is to ensure that students with disabilities receive the necessary instructional and related services needed in order to receive a free and appropriate public education. Instructional arrangements provided in SWISD include:

- mainstream with modifications;
- inclusion support;
- resource classrooms;
- self-contained classes;
- homebound services;
- speech therapy;
- multi-district classes for medically fragile students;
- nonpublic day schools; and
- vocational adjustment classes.

The district also provides related services such as occupational therapy, physical therapy, adaptive physical education, vision services, orientation and mobility training, and counseling.

In 2002–03, the district provided special education services to 1,247 students, or 13.0 percent of the district’s student population. The percentage of students served was slightly higher than the percentages in the peer districts and higher than that statewide. The percent of Teachers in the special education program was second highest among peer districts and approximately the same as that statewide. The percentage of budgeted instructional expenditures, however, was the highest among the peer districts and more than four percentage points higher than the state (**Exhibit A-31**).

The number of students reported on the PEIMS edit report and End-of-Year Summary Reports for Campuses by handicapping condition for each school in the district is provided in **Exhibit A-32**.

**EXHIBIT A-31
STUDENTS, TEACHERS, AND BUDGETED INSTRUCTIONAL EXPENDITURES
SPECIAL EDUCATION
SWISD, PEER DISTRICTS, AND STATE
2002–03**

DISTRICT	STUDENTS		TEACHERS		BUDGETED INSTRUCTIONAL EXPENDITURES	
	NUMBER	PERCENT	NUMBER	PERCENT	AMOUNT	PERCENT
East Central	1,009	12.7%	58.6	11.3%	\$4,292,055	14.7%
San Benito	1,135	11.9%	43.5	7.8%	\$3,042,550	9.9%
San Felipe–Del Rio	1,187	11.5%	45.3	7.9%	\$3,494,653	10.1%
Southwest	1,247	13.0%	68.2	10.5%	\$5,662,539	17.0%
State	491,259	11.6%	29,452.3	10.2%	\$1,924,085,228	12.6%

SOURCE: Texas Education Agency, AEIS, 2002–03.

EXHIBIT A-32
STUDENTS BY HANDICAPPING CONDITION AND SCHOOL
SWISD
2001-02 THROUGH 2003-04

SCHOOL	OHI	ED	LD	SLI	MR	OTHER
Southwest High School	15	37	260	*	36	8
McAuliffe Junior High	*	11	71	*	10	*
Scobee Junior High	12	14	64	*	*	*
McNair Sixth Grade	7	13	62	*	6	*
Big Country Elementary	13	*	21	32	*	8
Bob Hope Elementary	*	6	10	22	6	*
Elm Creek Elementary	7	*	31	12	*	*
Hidden Cove Elementary	9	*	39	26	5	*
Indian Creek Elementary	13	7	36	31	13	*
Kriewald Road Elementary	*	*	16	21	*	*
Sky Harbor Elementary	8	*	28	27	9	*
Southwest Elementary	*	*	21	14	13	8
Sun Valley Elementary	7	7	21	19	*	*
Total	106	117	680	210	111	62
Southwest High School	26	25	230	*	34	6
McAuliffe Junior High	*	14	79	*	6	*
Scobee Junior High	10	15	70	*	*	*
McNair Sixth Grade	11	20	79	*	8	*
Big Country Elementary	19	*	39	39	*	*
Bob Hope Elementary	6	8	21	21	11	*
Elm Creek Elementary	*	*	38	19	3	*
Hidden Cove Elementary	6	6	34	24	10	*
Indian Creek Elementary	14	6	56	25	13	*
Kriewald Road Elementary	4	6	22	29	*	*
Sky Harbor Elementary	*	7	30	38	8	*
Southwest Elementary	8	7	40	14	12	7
Sun Valley Elementary	*	7	46	20	*	*
Total	122	129	784	237	117	49

SOURCE: SWISD, Office of Special Education.

OHI=Other Health Impairment, ED=Emotional Disturbance, LD=Learning Disability, SI=Speech Impairment, MR=Mental Retardation, Other includes Orthopedic Impairment, Auditory Impairment), Visually Impaired, Deaf/Blind, Autism, Developmental Delay, Traumatic Brain Injury, and Non-categorical Early Childhood.

* Denotes a number equal to or less than five not reported due to privacy laws.

The TEA report on the DEC visit completed in December 2000 found the district to be in non-compliance on five of 36 indicators regarding its special education program. Corrective action was required on each of the five areas. In March 2002, the district received notification that all discrepancies had been removed and that the program was considered to be in full compliance.

STUDENT SERVICES
HEALTH SERVICES

Children cannot perform well academically if they are unhealthy, undernourished, have vision or hearing problems, have serious emotional problems or abuse drugs or alcohol. By preventing or alleviating health problems, coordinated school health programs serve the primary mission of schools. According to the American Cancer Society's Healthy Schools Healthy Kids Initiative, quality school health programs result in the following benefits:

- reduced absenteeism;
- fewer behavior problems in the classroom;

- improved student performance;
- higher test scores;
- more alert students;
- more students with positive attitudes;
- increased health awareness in children's daily lives; and
- more cooperation among parents, community organizations and Teachers.

No federal or state law mandates that Texas school districts provide health services for students without disabilities. However, because an estimated 25 percent of Texas children ages 18 and under have no health insurance, a school nurse may be the only health professional they see.

School boards have discretion over which health services are provided and how they are provided. Before 1991, TEA played a major role in monitoring school health programs. Since 1992, however, the Texas Department of Health (TDH) has implemented a School Health Program that provides consultant

services to public schools and information and resources to school personnel. TDH also makes competitive grant awards to communities for school-based health centers.

**CHAPTER 2
DISTRICT MANAGEMENT**

Section 11 of the TEC provides for an elected board of trustees to administer the district. District residents elect school board members from either at large or single-member districts.

As a legal agent of the state of Texas, the board derives its legal status from the Texas Constitution and state laws. School boards must operate in accordance with applicable state and federal statutes, regulations interpreting statutes and controlling court decisions. Under Section 11 of the TEC, each board must:

- Govern and oversee the management of the public schools of the district;
- Adopt such rules, regulations and bylaws as the board may deem proper;
- Approve a district-developed plan for site-based decision-making and provide for its needs;
- Select tax officials, as appropriate to the district's need;
- Prepare and adopt a budget for the next succeeding fiscal year and file a report of disbursements and receipts for the preceding fiscal year;
- Have district fiscal accounts audited at district expense by a Texas certified or public accountant holding a permit from the Texas State Board of Public Accountancy following the close of each fiscal year,
- Publish an annual report describing the district's educational performance, including campus performance objectives and the progress of each campus toward those objectives,

- Receive bequests and donations or other money coming legally into its hands in the name of the district,
- Select depository for district funds,
- Order elections, canvass the returns, declare results and issue certificates of election as required by law,
- Dispose of property no longer necessary for the operation of the school district,
- Acquire and hold real and personal property in the name of the district, and
- Hold all powers and duties not specifically delegated by statute to the Texas Education Agency or the State Board of Education.

SWISD Board of Trustees consists of seven members. Trustees are elected at-large to three-year terms on a rotating basis. At-large districts are districts whose voting patterns are inclusive of all areas in the school district as opposed to school districts that separate the districts into geographical subdivisions of the district. Trustee terms are staggered so no more than three seats are filled each election. Elections are held each year on the first Saturday of May. **Exhibit A-33** lists the current board.

Exhibit A-34 shows the continuing education requirements for Texas school board members. The requirements for first year board members include 16 hours of training plus a local district orientation. Experienced board members are required to have eight hours of training annually.

The board's mandatory continuing education is specified in 19 Texas Administrative Code §61.1. "In a board member's first year of service, he or she shall receive at least 16 hours of continuing education in fulfillment of assessed needs. Following a board member's first year of service, he or she shall receive at least eight hours of continuing education annually in fulfillment of assessed needs. The entire board, including all board members, shall annually participate

**EXHIBIT A-33
SWISD BOARD OF TRUSTEES
2004-05**

SWISD SCHOOL BOARD MEMBERS	TITLE	TERM EXPIRES	FULL YEARS OF SERVICE AS OF MAY 2004	OCCUPATION
Mike Frazier	President	2007	24	Farmer
Carolyn Fields	Vice President	2005	20	Department Assistant
Keith Byrom, Ph. D.	Secretary	2005	20	General Manager
Juan Martinez, Jr.	Assistant Secretary	2006	7	Accounting Tech
Sylvester E. Vasquez, Jr.	Member	2007	4	Estimator
Raul Guzman	Member	2006	3	Manager
Ida Sudolcan	Member	2006	1	Housewife

SOURCE: SWISD, Central Office Administration, 2003-04.

**EXHIBIT A-34
CONTINUING EDUCATION REQUIREMENTS FOR SCHOOL BOARD MEMBERS
2003-04**

TYPE OF CONTINUING EDUCATION	FIRST-YEAR BOARD MEMBER REQUIREMENTS	EXPERIENCED BOARD MEMBER REQUIREMENTS	PROVIDER
Local district orientation	Required within 60 days of election or appointment	Not required	Local district
Orientation to the Texas Education Code	3 hours	Not required	Education Service Center
Update to the Texas Education Code	After legislative session	After legislative session	Education Service Center
Team Building Session /Assessment of Continuing Education Needs of the Board-Superintendent Team	At least 3 hours	At least 3 hours	TEA registered provider
Additional continuing education, based on assessed needs and the framework for governance leadership. Team building must be at least three hours of the total time.	At least 10 hours	At least 5 hours	TEA registered provider
Total Minimum Number of Hours	16 hours plus local district orientation	8 hours plus TEC update	

SOURCE: Texas Administrative Code, Article 61.1.

with their superintendent in a Team building session facilitated by the Regional Education Service Center or any registered provider. The team building session shall be of a length deemed appropriate by the board, but generally at least three hours.”

SWISD board members training hours were reviewed and found to be in compliance. The results are displayed in **Exhibit A-35**. All members exceeded their required hours of training.

All board members have a signed Affidavit of Conflict of Interest. Attorney General's Opinion No. JM-424, dated February 6, 1986, concerns conflict of interest by certain local public officials, including school board members. This opinion rules that Article 988b, VTCS (superseded by Chapter 171, Local Government Code) permits transactions with school trustees that were formerly prohibited by the common law. The opinion states that a school district can do business with an entity in which a board member has a substantial interest, if the board member has appropriately filed an affidavit with the board disclosing such interest, and if the board member abstains from voting on actions pertaining to the interest. The definition of *substantial interest* is a part of the Code, and includes a nepotism

clause. Chapter 171 of the Local Government Code defines a person as having a substantial interest in a business entity if: (1) the person owns 10 percent or more of the voting stock or shares of the business entity or owns either 10 percent or more or \$15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10 percent of the person's gross income for the previous year.

As shown in **Exhibit A-36** the key responsibility of the board concentrates on the training and orientation of the board (Policy BBD), purchasing and acquisition (Policy CH) and planning and decision making process (Policy BQ).

While the board sets policy, the superintendent implements that policy and manages the district in the most cost-effective and efficient manner. The goal of administration must always be to facilitate and support the instruction of students by ensuring that every

**EXHIBIT A-35
SWISD BOARD MEMBER CONTINUING EDUCATION ASSESSMENT
2002-03 AND 2003-04**

BOARD MEMBER	2002-03			2003-04		
	REQUIRED HOURS	HOURS TAKEN	EXCESS (DEFICIENCY)	REQUIRED HOURS	HOURS ENROLLED	EXCESS (DEFICIENCY)
Mike Frazier	8.00	12.50	4.50	8.00	16.75	8.75
Carolyn Fields	8.00	18.50	10.50	8.00	10.75	2.75
Keith Byrom, Ph. D.	8.00	10.75	2.75	8.00	16.00	8.00
Juan Martinez, Jr.	8.00	14.75	6.75	8.00	26.00	18.00
Sylvester E. Vasquez, Jr.	8.00	58.75	50.75	8.00	48.75	40.75
Raul Guzman	8.00	24.00	16.00	8.00	32.00	24.00
Ida Sudolcan	8.00	N/A	N/A	16.00	22.50	6.50

SOURCE: SWISD, Administration 2002-03 through 2003-04, May 2004.

**EXHIBIT A-36
DISTRICT POLICIES DELINEATING BOARD RESPONSIBILITIES
2003-04**

POLICY	POLICY NAME	RESPONSIBILITIES
BBD	Training And Orientation	Vision - The Board ensures creation of a shared vision that promotes enhanced student achievement Structure - The Board provides guidance and direction for accomplishing the vision. Accountability - The Board measures and communicates how well the vision is being accomplished. Advocacy - The Board promotes the vision. Unity - The Board works with the Superintendent to lead the District toward the vision.
CH	Purchasing And Acquisition	The Board delegates to the Superintendent or designee the authority to determine the method of purchasing, in accordance with CH (LEGAL), and to make budgeted purchases. However, any purchase that costs or aggregates to a cost of \$25,000 or more shall require Board approval before a transaction may take place.
BQ	Planning And Decision-Making Process	The Board shall ensure that a District improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. The Board shall annually approve District and campus performance objectives and shall ensure that the District and campus plans: 1. Are mutually supportive to accomplish the identified objectives; and 2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

SOURCE: SWISD, Board Policy Manuals, April 2004.

possible dollar and resource is directed to the classroom. As specified by Section 11.201 of the TEC, the superintendent is responsible for:

- assuming administrative responsibility and leadership for the planning, operation, supervision, and evaluation of the education programs, services, and facilities of the district and for the annual performance appraisal of the district’s staff;
- assuming administrative authority and responsibility for the assignment and evaluation of all personnel of the district other than the superintendent;
- making recommendations regarding the selection of personnel of the district other than the superintendent, as provided by Section 11.163;
- initiating the termination or suspension of an employee or the non-renewal of an employee’s term contract;
- managing the day-to-day operations of the district as its administrative manager;
- preparing and submitting to the Board of Trustees a proposed budget as provided by Section 44.002;
- preparing recommendations for policies to be adopted by the board of trustees and overseeing the implementation of adopted policies;

- developing or causing to be developed appropriate administrative regulations to implement policies established by the Board of Trustees;
- providing leadership for the attainment of student performance in the district based on the indicators adopted under Section 39.051 and other indicators adopted by the State Board of Education or the district's Board of Trustees;
- organizing the district’s central administration; and
- performing any other duties assigned by action of the Board of Trustees.

The assistant superintendent of Administration and Human Resources has the bulk of the lower level administrators including:

- executive director Pupil Services;
- director Human Resources;
- director Athletics;
- director Facilities and Construction;
- director Transportation;
- director School Nurses; and
- school principals with the exception of the Alternative School principal.

The assistant superintendent Curriculum and Instruction has all instructional support staff reporting to this position, as well as an alternative program support. These positions are:

- executive director Special Programs with director of Special Education reporting to this position;
- executive director Student and Outreach Services with three positions reporting to the position: director Community Education; Principal Alternative School; and 21st Century Coordinator;
- director Curriculum
- director Compliance Staff Development
- director Technology
- director Fine Arts
- director Carriers and Technology
- director Library Services.

The assistant superintendent for Business and Finance has the following reports:

- executive director PEIMS Coordinator;
- coordinator Child Nutrition; and
- Business manager.

Proper planning establishes a district's mission; identifies goals and objectives; sets priorities; identifies ways to complete the mission; and determines performance measures and benchmarks to chart progress toward the achievement of the goals and objectives. In its purest sense, planning anticipates the effect of decisions; indicates the possible financial consequences of alternatives; focuses on educational programs and methods of support; and links student achievement to the cost of education.

State law requires certain district plans and reports, including the DIP, an annual report on student achievement goals; CIPs, annual reports on each school's student achievement goals; a biennial district evaluation report and a district performance report. To meet TEC requirements, the district also must form a district-level committee to develop the DIP and campus-level committees to develop the CIPs and other mandatory plans. The district-level committee also must consult with the superintendent concerning the planning, operation, supervision and evaluation of the district's educational program.

Other plans and reports not specifically required by law are essential to sound district operations and can have a significant impact on district management and fiscal accountability. These planning efforts include the calculation and planning of student enrollment projections; facilities planning; planning for food

service; textbook acquisition and distribution; school staffing; and districtwide budgeting and financial planning. The accuracy of these plans helps ensure the smooth functioning of any district.

COMMUNITY INVOLVEMENT

The quality of educational services can be improved if strong, positive relationships are built with parents, area businesses, civic and faith-based organizations, and other concerned citizens. An effective school district tells the community about its goals and accomplishments and encourages support for the district's efforts. An effective public relations program communicates regularly with the media and all stakeholders to build long-term relationships.

In addition to the positive presentation of the district to its community, an effective community involvement program requires that the district listen to the concerns of those it serves and respond accordingly.

In some communities, the needs of residents require that the district do more than establish and maintain effective two-way communication. The district must reach out beyond the walls of the schoolhouse and provide instruction and other supportive services to the community. Because schools have extensive direct contact with children and families, they are the logical public institution for helping parents and students to make contact with other agencies and services.

The success of a school district's efforts to involve the community in its schools depends to a large degree on how well it understands the unique characteristics of the community and how responsive it is to those characteristics. A number of situations and characteristics in the SWISD community have a direct impact on the district's community involvement program.

SWISD is about one-half rural, one-quarter urban, and one-quarter suburban. The distinctive types and locations of communities within the larger SWISD community require that the district make appropriate adjustments in order to communicate effectively..

SWISD is about to go through a period of change with the coming of a large Toyota plant and possibly a branch of Texas A&M University to be located in the district. Additionally, new enterprises in the district's area present new opportunities the district tries to take part in by developing partnerships with these businesses.

SWISD has a student population that is over 86 percent Hispanic. Almost 13 percent of the students who live in the district have limited English proficiency. The district is aware of this aspect of its student population and is sensitive to the cultural and language differences of those it serves.

The district’s effort to involve this diverse community in its schools is the responsibility of two departments, the Public Relations Department and the Community Education Department. Although they share the common objective of bringing the schools and community closer, they differ in the services they deliver.

The executive director of Public Relations, who also serves as administrative assistant to the superintendent, manages the Public Relations Department. The primary job of this department is to promote positive relations between the school district and the community and provide information about the school district to the public.

The Community Education Department, which is overseen by the director of Community Education, is responsible for providing life-long learning opportunities for all ages of citizens in the community.

HUMAN RESOURCES

Personnel costs typically run 75 to 85 percent of the average school district operating budget, with the state average at 82 percent. SWISD expenditures have remained stable over the five-year period at approximately 82 percent of the total operating budget (Exhibit A-37).

Exhibit A-38 compares payroll costs in SWISD to its peer districts and shows that SWISD expends approximately the same percentage of its budget for payroll coats as its peers. SWISD employs 1287 employees.

Exhibit A-39 shows the district’s employee counts over the past five years, by job groupings and the percentage change for each group.

The Human Resources Department in SWISD has six budgeted full-time positions. It includes one professional position (the director of human resources) and five clerical positions. The director reports to the assistant superintendent for Human Resources and Administration.

Exhibit A-40 compares the staffing of the SWISD personnel department with its peer districts. The SWISD is staffed at the average of its peer districts.

Exhibit A-41 describes the structure of the Human Resources Department and the reporting relationships.

The Human Resources Department in SWISD provides professional and administrative support for the 1,287 employees of the district. Exhibit A-42 details the major roles and responsibilities of the staff members.

Southwest ISD has adopted standard board policies based upon the Texas Association of School Board (TASB) model. The policy manual was localized and is available on the district’s website. An Employee Handbook was developed and is cross-referenced to the policy manual.

The SWISD personnel department has an approved job description on file for each type of position in the district. For a new position, the personnel department and the supervisor of that position cooperate to develop the new job description. For existing positions, the job description is reviewed whenever a vacancy is filled. Changes to the existing job description are made as needed.

SWISD personnel department processing is primarily paper driven, routed to employees and/or other departments. Paper personnel files are maintained for each employee. Paper applications, stored in file

**EXHIBIT A-37
SWISD EXPENDED PAYROLL COSTS
1998-99 THROUGH 2002-03**

SCHOOL YEAR	PAYROLL EXPENDITURES	PERCENT OF BUDGET
2002-03	\$50,127,504	82.7%
2001-02	\$49,123,891	82.4%
2000-01	\$47,649,085	82.3%
1999-2000	\$47,833,780	80.6%
1998-99	\$43,542,618	81.9%

SOURCE: Texas Education Agency, AEIS, 1998-99 through 2002-03.
NOTE: Debt Service and Capitol Outlay not included.

**EXHIBIT A-38
2002-03 EXPENDED PAYROLL COSTS, AND STUDENT AND STAFF COUNTS**

DISTRICT	PAYROLL COST	PERCENT OF TOTAL BUDGET	STUDENT ENROLLMENT	TOTAL STAFF COUNT
Southwest	\$50,127,504	82.7 %	9,613	1,261.6
East Central	\$44,658,363	84.3 %	7,932	1,154.6
San Benito	\$43,003,072	80.2 %	9,552	1,323.1
San Felipe-Del Rio	\$50,909,895	80.3 %	10,294	1,257.4

SOURCE: Texas Education Agency, AEIS, 2002-03. Note: Debt Service and Capital Outlay not included.

**EXHIBIT A-39
SWISD STAFF COUNTS BY CATEGORY
1999-2000 THROUGH 2003-04**

STAFF	1999-2000	2000-01	2001-02	2002-03	2003-04	5-YEAR CHANGE	PERCENT CHANGE
Teachers	687	659	657	647	643	(44)	(6.4 %)
Professional Support	93	95	86	81	87	(6)	(6.5 %)
Campus Administration	37	37	39	38	40	3	8.1 %
Central Administration	18	12	17	19	17	(1)	(5.6 %)
Educational Aides	120	111	114	111	108	(12)	(10.0 %)
Auxiliary Staff	390	371	373	366	391	1	(0.3 %)
Total Full Time Equivalent Employees	1,345	1,285	1,286	1,262	*1287	(59)	(4.4 %)

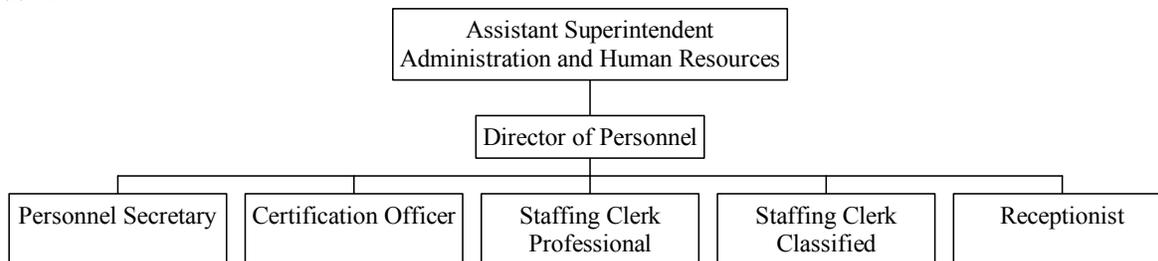
SOURCE: Texas Education Agency, AEIS, 1999-2000 through 2002-03 and PEIMS, 2003-04. *Note number has been rounded to 1287.

**EXHIBIT A-40
PERSONNEL DEPARTMENT STAFFING
2003-04**

DISTRICT	PROFESSIONAL EMPLOYEES	CLASSIFIED EMPLOYEES	TOTAL EMPLOYEES	STUDENTS	STAFF PER 10,000 STUDENTS
East Central	2	2	4	7,900	5.1
San Benito	2	5	7	9,866	7.1
San Felipe-Del Rio	2	4	6	10,405	5.8
Peer Group Average					6.0
Southwest	1	5	6	9,584	6.1

SOURCE: SWISD and peer district websites; and Texas Education Agency, PEIMS, 2003-04.

**EXHIBIT A-41
HUMAN RESOURCES ORGANIZATION
2004**



SOURCE: Interview with director of Personnel April 2004.

cabinets, are used exclusively, rather than electronic applicant databases. Paper or fax copies of applications are forwarded to principals and supervisors for review as vacancies occur.

The Regional Education Service Center XX (Region 20) maintains and supports the Regional Education Service Center Computer Cooperative (RSCCC) software system, a financial and personnel applications software package. Clerks in the personnel and business offices key demographic and payroll information into the system. The business office uses this database to generate payroll. Personnel department staff members are in the process of converting their first significant project, employee service records, from paper records to RSCCC automated processing.

The SWISD budget does not distinguish between departments in Function 41. All administrative expenditures are combined and administered through the business department. The assistant superintendent for business approves all expenditures in this function. Individual departments cannot readily identify expenditures for specific departments and/or projects.

All employees are evaluated on standard forms appropriate to their positions. A random sample of seventy-five of 1300 employee files were reviewed. Annual evaluations, signed and dated, were found in every case.

Grievances are handled informally at the campus level. If needed, the three level process described in DGBA is the formal process. The designated hearing officers

EXHIBIT A-42

STAFF ROLES AND RESPONSIBILITIES OF THE PERSONNEL DEPARTMENT

POSITION	ROLES AND RESPONSIBILITIES
Assistant Superintendent	Supervise the Director of Human Resources and his staff Project employee staffing Maintain the position control system Recommend staff assignments to the superintendent Interview administrative applicants Serve as Level II hearing officer for grievances
Director	Manage the recruitment, screening and hiring of professional and auxiliary staff Develop and carry-out the recruiting schedule Establish and maintain personnel records system Administer the contract system Coordinate the personnel evaluation system Supervise the district's substitute program Supervise departmental staff
Certification Officer	Screen applicants for proper certification Audit Texas Education Agency teacher assignments and reassignments for proper certification Assist staff with certificates, permits, NCLB compliance, service records and experience credit Advertise job vacancies and attend job fairs Prepare appraisal forms and contracts
Personnel Secretary	Maintain director's schedule, travel and correspondence Process Criminal History Checks on all applicants Screen all professional applications, refer to director Update and publish Employee Handbook Update HR website Prepare all HR purchase orders
Staffing Clerk, Professional	Enter and proof all employee PEIMS data Track professional vacancies and applicant data base Forward copies of applications to principals & supervisors Process each incoming professional employee Prepare new employee packets Key all demographic and pay grade info into RSCCC payroll system Key all demographic updates Process service records and weekly staffing reports Maintain personnel files as per regulations
Staffing Clerk, Para/Auxiliary (Para/Aux)	Track Para/Aux vacancies and applicant data base Forward copies of applications to principals & supervisors Process each incoming Para/Aux employee Prepare new employee packets Key all demographic and pay grade info into RSCCC payroll system Key all demographic updates Process service records and weekly staffing reports Maintain personnel files as per regulations
Receptionist	Operate a multi-line switchboard Greet visitors and direct them to appointments Open and route all mail, logging applications Maintain personnel folders Prepare recruiting packets Inventory office supplies and forms

SOURCE: SWISD, Human Resources Department, April 2004.

are the principals or supervisors at Level I and the assistant superintendent for administration at Level II. Only a total of seven formal grievances have been filed over the past five years. All of these issues have been resolved cooperatively at Level I or Level II. No grievance has had to go forward to a Level III hearing with the Board of Trustees in the past five years.

Staff development, other than the substitute orientation done by the personnel department, is coordinated by the Department of Curriculum, Instruction, and Assessment. A director level position entitled "director of Compliance and Staff Development oversees staff development. She is also responsible for state

compensatory education and federal programs. The Campus Improvement Teams, principals, program directors, and curriculum specialists share responsibility for the actual identification and structure of staff development activities. Staff members in the Department of Curriculum, Instruction, and Assessment normally conduct the programs.

Program directors conduct needs assessments of teachers and other instructional staff, Improvement Teams and the District Improvement Team. The district also maintains a link on its website that allows personnel in the district to obtain a request form for staff development over the Internet.

The website form, which must be printed out and returned to the director of Compliance and Staff Development, gives each employee an opportunity to request staff development on a variety of topics, including:

- TEKS/TAKS Needs (with reference to specific objective numbers);
- Campus/Grade Level Needs (with reference to specific Campus Improvement Plan page numbers);
- Compliance (with reference to DEC indicators numbers);
- School Safety and Violence Prevention;
- Discipline Strategies and Classroom Management;
- Technology; and
- Instruction of Students with Special Needs.

Over the last three years, the district has been heavily involved in a system-wide rewriting of the district curriculum. Much of the instructional staff development has focused on this effort. For example, staff development in August of 2003 contained such topics as “Using TAKS Information Guides,” TEKS, “Pacing Guides,” and “Suggested Lesson Development from the Dana Center at UT Austin.” The district’s curriculum specialists conducted these programs. Professional development activities are evaluated by the use of a standard district form entitled “Professional Development Evaluation.”

SWISD employs 1,287 persons in professional and classified positions. Files are maintained on all current employees, as well as former employees.

Personnel files are organized according to a list developed by the HR staff, based upon federal and state requirements. The list is thorough and all items indicated on the list are found in the files. Employee salary sheets for each year of employment and performance evaluations for each year of employment are in place for all employee classes. The files are stored in locked cabinets in a secured file room.

As is the case across the state, SWISD faces the challenge of hiring and retaining quality staff members to serve its students. The district recruits aggressively within the state. The director of personnel has established working relationships with area university programs by consistent attendance at their teacher fairs. While documentation is available for registration fees and some travel expenses, total expenditures for recruiting cannot be tracked since all Function-41 budgets are combined. **Exhibit A-43** shows the recruiting fairs attended by the director over the past four years.

Teacher turnover rates exceeded the state averages in the period of 1998–99 through 2002–03 except 1999–2000. **Exhibit A-44** compares the district’s turnover rates to the state averages.

**CHAPTER 3
INFORMATION TECHNOLOGY AND
COMPUTERS**

To achieve its technology-related goals, a school district must be organized to use and support existing and new technologies. Technology departments must be familiar with school operations, the technologies and networks used for instructional purposes and technology-related training.

**EXHIBIT A-43
SWISD ATTENDANCE AT TEACHER FAIRS
2000–01 THROUGH 2003–04**

PROGRAM	2000–01	2001–02	2002–03	2003–04
Midwestern University			Yes	
Our Lady of the Lake Univ.	Yes	Yes		
Region 1	Yes	Yes	Yes	Yes
Region 20	Yes	Yes	Yes	Yes
San Angelo State University	Yes	Yes	Yes	
Stephen F. Austin University			Yes	Yes
Sam Houston State University	Yes	Yes	Yes	Yes
Texas A&M-Corpus Christi	Yes	Yes	Yes	Yes
Texas A&M-College Station	Yes	Yes	Yes	Yes
Texas A&M-Kingsville	Yes	Yes	Yes	Yes
Texas A&M-Laredo	Yes			
Texas Woman’s University		Yes		
University of North Texas	Yes	Yes	Yes	Yes
Univ. of Texas-San Antonio	Yes	Yes	Yes	Yes
Univ. of Texas-San Marcos	Yes	Yes	Yes	Yes

SOURCE: SWISD HR Data, March, 2004.

EXHIBIT A-44
SWISD TEACHER TURNOVER PATES
1998-99 THROUGH 2002-03

POSITION	1998-99	1999-2000	2000-01	2001-02	2002-03
State Average Turnover	15.5%	15.0%	16.0 %	15.7 %	15.6 %
SWISD Turnover	15.9%	13.6%	17.5 %	18.5 %	16.8 %

SOURCE: Texas Education Agency, AEIS, 2000-01 through 2002-03.

A clearly defined mission and plan guide a well-managed administrative technology and information services department. The Technology Department's plans are tightly integrated with the district improvement plan (DIP) and consistent with campus improvement plans (CIPs). To meet district and campus objectives, technology department's need to have a customer-service orientation to anticipate and meet user needs for rapidly paced technological change.

Exhibit A-45 presents data for the Technology Department expenditures for SWISD and its peer districts. SWISD spent \$47.69 per student for 2002-03. SWISD is spending 42 percent less than the state average on Technology. Southwest spends nearly \$17 less per student less than most Region 20 schools.

Exhibit A-46 shows the increasing amounts invested each year. However, the district is still significantly below Region 20 average of 0.88 percent and the state's average expenditure of 1.16 percent of total expenditures.

The Texas Education Code requires school districts to prepare district and campus improvement plans that include provisions for the integration of technology into instructional and administrative programs. The Texas Education Agency Educational Technology Advisory Committee developed the Texas School Technology and Readiness (STaR) Chart, an online resource tool for self-assessment of a school district's efforts to effectively integrate technology across the curriculum. Beginning in 2002-03, district and charter

school applicants for state and federal technology grants were required to file campus level STaR Chart profiles along with the application. The Texas STaR Chart establishes a framework for measuring how well schools are prepared to equip students with the knowledge and skills they need to thrive in today's information technology economy. It is a tool for technology planning, budgeting for resources and evaluation of progress in integrating technology into the school curriculum and infrastructure.

The Texas STaR Chart and the accompanying Campus Analysis of School Technology and Readiness form produce a profile of the district's status toward reaching the goals of the Long-Range Plan for Technology, 1996-2010.

Exhibit A-47 presents the summary results of the principals rating of the district analysis of School Technology and Readiness (STaR) for Spring 2003-04.

The profile indicators place the district at one of four levels of progress in each key area of the LRPT: Early Technology, Developing Technology, Advanced Technology, or Target Technology. Key Area I: Teaching and Learning score is Developing, Key Area II: Educator Preparation and Development score is Developing, Key Area III: Administration and Support score is Developing and Key Area IV: Infrastructure for Technology is Developing. The score for each of the four key areas is in the lower end of the scale for

EXHIBIT A-45
TECHNOLOGY EXPENDITURES
SWISD VS. PEER DISTRICTS
2002-03

	EAST CENTRAL ISD	SAN FELIPE-DEL RIO CISD	SAN BENITO CISD	SOUTHWEST ISD	REGION 20	STATE TOTALS
Total Expenditures	\$212,212	\$2,196,047	\$88,500	\$458,440	\$22,231,503	\$348,481,432
Enrollment	7,932	10,294	9,552	9,613	343,821	4,239,911
Per Student	\$26.75	\$213.33	\$9.26	\$47.69	\$64.66	\$82.19

SOURCE: Texas Education Agency, AEIS 2002-03.

EXHIBIT A-46
SWISD TECHNOLOGY EXPENDITURES AND PERCENTAGE OF TOTAL BUDGET
1998-99 THROUGH 2002-03

	1998-99	1999-2000	2000-01	2001-02	2002-03	REGION 20	STATE 2002-03
Expenditure	\$212,190	\$233,756	\$224,257	\$359,745	\$458,440	\$22,231,503	\$348,481,432
Percent of Total	0.32%	0.40%	0.36%	0.55%	0.68%	0.88%	1.16%

SOURCE: Texas Education Agency, AEIS 1998-99 through 2002-03.

**EXHIBIT A-47
SWISD TEXAS STAR CHART RESULTS
SPRING 2003-04**

KEY AREA I: TEACHING AND LEARNING-DEVELOPING (9-14)						
TEACHER ROLE AND COLLABORATIVE LEARNING	PATTERNS OF TEACHER USE	FREQUENCY/DESIGN OF INSTRUCTION	CURRICULUM AREAS	TA TEKS ASSESSMENT	PATTERNS OF STUDENT USE	SCORE
1.77	2.00	2.08	2.31	1.46	1.69	11.31
KEY AREA II: PERPARATION AND DEVELOPMENT-DEVELOPING (9-14)						
CONTENT OF TRAINING	CAPABILITIES OF EDUCATORS	LEADERSHIP CAPABILITIES OF ADMINISTRATORS	MODELS OF PROFESSIONAL DEVELOPMENT	UNDERSTANDING AND PATTERNS OF USE	TECHNOLOGY BUDGET	SCORE
1.69	1.69	2.08	1.62	1.62	1.85	10.54
KEY AREA III: ADMINISTRATION AND SUPPORT-DEVELOPING (8-12)						
VISION AND PLANNING	TECHNICAL SUPPORT	INSTRUCTION AND ADMINISTRATIVE STAFFING	BUDGET	FUNDING		SCORE
1.69	1.31	2.00	1.77	2.54		9.31
KEY AREA IV: INFRASTRUCTURE FOR TECHNOLOGY-DEVELOPING (8-12)						
STUDENTS PER COMPUTER	INTERNET ACCESS CONNECTIVITY /SPEED	DISTANCE LEARNING	LAN/WAN	OTHER TECHNOLOGIES		SCORE
1.77	2.00	1.31	1.85	2.00		8.92

SOURCE: Texas STaR Chart for SWISD 2003-04.

developing of the technology within the district. This indicates that the district is in the early stages of developing technology within the school district.

**CHAPTER 4
FINANCIAL MANAGEMENT**

SWISD receives state funding based on a formula approved by the legislature. In general, the funding is based on the number of district students in average daily attendance. The formula contains additional funding for programs to benefit students with special needs. SWISD receives state funding from the Instructional Facilities Allotment to pay a portion of the debt service payments on the district's bonded debt. The state Infrastructure and Facilities Allotment (IFA) program is designed to assist property poor districts with facility upgrades and acquisitions. The SWISD 2003-04 budget listed 83.56 percent of its revenue from state sources.

Exhibit A-48 compares the district's revenues by

source for a five-year period. From the 1999-00 fiscal year through the 2003-04 budget year, the level of local revenues have increased 30.9 percent, the level of state revenues have increased 11.5 percent, while federal revenues have decreased 31.9 percent. For the 2003-04 budget period, SWISD general fund revenues are composed of 15.2 percent of local funds. This compares to 14.3 percent of local funds for the 2002-03 fiscal year that is a .9 percent increase in local revenue. State funding for the 2003-04 budget period in the general fund is 84.2 percent while the 2002-03 actual was 85.0. This was a decrease of .8 percent.

Exhibit A-49 shows revenues by category for SWISD with its peer districts. Among its peer districts, SWISD receives the largest percentage of its annual revenues from state sources. San Benito ISD and SWISD have similar percentages of state revenues at 14.6 percent for SWISD and 14.5 percent for San Benito ISD.

Exhibit A-50 compares budgeted expenditures by

**EXHIBIT A-48
SWISD REVENUES AS A PERCENTAGE OF TOTAL REVENUES
GENERAL FUND
1999-2000 THROUGH 2003-04**

SOURCE OF FUNDS	1999-2000 ACTUAL	2000-01 ACTUAL	2001-02 ACTUAL	2002-03 ACTUAL	2003-04 BUDGET	PERCENT CHANGE FROM 1999-2000
Local	\$7,067,003	\$7,632,176	\$8,108,773	\$8,339,352	\$9,250,634	30.9%
State	\$46,099,191	\$46,327,031	\$51,272,912	\$49,548,102	\$51,392,815	11.5%
Federal	\$541,649	\$572,995	\$460,839	\$429,666	\$369,000	(31.9)%
Total	\$53,707,843	\$54,532,202	\$59,842,524	\$58,317,120	\$61,012,449	13.6%

SOURCE: SWISD audit reports, August 31, 1999 through August 31, 2003. SWISD 2003-04 budget.

**EXHIBIT A-49
REVENUE SOURCES
SWISD AND PEER DISTRICTS
2002-03**

DISTRICT	LOCAL	PERCENT OF TOTAL	STATE	PERCENT OF TOTAL	FEDERAL	PERCENT OF TOTAL
SWISD	\$9,826,201	14.6%	\$53,863,251	80.2%	\$3,484,346	5.2%
East Central	\$17,156,795	30.9%	\$36,323,441	65.4%	\$2,041,283	3.7%
San Benito	\$9,136,559	14.5%	\$48,816,639	77.4%	\$5,116,382	8.1%
San Felipe	\$13,106,862	19.7%	\$49,533,487	74.6%	\$3,754,476	5.7%
Total All Entities	\$49,226,417	19.5%	\$188,536,818	74.8%	\$14,396,487	5.7%

SOURCE: Texas Education Agency, AEIS, 2002-03.

object code for SWISD and its peer districts. Object codes are accounting categories used to accumulate and organize financial data. Objects are defined by the FASRG. An analysis of **Exhibit A-50** indicates that SWISD applies 74.62 percent of its budgeted expenditures toward salaries, which places the district slightly lower than East Central at 75.99 percent. SWISD is significantly higher than San Benito at 68.74 percent and San Felipe at 70.76 percent. At the same time, administrative services at SWISD at 2.22 percent were slightly lower than San Benito (2.54 percent) and San Felipe (2.57 percent). When combined, these two areas place SWISD below East Central ISD, but higher than both San Benito ISD and San Felipe ISD.

In **Exhibit A-51** the percentage of budgeted expenditures spent on instruction is very consistent. The highest percentage is at East Central ISD at 55.27 percent followed by SWISD at 55.24 percent then San Felipe ISD at 55.12 percent and San Benito at 54.78 percent. Similarly, central administrative expenditures are consistent. East Central ISD has the lowest percentage of central administrative expenditures at 3.47 percent and San Benito ISD the highest at 4.93 percent. SWISD was significantly lower in plant maintenance. At 9.84 percent, SWISD plant

maintenance expenditures were 1.34 percent lower than San Felipe ISD at 11.18 percent.

Exhibit A-52 makes the functional comparison of budgeted expenditures between SWISD and the state averages. Instructional budgeted expenditures at 55.24 percent are less than the 56.97 percent at the state level. Central administration expenditures at 4.37 percent are higher than the 4.07 percent at the state level. The combined instructional and central administrative expenditure is 59.61 percent at SWISD and 61.13 percent. The district's plant maintenance level of 9.84 percent was less than the state average at 11.18 percent.

Within SWISD the assistant superintendent for Business and Finance manages all of the district's financial functions and reports directly to the district's superintendent. The assistant superintendent for Business and Finance performs a number of duties including: acts as the district's budget officer; acts as the district's investment officer; reviews and approves many district contracts; calculates the annual district ad valorem tax rate; working with district financial consultants; estimates the amount of state aid based on the state funding formula; and manages the district's bond portfolio.

**EXHIBIT A-50
BUDGETED EXPENDITURES FOR
ALL BUDGETED FUNDS BY OBJECT CODE DESCRIPTION
SWISD AND PEER DISTRICTS
2002-03**

DESCRIPTION (OBJECT)	SWISD	EAST CENTRAL	SAN BENITO	SAN FELIPE
Salaries and benefits (6100)	74.62%	75.99%	68.74%	70.76%
Professional and Contracted Services (6200)	7.07%	5.61%	8.09%	8.00%
Supplies and Materials (6300)	6.31%	6.66%	10.29%	6.77%
Administrative Services (6400)	2.22%	1.83%	2.54%	2.57%
Debt Service (6500)	8.21%	8.83%	8.16%	4.04%
Capital Outlay (6600)	1.57%	1.08%	2.18%	7.86%
Total Non-operating Expenditures	100.00%	100.00%	100.00%	100.00%

SOURCE: AEIS reports for 2002-03.

**EXHIBIT A-51
BUDGETED EXPENDITURES FOR
FUNCTIONAL EXPENDITURES AS A PERCENTAGE OF TOTAL EXPENDITURES
SWISD AND PEER DISTRICTS**

FUNCTION DESCRIPTION	SWISD	EAST CENTRAL	SAN BENITO	SAN FELIPE
Instruction (11,95)	55.24%	55.27%	54.78%	55.12%
Instruction-related services (12,13)	3.04%	4.35%	2.84%	4.15%
Instruction-leadership (21)	2.48%	2.20%	2.05%	1.15%
School leadership (23)	6.81%	5.65%	5.34%	5.25%
Support services (31,32,33)	4.58%	5.79%	4.46%	3.61%
Student Transportation (34)	4.16%	3.60%	1.33%	2.15%
Food Service (35)	6.18%	5.68%	8.23%	5.70%
Co-curricular Extracurricular activities (36)	2.11%	2.22%	3.49%	3.17%
Central Administration (41,92)	4.37%	3.47%	4.93%	3.95%
Plant Maintenance and Operations (51)	9.84%	10.24%	11.16%	11.18%
Security and Monitoring (52)	0.43%	1.13%	1.23%	1.08%
Data Processing (53)	0.76%	0.40%	0.16%	3.49%
Total Functional Expenditures	100.00%	100.00%	100.00%	100.00%

SOURCE: Texas Education Agency, AEIS, 2002-03

**EXHIBIT A-52
BUDGETED EXPENDITURES BY FUNCTION
SWISD AND STATE
2002-03**

FUNCTION	SWISD		STATE		PERCENT DIFFERENCE WITH STATE
	ACTUAL	PERCENT OF TOTAL EXPENDITURE	ACTUAL	PERCENT OF TOTAL EXPENDITURE	
Instruction (11,95)	\$33,359,156	55.24%	\$15,258,107,372	56.97%	(1.73%)
Instruction-related services (12,13)	\$1,837,869	3.04%	\$815,176,913	3.04%	0.00%
Instruction-leadership (21)	\$1,500,103	2.48%	\$360,073,948	1.34%	1.14%
School leadership (23)	\$4,110,435	6.81%	\$1,588,708,640	5.93%	0.87%
Support services (31,32,33)	\$2,762,953	4.58%	\$1,204,538,130	4.50%	0.08%
Student Transportation (34)	\$2,514,254	4.16%	\$788,729,993	2.95%	1.22%
Food Service (35)	\$3,729,457	6.18%	\$1,470,996,886	5.49%	0.68%
Co-curricular Extracurricular activities (36)	\$1,272,960	2.10%	\$682,584,402	2.55%	(0.44%)
Central Administration (41,92)	\$2,636,644	4.37%	\$1,090,220,713	4.07%	0.30%
Plant Maintenance and Operations (51)	\$5,941,179	9.84%	\$2,995,707,896	11.18%	(1.35%)
Security and Monitoring (52)	\$268,674	0.44%	\$181,806,687	0.68%	(0.23%)
Data Processing (53)	\$458,440	0.76%	\$348,481,432	1.30%	(0.54%)
Total Functional Expenditures	\$60,392,124	100.00%	\$26,785,133,012	100.00%	0.00%

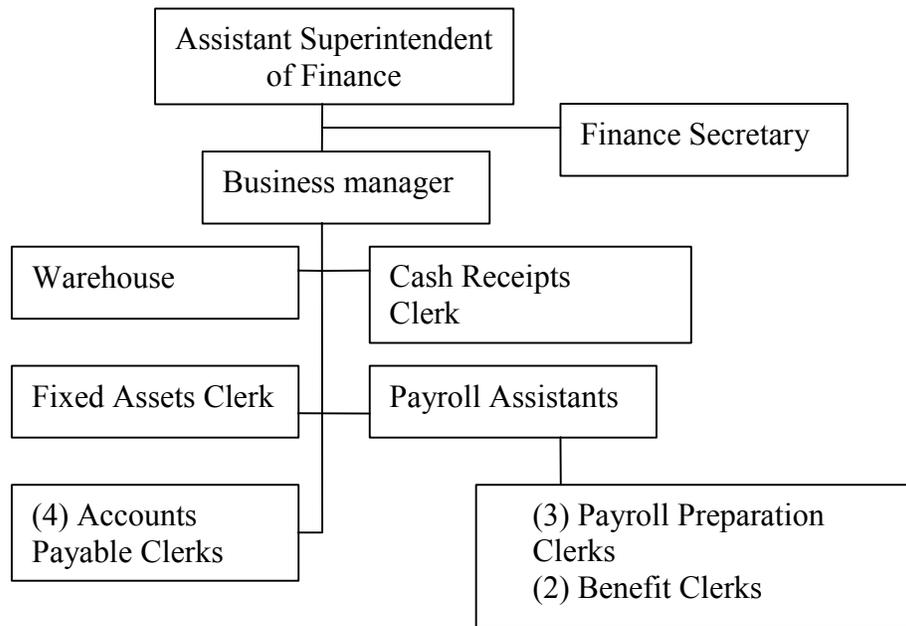
SOURCE: Texas Education Agency, AEIS, 2002-03.

The assistant superintendent for Business and Finance is actively involved in the day-to-day operations of the district. Typical daily duties include approving purchases, answering budget questions from campus principals and department heads, and reviewing routine documents generated by the Finance Department. The assistant superintendent for Finance advises executive management on budget matters and assists district financial advisors.

As displayed in **Exhibit A-53** the assistant superintendent for Finance oversees the operations of the Finance Department, Asset and Risk Management department, and Warehousing department.

The Business manager coordinates the day-to-day accounting functions. The Business manager reviews work from each of the areas in the organizational chart. The position oversees timely financial transaction processing, and the development and implementation of accounting procedures. In the event of department

**EXHIBIT A-53
SWISD BUSINESS ORGANIZATION FOR
FINANCIAL MANAGEMENT
MARCH 2004**



SOURCE: Office of Business and Finance.

overloads due to increased volume or staff shortages, the Business manager performs those duties as needed. In addition, the Business manager reviews all staff work, reconciles the payroll checking account, and preparation of monthly financial reports.

Other duties include assisting in the preparation of cash flow projections and initiation of budget information. Once the annual budget is approved, the Business manager enters the information into the district’s data processing system.

The 2001 Legislature enacted Senate Bill 218, which requires the implementation of a financial accountability rating system. In compliance with this mandate, TEA established the School Financial Integrity Rating System of Texas (School FIRST).

The School FIRST rating system begins a transitional implementation for 2003–04, with preliminary and final paper reports to each district and its’ regional education service center. The rating system is outlined in **Exhibit A-54**.

Exhibit A-55 shows the only area in which the district received a negative evaluation. SWISD received a positive or “Yes” score on twenty of a possible twenty-one categories. By receiving only one “No” rating, SWISD received the highest available score of Superior Achievement.

Exhibit A-56 shows the district’s excess or (deficit) fund balance over a five-year period as it relates to the optimal fund balance.

The Texas Education Agency recommends that districts maintain a fund balance of not less than 50 percent of the calculated value on the low end; and, a balance of not more than 150 percent of the calculated value on the high end. This calculation is designed to ensure that districts have adequate working funds while not assessing excessive taxes.

SWISD fund balance levels have increased over the last five years. Fund balance is not the “cash position” of the district. The fund balance is the calculated difference between total assets and total liabilities. A positive fund balance indicates that district assets exceed district obligations

As illustrated in **Exhibit A-56** the district’s fund balance has increased from \$3,034,681 at the end of the 1999 fiscal year to \$28,532,875 at the end of the 2003 fiscal year.

This represents an increase of \$25,498,194. This is an 840 percent increase over the period. The district’s fund balance exceeded the state’s optimal fund balance

EXHIBIT A-54
RATING SYSTEM
SCHOOL FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

RATING	SCORE (NUMBER OF NO ANSWERS)
Superior Achievement	0-2
Above Standard Achievement	3-4
Standard Achievement	5-6
Substandard Achievement	7 or greater

SOURCE: Texas FIRST report for fiscal year ending August 31, 2001.

EXHIBIT A-55
SOUTHWEST ISD RATING
SCHOOL FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS
AUGUST 31, 2001

CRITERIA NUMBER	CRITERIA DESCRIPTION	ANSWER
18	Was the total fund balance in the General Fund more than 50% and less than 150% of optimum, according to The Fund Balance and Cash Flow Calculation Worksheet in the annual financial report?	No

SOURCE: Texas FIRST report for fiscal year ending August 31, 2001.

EXHIBIT A-56
SWISD CALCULATION OF OPTIMUM FUND BALANCES
1998-99 THROUGH 2002-03

DESCRIPTION	1998-99	1999-2000	2000-01	2001-02	2002-03
Total reserved fund balance (Object 3400)	\$470,878	\$392,376	\$1,391,351	\$6,454,257	\$21,870,606
Total designated fund balance (Object 3500)	\$472,210	\$365,418	\$243,992	\$232,129	\$365,514
Fall Cash Flow Deficits	\$0	\$0	\$0	\$0	\$0
One months disbursements	\$4,188,574	\$4,774,292	\$4,785,519	\$4,710,510	\$4,955,000
Delayed Payments from State	\$0	\$0	\$0	\$0	\$607,580
Underpayment from State	\$0	\$0	\$0	\$0	\$758,023
Optimum Fund Balance & Cash Flow Calculation	\$5,131,662	\$5,532,086	\$6,420,862	\$11,396,896	\$28,556,723
Actual Ending Fund Balance	\$3,034,681	\$5,532,086	\$10,990,155	\$17,092,629	\$28,532,875
Excess (deficit) fund balance	(\$2,096,981)	\$0	\$4,569,293	\$5,695,733	(\$23,848)

SOURCE: SWISD audit reports, August 31, 1999 through August 31, 2003

in two of the last five years. At the end fiscal 2000-01, the district fund balance exceeded the Optimal Fund Balance by \$4,569,293. At the end of fiscal 2001-02, the district fund balance exceeded the Optimal Fund Balance by \$5,695,733.

Exhibit A-57 shows the change in the fund balance for a five-year period beginning with the 1998-99 fiscal year and ending with the 2002-03 fiscal year. The fund balance increased each year during this time.

The increases over the last three periods were due in part to an increase in state funding due to a formula change and property value increases and a decrease in costs due to more careful adherence to student teacher ratios, and other cost reduction efforts.

The largest increase, however, was due to the district's major capital improvement program.

The district issued General Obligation Bonds in 2000 for \$30 million and again in 2002 for \$27 million. In 2003, the district issued Qualified Zone Academy Limited Maintenance Notes (QZAB) for \$8 million. During the capital improvement period, the unused construction funds were invested generating an increase in investment income.

During the 2002-03 fiscal year, the district purchased \$8 million in QZABs and incurred only \$1.4 million in expenses by year's end accounting for a \$6.6 million increases in fund balances.

School districts develop and adopt their tax rate while county appraisal districts appraise the value of property within the district.

**EXHIBIT A-57
SWISD CHANGE IN GENERAL FUND BALANCES
1998-99 THROUGH 2002-03**

DESCRIPTION	1998-99	1999-00	2000-01	2001-02	2002-03
Beginning Fund Balance	\$14,687,455	\$3,034,681	\$5,532,086	\$10,990,155	\$17,092,629
Total Revenues	\$48,568,732	\$53,707,843	\$54,532,202	\$59,842,524	\$58,317,120
Total Expenditures	\$60,072,934	\$51,230,626	\$48,989,237	\$53,740,050	\$54,876,874
Total Other Resources/(Uses)	(\$148,572)	(\$58,463)	(\$84,896)	\$0	\$8,000,000
Adjust Fund Balance: Settle contract dispute	\$0	\$78,651	\$0	\$0	\$0
Change in Fund Balance	(\$11,652,774)	\$2,497,405	\$5,458,069	\$6,102,474	\$11,440,246
Ending Fund Balance	\$3,034,681	\$5,532,086	\$10,990,155	\$17,092,629	\$28,532,875

SOURCE: SWISD audit reports, August 31, 1999 through August 31, 2003.

The tax rate that school districts adopt consists of two components: (1) a maintenance and operations (M&O) component for meeting operating costs; and (2) a debt service (I&S) component to cover the costs of indebtedness.

The combined rate is applied to the assessed property value to compute the district's total tax levy. Property values are important determinates of school funding, at the state and local level.

There is an inverse relationship between local property wealth and state aid: the greater the property wealth of the district, the greater the amount of revenue raised locally, but the lower the amount of state aid.

Exhibit A-58 presents a comparison of tax collections for SWISD, its peer districts and state averages for 2002-03.

SWISD property value of \$54,926 per student falls well

below the state average of \$239,439.

SWISD is currently at the state maximum of \$1.50 per \$100 of assessed value for their M&O tax rate which is \$.07 above the state average. The district's I&S rate is \$.176, which is \$.07 above the state average. The total ad valorem rate for the district is \$1.676.

SWISD contracts with Bexar County to collect its taxes. Taxes become delinquent on February 1 of each year.

The delinquent roll is turned over to the district's delinquent collection firm of Heard and Smith, LLP on July 1 of each year.

At the point the delinquency is turned over to the collection firm, the tax liability is eighteen months old.

Exhibit A-59 illustrates that delinquent rates rose slightly from 2002 to 2003.

**EXHIBIT A-58
COMPARATIVE TAX INFORMATION
SWISD, PEER DISTRICTS AND THE STATE
2002-03**

CATEGORY	SWISD	EAST CENTRAL	SAN BENITO	SAN FELIPE	STATE
Total Enrollment	9,613	7,932	9,552	10,294	4,239,911
Total Property Value after Exemptions	\$528,003,525	\$951,865,852	\$485,806,745	\$880,763,160	\$1,015,186,022,781
Property Value per Student	\$54,926	\$120,003	\$50,859	\$85,561	\$239,436
2002 M&O Tax Rate	\$1.500	\$1.500	\$1.314	\$1.380	\$1.430
2002 I&S Tax Rate	\$0.176	\$0.180	\$0.157	\$0.062	\$0.103
2002 Total Tax Rate	\$1.676	\$1.680	\$1.471	\$1.442	\$1.533

SOURCE: Texas Education Agency, AEIS, 2002-03.

The property value per student for the state per AEIS is \$242,809.

The table reflects consistent computational methods for each column.

**EXHIBIT A-59
SWISD DELINQUENT TAX COLLECTIONS
AUGUST 31, 1999 THROUGH 2003**

TAX YEAR	TOTAL COLLECTIONS	CURRENT YEAR COLLECTIONS	DELINQUENT COLLECTIONS	PERCENT OF DELINQUENT COLLECTIONS	PERCENT OF CURRENT COLLECTIONS
2003	\$8,560,708	\$8,137,729	\$422,979	4.94%	95.06%
2002	\$7,820,368	\$7,481,161	\$339,207	4.34%	95.66%
2001	\$6,828,668	\$6,524,880	\$303,788	4.45%	95.55%
2000	\$5,921,460	\$5,672,310	\$249,150	4.21%	95.79%
1999	\$5,989,978	\$5,656,074	\$333,904	5.57%	94.43%

SOURCE: SWISD audit reports for August 31, 1999 through August 31, 2003

PURCHASING

Section 3 of the Texas Education Agency’s (TEA’s) Financial Accountability System Resource Guide (FASRG) describes purchasing as a major management process with links to overall accountability initiatives.

The FASRG defines these links as:

- Strategic Link—The overall mission of purchasing is to use available fiscal resources to obtain the maximum product or service for the resources spent;
- Operational Link—Purchasing supports instructional delivery, administration and other services. Performance and goal achievement throughout the school district depends on its effectiveness; and
- Tactical Link—The purchasing process influences day-to-day financial functions, including budget management, accounting and accurate financial reporting.

The links described by TEA stress the importance of an effective purchasing program. The FASRG lists the challenges inherent in schools’ purchasing function including: compliance with numerous statutes, policies, legal interpretations and procedures; the diverse nature of the public education organizational environment; the consistent oversight by interest groups; and the many “gray” areas relating to purchasing methods and procedures.

The Texas Education Code (TEC) identifies nine methods for competitively purchasing goods valued at

more than \$25,000 or for multiple like items with a cumulative value of \$25,000 or more in a 12-month period.

Exhibit A-60 summarizes the nine purchasing methods.

School districts are required to advertise bids worth \$25,000 or more at least once a week for two weeks in any newspaper published in the county in which the district is located. Those between \$10,000 and \$25,000 must be advertised in two successive issues of any newspaper in the district’s county. TEC requires advertisements to specify the categories of property to be purchased and to solicit vendors who are interested in supplying them. Attorney General Opinion JC-37 states that school districts can also meet competitive bidding requirements through inter-local or cooperative purchase agreements. Exceptions to competitive bidding requirements include contracts for professional services, such as those performed by architects, attorneys or fiscal agents.

The TEC also allows exceptions for school districts to purchase items as “sole-source” purchases, items that are available from only one source, if the item being purchased is where an item for which competition is precluded because of the existence of a patent, copyright, secret process or monopoly; a film, manuscript or book; a utility service, including electricity, gas or water, and a captive replacement part or component for equipment, i.e. parts that are specific to a particular piece of equipment and are not available from more than one vendor.

**EXHIBIT A-60
COMPETITIVE PURCHASING METHODS**

PURCHASING METHOD	DESCRIPTION
Competitive bidding	Requires that bids be evaluated and awarded based solely upon bid specifications, terms and conditions contained in the request for bids, bid prices offered by suppliers and pertinent factors affecting contract performance. Forbids negotiation of prices of goods and services after proposal opening.
Competitive sealed proposals	Requires the same terms and conditions as competitive bidding but allows changes in the nature of a proposal and prices after proposal opening.
Request for proposals	Generates competitive sealed proposals and involves several key elements, including newspaper advertisement, notice to proposers, standard terms and conditions, special terms and conditions, a scope-of-work statement, an acknowledgment form/response sheet, a felony conviction notice and a contract clause.
Catalog purchases	Provides an alternative to other procurement methods for the acquisition of computer equipment, software and services only.
Inter-local contract	Provides a mechanism for agreements with other local governments, the state or a state agency to perform governmental functions and services.
Design/build contracts	Outlines a method of project delivery in which the school district contracts with a single entity for both the design and construction of a project. (The “single entity” is usually a Team of firms, including a general contractor, architect and sometimes an engineer. One firm almost never does both the design and the construction.)
Job order contracts	Provides for the use of a particular type of contract for jobs (manual labor work) for minor repairs and alterations.
Construction management contracts	Outlines the use of a contract to construct, rehabilitate, alter or repair facilities using a professional construction manager.
Reverse auction procedure	Outlines a bidding process that involves submission of bids by multiple suppliers, unknown to each other, in a manner that allows the suppliers to bid against each other.

SOURCE: Texas Education Agency, Financial Accountability System Resource Guide, November 2003.

To properly use the sole-source arrangement, a school district must obtain and retain vendor documentation that clearly states the reasons the purchase must be made on a sole-source basis.

Sole-source exceptions do not apply to mainframe data processing equipment and peripheral attachments with a single item purchase price of more than \$15,000.

Exhibit A-61 shows the organization of the district’s purchasing and warehousing functions.

SWISD uses cooperative purchasing for many of its goods and services.

During the purchasing process one of the accounting clerks researches the existing inter-local agreements to obtain the best price for goods and services.

Exhibit A-62 shows SWISD’s membership in several cooperative-purchasing agreements.

Through these cooperative agreements, the district can buy products at competitive, reasonable prices without the time, effort and expense of individual competitive procurement processes.

SWISD has a system of checking for purchases that approach the \$25,000 aggregate limit to ensure compliance with state law and board policy. According to board policy and state law, purchases valued at \$25,000 or more in the aggregate during a 12-month period must be made using a competitive bid process unless specific exceptions apply.

The financial audit conducted for the fiscal year 2001 cited SWISD for not monitoring the process of aggregate purchases and the district has since used a query on the accounts payable to generate a monthly report of aggregate expenditures of \$20,000 or more.

Each month the Business manager receives a report of expenditures over \$20,000.

The Business manager reviews the report to check for bid compliance. The reported dated April 13, 2004 list 67 vendors who had an aggregate expenditure of more than \$20,000. Eleven vendors were chosen at random to check for bid compliance. **Exhibit A-63** shows the vendors and status of bid compliance.

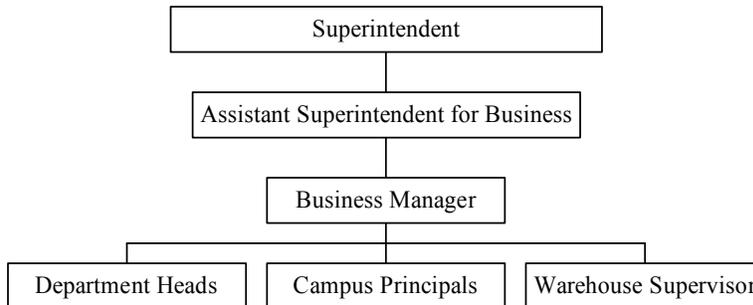
All of the sampled expenditures comply with the TEC Chapter 44.

In 1993, SWISD purchased improved property for \$101,388, which contained an 8,766 square foot building.

In 2003, the building was remodeled into a Distribution center. A locked chain-link fence surrounds the property to protect the Distribution Center. There is a night watchman provided by a private security firm who is specifically assigned to the Distribution Center from 8:00 PM to 5:00 AM.

Exhibit A-64 shows the organization of the Distribution Center.

**EXHIBIT A-61
SWISD ORGANIZATION OF PURCHASING AND WAREHOUSE FUNCTIONS
2003-2004**



SOURCE: SWISD Assistant Superintendent for Business April 2004.

**EXHIBIT A-62
SWISD COOPERATIVE PURCHASING AGREEMENTS
2003-2004**

AGREEMENT	ANNUAL COST
Buy Board, sponsored by Texas Association of School Boards, Texas Association of Counties and Texas Municipal League	\$200
Houston/Galveston Area Council for Cooperative Purchasing Program	3% of cost
Regional Education Service Center XX-Purchasing Cooperative Bids for General Supplies, Commodity Processing Food Purchasing and Technology Purchasing	\$2,787
Regional Education Service Center VIII Commodity Purchases (Frozen Eggs)	\$0
Regional Education Service Center IV-Texas Cooperative Purchasing Network	\$0
General Services Commission	\$0
City of San Antonio Fuel Bid	\$0

SOURCE: SWISD, Business Office.

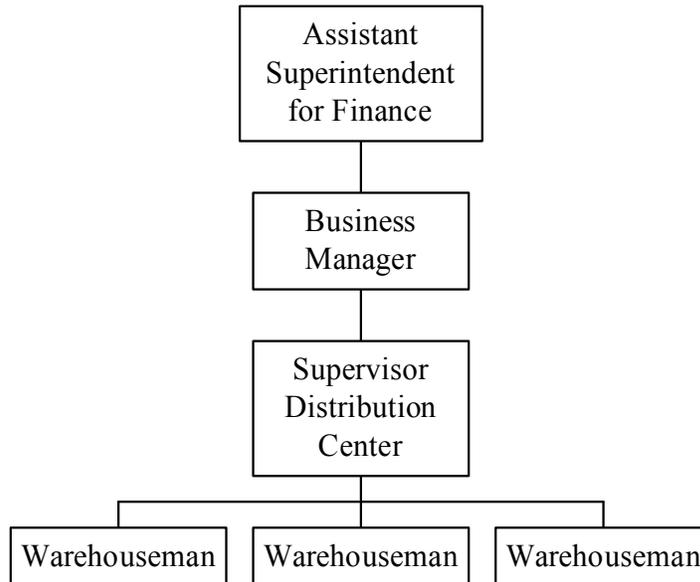
**EXHIBIT A-63
SWISD PURCHASES
2003-04**

VENDOR	AMOUNT	BID VERIFICATION
Air Stream Heating and A/C	\$29,825.89	Formal Bid-Newspaper
Carrier Corporation	\$37,433.00	Formal Bid-Newspaper
Earthwalk/Twinhead	\$109,316.90	CISV# 1541800573000
Innovative Learning Group	\$53,358.91	Sole Source letter on file
Knights of the Guild	\$31,383.32	Sole Source letter on file
Logo Pro	\$26,966.01	100% Student Activity Fund*
Nolan's Office Products	\$71,094.01	Region 20
Quill Corporation	\$28,931.56	Region 20
School Specialty Supply	\$38,775.94	Region 20/BuyBoard
Troxell Communications	\$73,430.78	Region 20/BuyBoard
Xerox Corporation	\$91,688.84	Region 20/BuyBoard

SOURCE: SWISD, Business Office.

* Student activity funds are not subject to the bid compliance rules.

**EXHIBIT A-64
ORGANIZATION OF THE SWISD DISTRIBUTION CENTER
2003-04**



SOURCE: SWISD, Distribution Center.

The Distribution Center also serves as a warehouse for teaching supplies, office supplies and custodial supplies. Purchase order supplies from campuses and departments are delivered to the Distribution Center. Staff at the Distribution Center verifies the delivery with the purchase order, notes shortages (if any) on the purchase order and delivers the order to the campus or department.

The campus and department personnel are responsible for contacting the vendor to complete the order. When the order is completed the purchase order is returned to the Distribution Center and the completed purchase order is sent to accounting for payment.

The Distribution Center supervisor arranges delivery for large items such as furniture, computers and weight equipment to be delivered to the location. Distribution Center staff monitors the delivery for accuracy and completeness of the orders.

The Distribution Center provides a catalogue of all the materials stored in the Center. Campuses and departments complete a warehouse requisition and it is sent to the Business Office for approval.

The warehouse requisition is sent to the Distribution Center to be delivered. The supplies are then sent to the campus or department. The accounts are charged monthly to the campus or department budget account. The Distribution Center supervisor and one of the warehousemen maintain the Distribution Center inventory. The supervisor maintains inventory by use of a computer program that lists type of item, current amounts on hand, costs for each item and aggregate amount of inventory for each item. The 2002-03 inventories totaled \$304,780 for the Distribution Center and Print Shop.

Textbooks are delivered to a holding center in the district (usually a school gymnasium) in June. The

books are then delivered to the campuses based on enrollment and are stamped at the campus. The textbook custodian uses a software program to manage the textbook inventory.

The textbook coordinator for the district is the Bilingual/ESL Specialist. This position serves as the contact point for all aspects of textbook operations, from overseeing the review and selection process to purchasing and inventory activities.

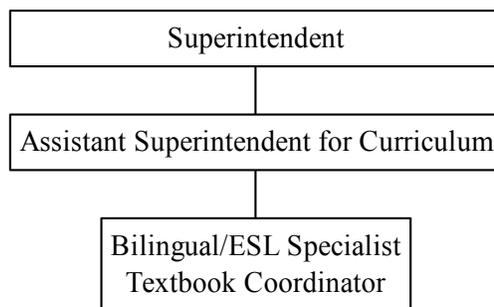
The Central Office provides the textbook custodian with clerical assistance and a campus textbook coordinator actually requests, receives and distributes textbooks.

Exhibit A-65 shows the organization of the district's textbook function.

Campuses are responsible for recovering the costs of lost textbooks. Some of the campuses use a payment plan. If the costs of the books are not recovered, each campus sends the money to the Central Office and the district reimburses the state. The textbook loses for 2000-01 was \$13,402.67. Loses for 2001-02 were \$7,941.57 and for 2002-03 were \$13,575.29.

The SWISD Board approves the textbook committee during the fall. There are also subcommittees depending on the books being adopted. Hearings are held at Region 20 and in the district. Adoptions were on display at the Central Office and at the campuses. The textbook adoption is approved at the March board meeting and a request is sent to TEA. The request is based on the highest enrollment on the Public Education Information Management System (PEIMS) plus 10 percent. SWISD Teachers, principals and assistant principals indicated that overall, the textbooks were issued timely and in good condition as shown in the survey responses in **Exhibit A-66**.

**EXHIBIT A-65
SWISD ORGANIZATION OF TEXTBOOK FUNCTIONS
2003-2004**



SOURCE: SWISD, Textbook Custodian.

**EXHIBIT A-66
SWISD SURVEYS**

SURVEY QUESTIONS TO TEACHERS N=42	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
Students are issued textbooks in a timely manner.	7.14%	59.52%	11.90%	14.29%	7.14%
Textbooks are in good shape.	7.14%	71.43%	11.90%	7.14%	2.38%
SURVEY QUESTIONS TO PRINCIPALS AND ASSISTANT PRINCIPALS N=29	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
Students are issued textbooks in a timely manner.	44.83%	37.93%	6.90%	10.34%	0.00%
Textbooks are in good shape.	34.48%	51.72%	3.45%	3.45%	6.90%

SOURCE: Performance Review, March 2004.
Survey results may not equal 100 percent due to rounding.

**CHAPTER 5
ASSET AND RISK MANAGEMENT**

As required by the district investment policy and the public Funds Investment Act, the assistant superintendent for Business and Finance completed ten hours of continuing investment education in 2002 and the Business manager completed 10 hours in 2002. The investment officers share responsibility for daily cash and investment management to ensure adequate segregation of duties. These duties include the following areas:

- investing district funds on a short- and medium-term basis in accordance with the Texas Public Funds Investment Act;
- using cash flow models to project cash needs;
- moving funds between and among accounts as necessary to satisfy daily cash requirements;
- processing stop payments, wire transfers and debt service payments;
- maintaining investment ledgers, spreadsheets and a log of all material cash receipts and transfers;
- preparing the monthly investment report;
- posting cash and investment transactions to the general ledger;
- maintaining and verifying deposits; and
- reconciling district bank accounts.

Health care costs represent one of the most challenging and difficult tasks facing both the public and private sectors. The Texas Business Association reported these trends:

- Texas businesses spent \$39 billion on health care in 2000 and are expected to spend more than \$50 billion in 2003.
- Texas employers experienced health care premium increases of 25 percent
- Texas has the second highest percentage of uninsured working people in the nation.

- Forty-five percent of the uninsured in Texas earn less than \$20,000 per year, while the national average is 41 percent.
- Drug costs accounted for 29 percent of the overall increase in health care spending in 2000 and are projected to rise to \$212 billion by 2004.

As the cost of health care increases, the district has aggressively looked at its options. The current health care plan offers a number of options for district employees.

Exhibit A-67 gives an overview of district and employee costs for the districts health benefits. In response to House Bill 3343 passed by the 77th Texas Legislature, the district's contribution to health insurance was raised to \$225 per employee of which \$75 is paid by the State.

The district provides employees with the opportunity to enroll in a number of other benefits at cost through payroll reductions. These benefits include optional life insurance, cancer insurance, accident insurance, long-term care insurance, and disability insurance.

In addition to these programs, the district offers a cafeteria plan and workers compensation insurance. Employees receive workers compensation coverage through the district's self-funded workers compensation program. The third-party administrator of the program, provides the following services: reviews, investigates and pays claims; maintains claim files and reserves; investigates and pursues subrogation possibilities; coordinates investigations on litigated claims; and provides claims and other reports.

Risk management and insurance has become an essential part of school district operations. Rising costs of health, property and liability insurance coverage has demanded strong cost containment efforts by administrators. Property and liability insurance includes coverage for facilities, vehicles, equipment, personal injury professional, liability and student injury. Workers compensation insurance has become a substantial cost to districts.

On September 1, 2002, the district entered into a three-year agreement with a vendor to provide consulting, brokerage claims management and workers

**EXHIBIT A-67
SWISD EMPLOYEE HEALTH INSURANCE PREMIUMS
FEBRUARY 2004**

PLAN/COVERAGE	MONTHLY PREMIUM	DISTRICT PAYS	EMPLOYEE PAYS
HMO			
Employee	\$333	\$225	\$108
Employee and Spouse	\$717	\$225	\$492
Employee and Children	\$650	\$225	\$425
Employee and Family	\$1017	\$225	\$792
PPO 18 – Option 19			
Employee	\$311	\$225	\$86
Employee and Spouse	\$669	\$225	\$444
Employee and Children	\$606	\$225	\$381
Employee and Family	\$949	\$225	\$724
PPO 18 – Option 15			
Employee	\$385	\$225	\$160
Employee and Spouse	\$827	\$225	\$602
Employee and Children	\$750	\$225	\$525
Employee and Family	\$1173	\$225	\$948
Alternative Plan			
Employee	\$150	\$150	\$0
Employee and Spouse	\$182	\$150	\$32
Employee and Children	\$177	\$150	\$27
Employee and Family	\$204	\$150	\$54
Dental Plan 185			
Employee	\$23	\$0	\$23
Employee and Spouse	\$56	\$0	\$56
Employee and Children	\$50	\$0	\$50
Employee and Family	\$77	\$0	\$77
Dental Plan QCD			
Employee	\$0	\$0	\$0
Employee and Spouse	\$10	\$0	\$10
Employee and Children	\$0	\$0	\$0
Employee and Family	\$14	\$0	\$14

SOURCE: SWISD, Benefits Department.

compensation supervision. The consultant provides similar services to a number of school districts throughout Texas. The consultant maintains relationships with carriers and insurance professionals that offer an array of services to school districts. The vendor provides the following services to the district:

- assistance in developing requests for proposal (RFP) for property and casualty insurance;
- tabulates and evaluates RFP responses to eliminate any gaps in coverage;
- provides support with compliance issues, policy documentation, rate forecasting, and employee communications;
- makes recommendations and assists the district in choosing the most appropriate insurance company and coverage; and
- coordinates and assists in administering the district’s workman compensation self- insurance program.

The district’s Workers Compensation Self Funded Program and Occupational Injury Risk Management programs are managed by a vendor. Claims are

administered through an independent third party and the risk control consultant works with SWISD personnel to provide safety training. The district presents safety training programs to custodians, food service workers, maintenance staff and transportation personnel annually. Review and modification of the safety programs are under development and projected for implementation for 2004-2005. As displayed in **Exhibit A-68** the total number of workers compensation claims filed for the last five years was 663 for an average of 11.05 percent per month. The outstanding reserve balance of \$149,165 represents the amount of funds available to pay claims. The average claim over the five-year period was \$2,314.

The cost of insurance coverage continues to rise nationally. **Exhibit A-69** shows the change in property and casualty premiums over the most recent two-year period. Property coverage increased 27.8 percent and will continue to increase as the district completes its current building and renovation program. Property and casualty insurance is a significant expense for the district and will continue so in the future.

The district entered into an inter-local agreement with a vendor to provide property, casualty, professional

EXHIBIT A-68
SWISD WORKERS COMPENSATION LOSSES
SEPTEMBER 1, 1998 THROUGH AUGUST 31, 2003

	1998-99	1999-2000	2000-01	2001-02	2002-03	TOTAL
Total Number of Claims Filed	199	96	146	109	113	663
Average Number of Claims per Month	16.58%	8.00%	12.17%	9.08%	9.42%	11.05%
Total Incurred	\$457,376	\$155,942	\$179,457	\$477,110	\$264,507	\$1,534,392
Total Payments	\$457,376	\$155,486	\$159,997	\$416,369	\$195,999	\$1,385,227
Outstanding Reserves	\$0	\$456	\$19,460	\$60,741	\$68,508	\$149,165
Average Incurred per Month	\$38,115	\$12,995	\$14,955	\$39,759	\$22,042	\$25,573
Average Incurred per Claim	\$2,298	\$1,624	\$1,229	\$4,377	\$2,341	\$2,314

SOURCE: Frost Insurance Agency, February 29, 2004.

EXHIBIT A-69
SWISD CHANGE IN PROPERTY AND CASUALTY INSURANCE PREMIUMS
SEPTEMBER 2003 AND SEPTEMBER 2004

TYPE OF COVERAGE	SEPTEMBER 2002-03	SEPTEMBER 2003-04	PERCENTAGE INCREASE IN OVER LAST PERIOD
Property	\$293,286	\$374,813	27.80%
Liabilities	\$8,801	\$13,182	49.78%
Vehicles	\$111,054	\$129,082	16.23%
Professional	\$12,240	\$27,561	125.17%
Total	\$425,381	\$544,638	28.04%

SOURCE: Frost Insurance Agency, February 29, 2004.

liability and vehicle coverage. The vendor provides property and casualty insurance to other school district throughout Texas. The district received proposals from three other insurance carriers. **Exhibit A-70** presents an overview of SWISD property and casualty insurance program.

Proceeds from bond issuances represent the largest single source of funds a school district receives. School districts use bond proceeds to finance projects that are too large and long-term to be funded through regular operations. Districts must receive voter approval to issue bonds because the voters will repay the debt through property taxes. In fact, a portion of every school district's tax rate is earmarked for debt service if there are outstanding bond obligations. The total amount authorized does not have to be sold immediately. Typically, school districts sell bonds in phases to coincide with a master plan. Yet, construction may not begin for months or years. In the meantime, the bond proceeds are invested.

The SWISD assistant superintendent for Business and Finance oversees the issuance of bonds, debt obligations and refinancing. As of August 31, 2003, the district had outstanding bonds payable of \$64.835 million, as shown in **Exhibit A-71**.

The district used these funds to embark on an aggressive capital improvement program. Key projects included the expansion of the high school campus, which was paid by the \$30 million General Obligation Bond Series 2000. The General Obligation Bond Series 2002 was used to construct three new elementary schools.

On May 25, 2003, the district issued \$8 million in maintenance tax notes. The maintenance tax notes were issued as Qualified Zone Academy Bonds (QZABs) to renovate schools in the district. **Exhibit A-72** illustrates the district's amortization of general obligation bonds.

The district's bonds have an underlying rating of BBB+ rating from Fitch Ratings. The Fitch rating system is divided into investment grade and non-investment grade. Investment grade bonds range from a high of AAA to a low of BBB. Rating at BB or below are considered non-investment grade securities. The Fitch Rating system does not take into account the bonds guarantee by the Texas Permanent School Fund. The district had more than \$64 million in outstanding bond debt as of August 31, 2003. This provides the district with flexibility in meeting its future needs without having to return to the voters for approval. The district contracts with a vendor for its arbitrage compliance

**EXHIBIT A-70
SWISD PROPERTY AND CASUALTY INSURANCE COVERAGE
2003-04**

COVERAGE	COVERAGE LIMIT	DEDUCTIBLE	CARRIER	ANNUAL COST
Building/Contents	\$160,229,658	\$5000 on all except hail & windstorm	Texas Association of Public Schools (TAPS) Risk Management Fund	\$367,246
Mobile equipment	\$193,722	\$1,000	TAPS	\$417
Other properties	Various	\$1000/ \$1,000,000	TAPS	\$1,740
Computer Systems	\$900,000	\$1,000/\$2,500	TAPS	\$2,320
Employee Dishonesty	\$100,000	\$1,000	TAPS	\$2,590
Other Crime Policies	\$50,000	\$1,000	TAPS	\$500
Liability Coverage	\$1,000,000	\$10,000	TAPS	\$13,182
Educators Liability	\$1,000,000	\$10,000	TAPS	\$27,561
Automobile Liability	\$100,000/ \$300,000	\$500	TAPS	\$103,500
Automobile Damage	Actual	Scheduled	TAPS	\$25,582
Underground Storage				\$350
Total Premium				\$544,988

SOURCE: SWISD insurance consultant Frost insurance Services of San Antonio.

**EXHIBIT A-71
SWISD BOND SCHEDULE
AUGUST 31, 2003**

DESCRIPTION	FINAL MATURITY	INTEREST RATE PAYABLE	ORIGINAL ISSUE AMOUNT	OUTSTANDING AMOUNT AT 08-31-03	PRINCIPAL AMOUNT DUE ANNUALLY
Unlimited Tax Refunding Series 1995	2005	3.70%-4.85%	\$7,500,000	\$2,020,000	\$1,320,000
General Obligation Bonds Series 2000	2025	5.00%-7.00%	\$30,000,000	\$28,380,000	\$640,000
General Obligation Bonds Series 2002	2027	3.50%-5.375%	\$27,000,000	\$26,435,000	\$600,000
Total Bonds			\$64,500,000	\$56,835,000	\$2,560,000
Maintenance Tax Note Series 2003	2018	0.25%	\$8,000,000	\$8,000,000	\$389,377
Total Outstanding Debt			\$72,500,000	\$64,835,000	\$2,949,377

SOURCE: SWISD, audit reports, August 31, 2003.

**EXHIBIT A-72
SWISD AMORTIZATION OF GENERAL OBLIGATION BONDS
AUGUST 31, 2003**

YEAR ENDING AUGUST 31,	PRINCIPAL	INTEREST	TOTAL REQUIREMENT
2004	\$2,560,000	\$2,834,267	\$5,394,267
2005	\$2,010,000	\$2,712,254	\$4,722,254
2006	\$1,385,000	\$2,621,822	\$4,006,822
2007	\$1,465,000	\$2,549,785	\$4,014,785
2008	\$1,555,000	\$2,477,185	\$4,032,185
2009-2013	\$9,130,000	\$11,147,244	\$20,277,244
2014-2018	\$11,885,000	\$8,556,560	\$20,441,560
2019-2023	\$15,655,000	\$5,060,578	\$20,715,578
2024-2027	\$11,190,000	\$947,975	\$12,137,975
Total	\$56,835,000	\$38,907,670	\$95,742,670

SOURCE: SWISD, AUDIT REPORT, AUGUST 31, 2003.

service. The compliance service calculates the district's arbitrage requirement on the outstanding bond issues to ensure compliance with the federal regulations. Arbitrage occurs when the district sells bonds, invests the funds from them at a higher rate of interest and makes a profit. The federal government regulates the profit a district can make from this practice.

SWISD issued \$8 million in QZABs in 2002. In 1997, Congress created the QZABs to help schools raise funds to renovate and repair buildings, invest in equipment and up-to-date technology, develop challenging curricula and train quality Teachers. The proceeds from the QZABs must be used for

renovation or repair of a classroom facility or to purchase equipment to enhance an academic program.

School districts usually fund large projects, like building renovation or construction, through tax-exempt bonds. School districts must then pay a substantial amount of interest on this debt. QZABs reduce the burden of interest payments by giving financial institutions holding the bonds a tax credit in lieu of interest. The school district must still pay back the amount of money it initially borrowed, but does not have to pay any interest and the district generally saves about half the cost of renovating a school. The credit rate for QZABs sold on a given day is set by the Treasury Department.

Each state is allotted an amount of money its districts may borrow using QZABs. Texas received an allocation of \$36 million for 2002 and districts were limited to a maximum amount of \$8 million. A qualified district is located in an Empowerment Zone or Enterprise Community or where at least 35 percent of its students are eligible for free or reduced-price school lunch. The two alternative criteria allow both rural and urban districts serving poor children to benefit from QZABs. In addition, a qualified district must develop a partnership with a business or private entity that must make a contribution to the district worth at least 10 percent of the money borrowed using the QZAB. These contributions can take the form of cash; goods, including equipment and technology; services, including help developing curriculum or using technology; or internships or field trips that provide opportunities for students to learn outside a traditional classroom setting.

The QZAB must be paid off at the end of 24 years in a single lump sum payment. **Exhibit A-73** shows the amortization of the district's QZAB obligations. SWISD has funded the retirement of the QZAB through an investment contract with TexPool. The investment contract is structured so that SWISD makes annual payments of \$409,377 for 24 years and the proceeds of the contract will pay off the QZAB. This equates to SWISD receiving \$8 million today and paying \$6.1 million over 24 years to retire the debt.

**EXHIBIT A-73
SWISD AMORTIZATION OF QZAB
AUGUST 31, 2003**

YEAR ENDING AUGUST 31,	PRINCIPAL	INTEREST	TOTAL REQUIREMENT
2004	\$389,377	\$20,000	\$5,803,644
2005	\$389,377	\$20,000	\$5,131,631
2006	\$389,377	\$20,000	\$4,416,199
2007	\$389,377	\$20,000	\$4,424,162
2008	\$389,377	\$20,000	\$4,441,562
2009-2015	\$3,893,770	\$200,000	\$4,093,770
Total	\$5,840,655	\$300,000	\$6,140,655

SOURCE: SWISD, audit report, August 31, 2003.

**CHAPTER 6
OPERATIONS
CHILD NUTRITION SERVICES**

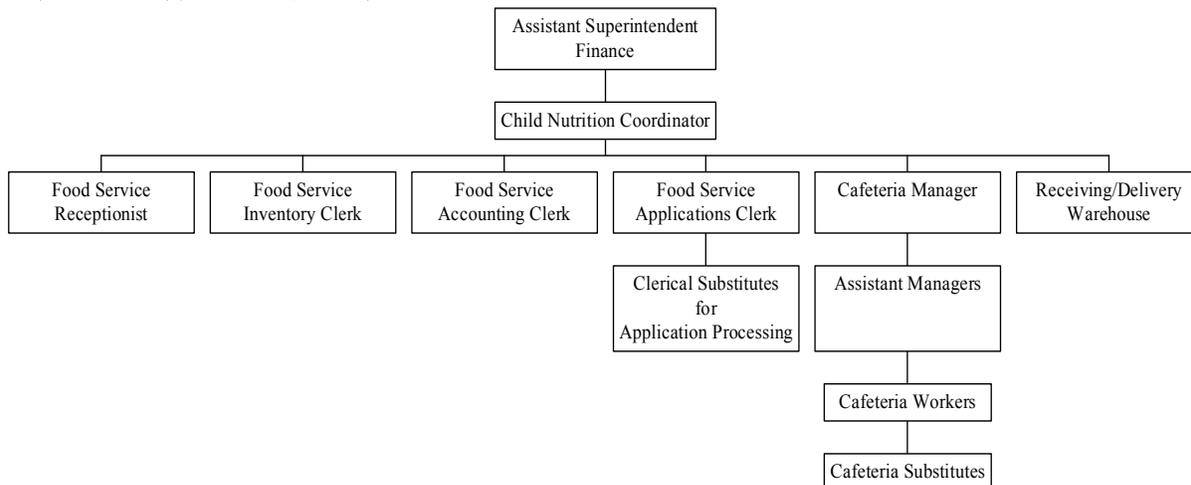
Child Nutrition services are an essential part of a school's educational program. Effective public schools provide students and staff with appealing and nutritional breakfasts and lunches as economically as possible. Current research indicates that good nutrition is a critical component of a child's ability to concentrate in the classroom. Good nutritional choices provided in a friendly, interesting, welcoming and sanitary environment encourage students, staff and parents to participate in the breakfast and lunch programs.

SWISD participates in the National School Lunch Program (NSLP) and the School Breakfast Program (SBP), which are regulated by the United States Department of Agriculture (USDA) and administered by the Texas Department of Agriculture (TDA). An agreement exists between the district and TEA that provides that the district will accept and use commodities that it receives from the USDA. The Texas Department of Human Services administers the Child nutrition Distribution Program. In addition to the food commodities, SWISD Child Nutrition Program Department receives federal reimbursement for each lunch and breakfast served that meets meal pattern requirements. USDA provides menu-planning options to meet nutrient standards as outlined in the Healthy Meals for Children Act of 1994. The requirements and recommendations for school lunches are designed to provide approximately one-third of the Recommended Dietary Allowances for various age groups of children as specified by the National Research Council of the National Academy of Sciences. School breakfast patterns are designed to provide one-fourth of the Recommended Dietary Allowances. Meals averaged over one week must contain 30 percent or fewer calories from fat and 10 percent or less calories from saturated fat.

Exhibit A-74 displays the organizational structure of SWISD Child Nutrition Program Department.

The child nutrition's central administrative office's

**EXHIBIT A-74
SWISD CHILD NUTRITION PROGRAM DEPARTMENT
FEBRUARY 2004 ORGANIZATION**



SOURCE: SWISD, Child Nutrition coordinator, February 2004.
*Temporary employees are not counted in Exhibit 6-13

personnel are responsible for submitting claims, processing free and reduced lunch applications, receiving and delivering groceries, paper goods, janitorial supplies, small wares and conducting other administrative operations. The inventory control clerk maintains an accurate inventory, records merchandise received and disbursed, checks all incoming merchandise, and keeps all school cafeterias supplied with the necessary groceries needed for the menus. Individual cafeteria managers independently inventory food products when they are delivered. A complete inventory is performed at the end of each month. The receiving and delivery clerk also inventories all merchandise at the time of delivery to the school and when it is pulled from the warehouse to be delivered.

Management meetings are held every two weeks for SWISD cafeteria staff to provide input on cafeteria operations and coincides with the day the managers pick up the paychecks. An agenda is prepared to discuss operations and other district matters. Any manager can place an item on the agenda. The meetings allow opportunities for input from the managers regarding cafeteria operations. The cafeteria managers expressed they have open communication with the coordinator and with one another. The Child Nutrition coordinator is also available to all the cafeteria managers daily.

Through 2004 TEA will monitor the Child Nutrition Program through the Coordinated Review Effort (CRE). The CRE monitors meal counting; meals offered and served that meet the meal pattern requirements for items offered and portion sizes; the accuracy of processing free and reduced-price meal

applications and the verification of eligibility; consolidation of claims involving two or more schools; procurement procedures and adherence to state and federal law; and other record keeping and documentation. CREs are conducted on a five-year cycle determined by TEA. Follow-up reviews are performed if violations exceed a specified level. Failure to meet the CRE standards can result in loss of funds for meals already consumed. TEA reported no violations of regulations in the CRE in 2003, the latest information available.

The Texas Department of Health (TDH) measures compliance with state regulations for sanitation and food safety, known as the Texas Food Establishment Rules. Every kitchen is reviewed annually. TDH reported 100 percent compliance in all SWISD cafeterias.

TRANSPORTATION

The Texas Education Code (TEC) authorizes, but does not require, each Texas school district to provide transportation between home and school, from school to career and technology training locations, for co-curricular activities and for extracurricular activities. The federal Individuals with Disabilities Education Act (IDEA) requires a school district to provide transportation for students with disabilities if the district also provides transportation for the general student population or if disabled students require transportation to receive special education services.

The state reimburses Texas school districts to transport regular, special education and career and technology program students. The Texas Legislature sets state

funding rules, and the Texas Education Agency (TEA) administers the program. School districts receive funds to transport regular education students living two or more miles from the school they attend. The state does not reimburse districts for transporting students living within the two-mile radius of the school unless hazardous walking conditions exist between the student's home and the school. For example, if a student must cross a major highway without a crossing signal, the circumstances would qualify as a hazardous condition, and the cost of transporting that student would be reimbursed by the state. A school district must use local funds to cover actual costs that exceed the state allotment. To receive state funding, all Texas school districts must submit two reports to TEA each year. The first, the School Transportation Route Services Report, is designed to establish a cost-per-mile to be used for reimbursement in the fiscal year following the report. TEA allocates per-mile reimbursements to school districts based on the district's linear density grouping. School districts receive more in state reimbursements as their linear density increases. **Exhibit A-75** shows the seven linear density groups.

The second state report, the School Transportation Operations Report, includes information on annual costs (student transportation related expenses categorized by assigned object codes), annual mileage (miles traveled in school motor vehicles providing regular and special program student transportation), vehicle inventory and miscellaneous information.

Exhibit A-76 Shows SWISD linear density and state allotment compared to peer districts.

SWISD ranks third in the percent of operating costs paid by the state. TEA does not base reimbursement for special education transportation on linear density. The Texas Legislature sets the per-mile allotment rate

for special education transportation. The allotment for special program transportation was \$1.08 per mile for 2002–03. In 2002–03 SWISD provided bus service for an average of 216 special education students. The state reimburses career and technology education transportation costs for SWISD at \$2.02 per mile. In 2002–03 an average of 73 career and technology students were provided bus service. **Exhibit A-77** shows the route miles and transportation costs for a three-year period.

SWISD total costs for transportation increased 29 percent from 2000–2001 and the total annual mileage reduced by 12.2 percent. According to the director of Transportation the reason for the increased costs were due to bus purchases and contracted services including a \$40,000 expenditure to the Texas Department of Corrections for refurbishing buses, increases in salaries, and benefits and health insurance costs. The reduction of miles is due to routing efficiencies or consolidation of routes.

Exhibit A-78 shows SWISD compared to the peer districts using two indicators; a three-year comparison of total costs and a two-year comparison due to a change in accounting principle. In the 2002–03 Year Operations Report capital outlay was included as other expenses. In the prior years, capital outlay was a separate line item expense.

SWISD ranks second in transportation costs increase for 2000–01 to 2001–02 at 5.6 percent compared to East Central's 5.5 percent. **Exhibit A-79** shows the comparison of the cost per student transported for SWISD and the peer districts.

The Transportation Department consists of one director, one supervisor, a computer routing/dispatcher, part time trainer, part time video camera technician, part time custodian, 82 bus drivers,

**EXHIBIT A-75
LINEAR DENSITY GROUPS
MAY 2003**

LINEAR DENSITY GROUP	ALLOTMENT PER MILE
2.40 or above	\$1.43
1.65 to 2.40	\$1.25
1.15 to 1.65	\$1.11
0.90 to 1.15	\$0.97
0.65 to 0.90	\$0.88
0.40 to 0.65	\$0.79
Up to 0.40	\$0.68

SOURCE: Texas Education Agency, Handbook on School Transportation Allotments, May 2003.

**EXHIBIT A-76
LINEAR DENSITY AND STATE ALLOTMENT
2002–03**

SCHOOL DISTRICT	ALLOTMENT PER MILE	TOTAL STATE ALLOTMENT	PERCENT OF OPERATING COSTS
East Central	\$1.11	\$968,341	39.7%
San Felipe-Del Rio	\$0.97	\$720,203	46.5%
San Benito	\$1.11	\$798,946	44.2%
Southwest	\$1.11	\$1,071,375	41.6%

SOURCE: Texas Education Agency Transportation Report, 2003.

EXHIBIT A-77
SWISD TOTAL TRANSPORTATION OPERATIONS COSTS AND MILEAGE SUMMARY
2000-01 THROUGH 2002-03

OPERATIONS COST	2000-01	2001-02	2002-03	PERCENT CHANGE
Salaries and Benefits	\$1,306,045	\$1,412,081	\$1,620,794	25%
Purchased and Contracted Services	\$91,262	\$93,382	\$148,743	63%
Supplies and Materials	\$347,711	\$298,234	\$391,776	13%
Other Operating Expenses	\$58,716	\$101,202	\$414,450*	N/A
Debt Service	\$0	\$0	\$0	
Capital Outlay	\$194,442.	\$278,798	\$0	
Total Operations Costs	\$1,998,176	\$2,183,597	\$2,575,763	29%
MILEAGE SUMMARY				
Road Mileage	1,282,378	1,045,628	1,089,103	(15%)
Extra/Co- Curricular Mileage	85,063	101,220	107,358	26%
Non-School Organization Mileage	0	0	0	0
Other Mileage	9,400	11,000	11,600	23%
Total Annual Mileage	1,376,841	1,157,848	1,208,061	(12%)
Cost per Mile-Regular	\$1.50	\$2.02	\$2.25	50%
Cost per mile-Special	\$1.23	\$1.37	\$1.63	33%

SOURCE: 2003 SWISD Transportation Report.

*In 2003 the Transportation Report accounted for capital outlay in the Other Operating Expenses.

EXHIBIT A-78
PEER DISTRICT TOTAL COSTS
2000-01 THROUGH 2002-03

SCHOOL DISTRICT	2000-01	2001-02	PERCENT CHANGE 2001-02	2002-03	PERCENT CHANGE 2001-2003
East Central	\$1,918,600	\$2,025,446	5.50%	\$2,433,135	27.0%
San Felipe-Del Rio	\$981,838	\$1,133,551	15.45%	\$1,486,855	51.0%
San Benito	\$1,672,003	\$1,846,174	10.4%	\$1,806,849	8.0%
Southwest	\$1,803,734	\$1,904,899	5.6%	\$2,575,763	42.0%

SOURCE: Transportation Reports, 2001-03, Excludes Capital Outlay except for 2003.

EXHIBIT A-79
COST PER STUDENT
2002-03

SCHOOL DISTRICT	TOTAL COSTS	NUMBER OF STUDENTS TRANSPORTED	COST PER STUDENT
East Central	\$2,433,135	4,793	\$507.64
San Felipe-Del Rio	\$1,486,855	3,967	\$374.81
San Benito	\$1,806,849	4,418	\$408.97
Southwest	\$2,575,763	6,017	\$428.08

SOURCE: SWISD and Peer District Transportation Reports, 2003.

14 bus aides, one secretary, a shop foreman, head mechanic, four mechanics and a preventative maintenance technician and one fueler. **Exhibit A-80** shows the organization structure of the SWISD Transportation Department.

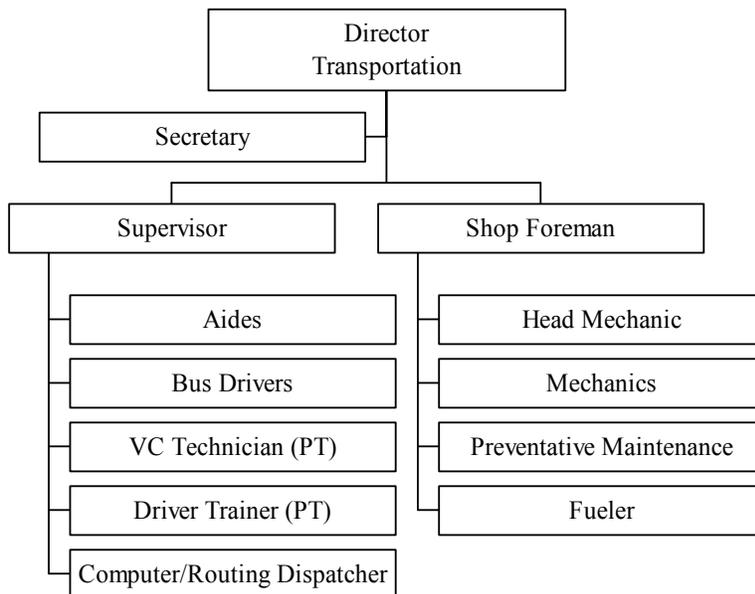
Exhibit A-81 shows the enrollment, staffing and driver pay for SWISD and the peer districts.

SWISD has the highest beginning salary of the peer groups. The director of Transportation stated that the district tries to be competitive with respect to wages in the San Antonio area. The director periodically surveys surrounding districts to determine salary requirements for SWISD.

The Transportation Department has a comprehensive handbook that documents procedures in the department. The current handbook is a revision of

previous handbooks used by the Transportation Department. The 2003 mission statement for SWISD's Transportation Department is "to support the academic, social, and physical endeavors of the schools for students by providing safe, caring, efficient and effective transportation services. By working with students, parents and school personnel in a positive manner, we will help to provide an environment that is conducive to success and achievement." The handbook was revised for 2003. It is normally revised every two years. A transportation committee made up of one bus aide, six drivers, the transportation supervisor and the director of Transportation provides input for items that are in the handbook. Employees are surveyed for their input. The handbook is revised and used in employee orientation during training and reviewed at the summer in-service. If there are procedural changes after the

**EXHIBIT A-80
SWISD TRANSPORTATION DEPARTMENT ORGANIZATION
2003-04**



SOURCE: SWISD Transportation Department, 2004.

**EXHIBIT A-81
STAFFING AND DRIVER PAY
SWISD AND PEER DISTRICTS 2004**

SCHOOL DISTRICT	ENROLLMENT	PROFESSIONAL	CLERICAL/TECHNICAL	DRIVERS	BEGINNING DRIVER'S PAY	MAXIMUM DRIVER'S PAY
East Central	7900	Director	One Coordinator, One Parts Clerk	90	\$6.60 per hour	\$7.66 per hour
San Felipe-Del Rio	10,405	Coordinator	Two route clerks, Two Secretaries	40	\$5.15 per hour	\$15.00 per hour
San Benito	9,866	Director	2 secretaries	64	\$7.78 per hour	\$16.00 per hour
SWISD	9,654	Director	1 secretary	83	\$10.25 per hour	\$14.81 per hour

SOURCE: Peer district telephone interviews, April 2004.

handbook is revised the changes are posted on the message board, memos are issued to employees through the mail system or changes are discussed in scheduled safety meetings. The handbook covers a variety of topics including but not limited to driver qualifications and responsibilities; driver performance; bus maintenance and operations; legal regulations; emergency procedures (weather, accidents, and breakdowns); special education transportation and video cameras.

The SWISD Transportation Department promotes ongoing employee training. A part-time driver/trainer manages the bus driver-training program. The training is based on the level of skill and experience of the driver. The training time can range from 10 to 25 hours. Training begins with the driver/trainer assisting the driver with the Commercial Driver's License (CDL) written exam. The driver/trainer assists the driver on each chapter in the CDL License Book. The behind the wheel training is done on-site at the Transportation Center and on the road. The training consists of five modules.

The SWISD Transportation Department is located in a facility on Loop 410. The facility has five bays for repairs, one preventative maintenance bay, one tire repair bay, a fueling bay and an open bay for expansion. There is also a fabric/seat repair room, a lubricant storage room and a parts and tool room and bus wash. Mechanics work staggered schedules, providing coverage from 5:15 AM to 7:30 PM. The Transportation Department is responsible for maintaining all district vehicles including buses vans and service vehicles for the various departments. Also, the Transportation Department is responsible for servicing items that are not considered vehicles, such a fork lifts, tractors, lawn equipment and graders.

As of April 2004, the SWISD fleet consisted of 124 buses, 38 Plant Services vehicles and equipment, seven Police Department vehicles, five Distribution Center vehicles and equipment, one Media Center vehicle, one band booster vehicle, and six Transportation Department vehicles for a total of 182 vehicles and equipment.

The district has a manual preventative maintenance system, but district is exploring computerized maintenance systems for implementation in the fall 2004. Until then the tracking for preventative maintenance is accomplished using the mileage from the fueling system and the preventative maintenance mechanic (pm mechanic). The pm mechanic attaches a “next service due” notice for preventative maintenance. The intervals for preventative maintenance are:

- oil change, oil filter, and air filter for gasoline and propane vehicles 3,500 miles;
- oil change, oil filter, and air filter for diesel vehicles 5,000 miles;
- transmission fluid 20,000 miles;
- fuel filters 15,000 miles; and
- differential fluid 25,000.

FACILITIES

Efficient operations of facilities helps districts keep up with changing enrollment and the needs of instructional programs while building confidence and trust in district management. A comprehensive facility, maintenance and energy conservation program coordinates all the district's physical resources. Facility management ensures that district facilities are designed and maintained in a manner consistent with the educational process. This process includes providing a clean school and work environment, ensuring that facilities comply with local, state and federal regulations, and minimizing the district's utility and maintenance expenses.

Southwest ISD is the eighth largest school district in Bexar County, encompassing 115 square miles in the southwest part of the county. The district maintains over 550 acres of land, 1,675,129 square feet of educational, athletic, administrative support and community facilities. The district also operates and maintains two permitted water systems, one permitted wastewater system, and four Edwards Aquifer wells on 15 campuses. In 2003–04 the facilities served approximately 9,654 students in grades PK–12. Facilities within the district include one high school, two junior high schools, one-sixth grade school, nine elementary schools, and one Enrichment Center. The oldest school, the Enrichment Center, was built in 1950 and the newest school, Scobee Junior High was built in 1999. The district also includes a Central Office building, a food service building, a distribution center, a transportation facility, a plant services building, instructional services building, and athletic facilities (stadium, softball field, baseball field, athletic complex). **Exhibit A-82** lists SWISD facilities, total square footage for each property and year built if known.

The district owns approximately 74 acres of land that are adjacent to other schools within the district. This land is available to the district for future expansion and is summarized in **Exhibit A-83**.

Facility planning and management of construction and renovation projects are significant activities for most districts. Planning for facilities based on student growth, programmatic needs, aging facilities and legislative requirements are essential to provide for student needs without overcrowding, use of substandard facilities, or use of costly portable buildings. Facilities must also be maintained and cleaned on a routine basis to ensure a safe and healthy environment for students, Teachers and staff. **Exhibit A-84** shows each SWISD's school enrollment classroom capacity and total utilization rate. The district is currently averaging a 71.7 percent classroom utilization capacity. The district's current classroom capacity rates are projected to increase to a total of 13,675-classroom capacity in August 2006 when all remodeling and construction are completed. According to the assistant superintendent for Administration and Human Resources, the projected PEIMS enrollment is targeted to increase to 10,209 students by 2006–07. This increase may bring the district's classroom utilization space to 74.6 percent.

The maintenance department is comprised of one facility and construction manager, one plant services supervisor, one plant services general foreman, one plant services grounds foreman, thirteen grounds crewmen, and fifteen tradesmen (electricians, carpenters, plumbers, HVAC technicians, welder, painters, and courier. There is one vacancy for a master plumber. The maintenance personnel respond to submitted work orders that involve general maintenance and repair of building structures and their mechanical, electrical, and sanitary support systems. The groundskeepers maintain safe and attractive grounds and landscaping, including operating and maintaining the tools and equipment used in grounds care. The maintenance department organization is depicted in **Exhibit A-85**.

Exhibit A-86 compares the district's budgeted maintenance and Operations Function 51 with its peers. SWISD is the lowest ranking for three years.

EXHIBIT A-82**SWISD FACILITIES, SQUARE FOOTAGE AND YEAR BUILT**

BUILDING	GROSS SQUARE FEET	YEAR BUILT
Central Office	6,567	1955
Big Country Elementary	81,650	1986
Bob Hope Elementary	51,272	1972
Elm Creek Elementary	67,861	1997
Hidden Cove Elementary	71,379	1985
Head Start Building	3,102	ND
Indian Creek Elementary	76,496	1989
Kriewald Road Elementary	67,861	1998
Athletic Complex	1,764	1993
Baseball Field Building	2,000	1993
Enrichment Learning Center	43,070	1950
Instructional Services	11,797	1960
McNair Sixth Grade Campus	106,471	1971
Pony League Building	2,756	1993
Plant Services Building	33,947	1960
Quonset Hut	9,720	1985
Softball Field Building	100	ND*
Southwest Stadium Buildings	19,242	ND*
Southwest Elementary	77,757	1955
Southwest High School	480,877	1983
McAuliffe Junior High	125,546	1990
Transportation Facility	31,284	1997
Scobee Junior High	163,541	1999
Sky Harbor Elementary	79,827	1979
Sun Valley Elementary	37,833	1963
Southwest Distribution Center	8,766	1987
Food Service	12,643	1995
Total Square Footage	1,675,129	

Source: SWISD, Facilities Manager, 2004.

*ND = not documented

EXHIBIT A-83**SWISD CURRENTLY OWNED BUT UNUSED LAND**

LOCATION ACREAGE IS ADJACENT TO	NUMBER OF ACRES
McAuliffe Junior High	12
Elm Creek Elementary	50
Big Country Elementary	12

SOURCE: SWISD, Facilities Manager, 2004.

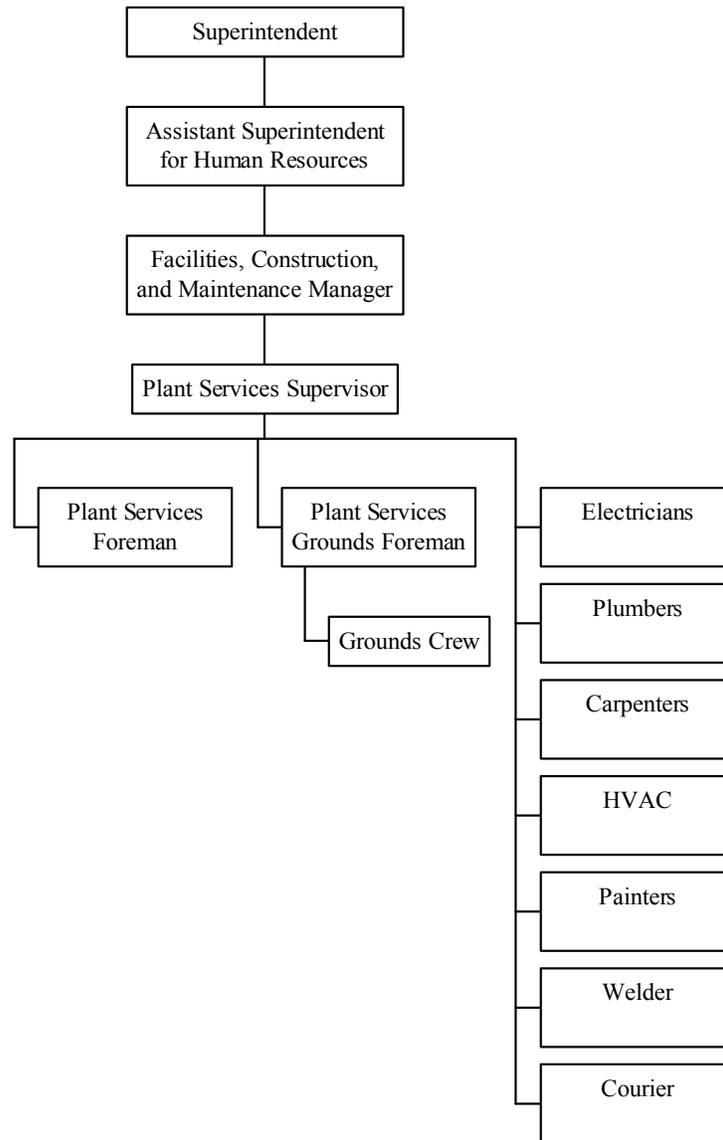
EXHIBIT A-84**SWISD SCHOOL CAPACITY, ENROLLMENT AND UTILIZATION**

SCHOOL	CLASSROOM CAPACITY	CURRENT ENROLLMENT	TOTAL CLASSROOM UTILIZATION PERCENT
Southwest High School	3800	2,586	68.0
Scobee Junior High	1200	781	65.1
McAuliffe Junior High	1100	710	64.5
McNair 6 th Grade	1000	775	77.5
Big Country Elementary	800	510	63.8
Hidden Cove Elementary	800	613	76.6
Indian Creek Elementary	800	768	96.0
Sky Harbor Elementary	800	730	91.0
Sun Valley Elementary	400	398	99.5
Southwest Elementary	800	450	56.3
Elm Creek Elementary	650	585	90.0
Kriewald Road Elementary	650	428	65.8
Bob Hope Elementary	475	346	72.8
Enrichment Center	176	80	45.4
Total	13,451	9654	

SOURCE: Facilities manager and Principal interviews; Texas Education Agency, PEIMS, Snapshot October 2003.

*NOTE: The Enrichment Center and District Alternative Placement students are counted on their home campus

**EXHIBIT A-85
SWISD 2003-04 MAINTENANCE DEPARTMENT ORGANIZATION**



SOURCE: SWISD Facilities manager, 2004

**CHAPTER 7
SAFETY AND SECURITY**

All SWISD campuses post signs requiring visitors to come to the main office. In the office, visitors are requested to sign a log and obtain a nametag or visitor's badge prior to entering other areas of the building. The front doors of each campus are secured in such a way as to funnel traffic to the main office areas. Arrows on the hallway floors (and other forms of signage) direct visitors to offices. All exit doors are equipped with operational panic bar hardware to enable campus staff to properly secure all entrances.

The majority of principals, Teachers, students and parents believe that students are safe and secure at school and that disturbances are infrequent. **Exhibit A-87** shows responses of teachers, students and parents related to gangs, drugs and vandalism indicate perceptions of potential problems in these areas. No evidence of problems was discovered in these areas. While these issues have possibly surfaced within the boundaries of the community, SWISD personnel have developed and implemented a prevention program to eliminate these issues on campuses.

EXHIBIT A-86
BUDGETED PLANT MAINTENANCE AND OPERATION-FUNCTION 51
SWISD AND PEER DISTRICTS THREE-YEAR COMPARISON
2000-01 THROUGH 2002-03

DISTRICT	2000-01		2001-02		2002-03	
	AMOUNT SPENT	PERCENT OF BUDGET	AMOUNT SPENT	PERCENT OF BUDGET	AMOUNT SPENT	PERCENT OF BUDGET
SWISD	\$5,276,315	9.1%	\$5,570,468	9.4	\$5,941,179	9.8%
East Central	4,915,050	10.4	5,316,483	10.7	5,404,625	10.2
San Benito	5,846,366	10.7	6,764,401	12.2	6,237,673	11.2
San Felipe-Del Rio	\$6,354,411	11.5	\$6,550,392	11.2	\$7,027,732	11.2

SOURCE: Texas Education Agency, PEIMS, and AEIS 2000-01 through 2002-03.

EXHIBIT A-87
2004 SAFETY AND SECURITY SURVEY: PART I

SURVEY QUESTIONS	PRINCIPALS	TEACHERS	STUDENTS	PARENTS
	SA-A	SA-A	SA-A	SA-A
Students feel safe and secure at school.	93%	Not Asked	63%	68%
School disturbances are infrequent.	93%	72%	54%	63%
Gangs are not a problem in this district.	52%	17%	38%	43%
Drugs are not a problem in this district.	42%	7%	24%	40%
Vandalism is not a problem in this district.	62%	19%	24%	45%
SURVEY QUESTIONS	D-SD	D-SD	D-SD	D-SD
Students feel safe and secure at school.	0%	Not Asked	14%	17%
School disturbances are infrequent.	3%	21%	20%	19%
Gangs are not a problem in this district.	24%	62%	38%	30%
Drugs are not a problem in this district.	28%	50%	49%	34%
Vandalism is not a problem in this district.	27%	59%	49%	27%

SOURCE: Performance Review, March 2004.

OPEN HOUSE AND FOCUS GROUP COMMENTS

As part of the review process, the review team held a community open house and focus groups to obtain input. During the community open house parents, teachers, and community members participated by writing personal comments about the 12 major review areas and, in some cases, talking in person to review team members. Teachers, principals, community leaders, and parents participated in a small focus groups where the 12 areas under review were discussed.

Comments below convey community perceptions of Southwest ISD and do not reflect the findings or opinion of the Legislative Budget Board or the review team. The following comments are organized by area of review.

DISTRICT LEADERSHIP, AND MANAGEMENT

- District is a little top heavy without enough clerical support type positions.
- School is managed and organized almost to perfection. As a parent who almost home schooled her children I couldn't ask for more.
- Overall I think the District is being managed well. There is always room for improvement.
- I am a member of the community for the past 42 years. I have seen how our district has grown in the last 20 years. The administration and board work well together. They have accomplished a great deal those last 15 years. Our staff is excellent. They are here for the children. Overall view of what I have seen-I have nothing but good things to say about Southwest and the staff.
- Great!
- School board needs to get into the schools and talk to the teachers without administrators. School board way too cozy with administration. They never question anything at public meetings. SBDM needs to be re-introduced. Administration is top heavy-teachers too thin. Unequal resources between schools.
- With the district growing as fast as it is, one of the keys to a successful district is to support the school board. The board needs to make sure that all the departments are receiving enough funding and support to keep up with changes of a fast growing district. I know they're building new schools in the district, but once they are built they need to support the schools and keep them up with the changes in technology.
- I love the way the school and its administration is managing the money, focusing on the students' education. I've never had any issue that hasn't been resolved immediately. The only other guide I

can draw from is my sister's experience at another school where there is a noticeable difference. I am glad to have my child going to this school, good job.

- One thing I would like to see is the district build another high school. Another thing I would like to see is the district provide after school care (free) for working parents who can't afford to pay extra. The program they have right now is expensive when you have several kids.
- Good.
- From experience I would like to see our district help more with health insurance. A lot of the employees I think would like for SWISD to pay more on their part.
- District officers are very visible in the community efforts, including board members, superintendent, and principals. Their visibility is very effective.
- More power for schools to manage or have more input in fiscal affairs.
- I feel that they work together to make things run well and provide a great opportunity for the children to learn at school.
- We have a perfect administrative board that we are happy with, which is always meeting the needs of the school.
- I am very happy with the special programs at the school, especially such programs as the program for children with ADD that give my child personal supervision in her physical and mental development.
- The personnel make it a safe, fun, and educational place. Thank God we have a place like this in our community.
- The school district organization is excellent and frequently communicates with parents. The school management is excellent.

EDUCATIONAL SERVICE DELIVERY

- The district does an outstanding job of preparing students for the required testing. From the test results just reported in the paper-that is third grade testing-it appears there is still much work to be done.
- School has good GT program, teachers are great with the kids and help them reach their goals and potential. What I wish for the elementary schools is a couple of years before in the GT program children were bused to a location and taught there. This is no longer done. Teachers have to teach their GT students in the classroom. They don't get

the one-on-one anymore. Children are very well prepared for the TAAS. The staff make sure to see what areas the children are weak in and focus on that. They also praise them when they are doing well. This means a lot to the student, to have their teacher praise them and show them that they care. Our school has a great staff. As a parent I feel the schools offer an excellent educational program. The schools are kept up to date when I compare the curriculum used at other districts. Our TAAS/TAKS scores for my child are exceptional.

- I like the way the school (SWHS) is offering more advanced courses and dual credit (college) courses. I would like to have more of these offered. The classes help the students earn college credits in high school without having the parents pay for the college class. This is a big help to the family budget.
- The school district has had a history of jumping on just about any educational fad that comes along without spending any real time studying the success or failure of these programs. With our new superintendent, that seems to be changing. Our district is starting to make improvements in our high school's academic environment by adding more AP and dual credit courses and by implementing the early college high school program.
- My child has been treated with great care and attention. I've educated my child before starting Kindergarten and what I like about the school is their acknowledgement of his accomplishments.
- Across the board there is so much attention placed on the TAAS and the TAKS. Kids miss out on the every day classroom involvement and study. Teach the basics and the kids will do well across the board.
- My child has done well in regard to receiving a quality education. My child is, however, bored and unchallenged in several classes. I am excited about the prospect of the "community" teaching aspect with hope that it will improve student interest and desire to learn by providing a good education other than simply receiving a diploma. I believe that this will focus students and provide a goal for their future after high school.
- The district does an excellent job of preparing students on the TAKS. I feel there are too many tests. My kids complain constantly. There aren't bilingual programs in all the schools.
- I think the school does a great job preparing children for tests. Teachers and staff seem to be very helpful in preparing our children.

- My child is in "Special Ed". Thanks to the diligence of the teacher, my child is receiving the individual attention that my child requires. My wife and I are very pleased with her progress this year. Keep up the good work.
- My child is a 1st grader. He has improved 100%. I know he will be ready for his evaluation test in the future year.
- My husband and I are extremely happy with our school. This is our first year with the school district. Our child needed to be challenged. We addressed the issue with her teacher and principal. They immediately accommodated our child. Considering my child is in kindergarten and it was too early in the year to test for the gifted and talented program, they presented was with the campus STARR Program. There my child receives 1st grade math and 1st grade reading. Her teacher also implements that with enrichment activities. I have observed school as taking a strong stance for education !! Our child loves the school she attends and definitely places a large factor in a child's performance. We have the utmost respect for the principal and staff due to their interaction with the students, parents and most of all, the importance they place in education.
- GT Program is non-existent. Students are tested into the program and kept on a list that means nothing. High schools offers Pre-AP, AP, DC programs to address this. Jr. highs do not. Have tried for two years to get my child tested for GT but to no avail. Promises made by director but not kept. Sp. Ed. students are pushed thru with on attempt to bring them up to a higher level. Teachers are expected to pass students. CMC is not implemented as well as it should be. The district was crazy to have chased off Edison. It was providing great programs that were helping all students (EOL, GT, Sp. Ed. Etc) Teachers for the most part are doing an excellent job. Students are being over tested which may affect result on TAKS.
- I feel the school used to be excellent when the Edison project was in place, however I feel that academically it has declined significantly, and while I know the Edison Project may never be in place again, I feel that the district should take something from that project and somehow implement some type of program to replicate it in some ways. If anything, at least take some methods from it, because my older child really got great benefits from it that he will carry with him for the rest of his life.

- Southwest High School is very strong in this department. I have dyslexic child and they have helped. He takes certain A.P. classes and does well.
- Great keeping elementary separate from Jr. High separate from H.S.
- All my kids are going to that school. I am very glad with their program, specially the GT. All my kids' teachers are great. Especially the principal.
- Excellent programs but not enough time due to testing year round.
- Fair.
- Student discipline policies good.
- The capacity is all right. In some classes I have 2-30 kids and in others, 10-15. The custodians are great. Made relationships with all of them since freshman year.
- I know that one of the ISS teachers is answering phones in the front office. When the ISS room has one teacher and two rooms. The staff has been here too long and is comfortable with their positions and isn't striving to reach new goals or a least trying to make a difference. The staff needs to show respect even though I am a kid. I take time to help or get answers and they just say come back another time. My mother offered her time but the principal never called back.
- My family and I were very happy with the Edison program that was offered at Kreiwald when my child started. He is now in another grade and has been disappointment with some of the programs that are no longer available.
- I think too much focus on the TAAS testing. My child is dyslexic and not enough is done to give him more services. More teachers are needed to help those students.
- I think our teachers need to do more workshops. Have the grade levels designate a teacher to go to a certain workshop, but that they maintain a certain number of hours to keep up with the growing ways of education.
- From my experience with my children, they have benefited greatly. From the time that they started elementary, they had a great foundation. They have benefited from not only hands on with different educational programs but also with their band and sports programs.
- My children have flourished here at Southwest. The only item/issue I would like the district to address is the idea that a 4-year university

education beyond high school is an achievable goal.

- The curriculum seems to work very well for my first grader. I have seen great improvement in her reading, writing, arithmetic, and all other academic skills. I feel this was due in large part to the basics my child received in kindergarten. My child had a fantastic teacher. Our child is enrolled in speech class and I have seen great improvements.
- It's a wonderful program. It has really improved my child's educational needs. Speech therapy along with the after school program.
- SWISD has/offers needed services but may need to evaluate distribution of services.
- More of the type classes that will assist parents with special needs.
- I like what my kid's school has to offer and how far my kids have come in their learning and development. I also appreciate speech therapy being offered before children start kindergarten. It has made a big difference for my child.
- Pertaining to the bilingual program, I am very happy, especially now that my children are in that program and can read and write in Spanish and English. Perfectly!
- As a parent, the special programs are excellent, the bilingual programs are excellent, and the recognition of talented students is excellent.
- I'm happy with my children's development, in their scholastic life as well as private life. Thanks to the district's bilingual program. This program is important for a community like ours where we live, to help in the city's development. I hope they improve it more. I would like to ask that you add more bilingual teachers and that they be very prepared to work with all the children

COMMUNITY INVOLVEMENT

- This is an area that needs much improvement. The school does all it can to communicate with the community. Parents need to do their part in working with the school.
- I appreciate the mentor partnership program that is afforded to our children year after year.
- More parent involvement is always needed at all levels of education. SWHS always encourages parent involvement and they keep the parents informed about school activities, testing, important events, etc. I know they will continue to show an interest and care in our children's education and their future.

- Parental involvement. I've seen it better then it is now. The partnerships they have here helped me before but communication here isn't well at all. All my four years here as well as my sister who is a graduate had the worse problem communicating with the counselors and the front office. It could be a lot better and I believe you have to be someone or know someone to be heard.
- I like the parental involvement activities we provide at the school for our families. Activities include the opportunity for parents to serve as mentors, as volunteers, working the Book Fairs, attending PTA meetings, meeting with teachers for report card conferences, Family Math Night, Skateland West, and Star Gazing Night with the S.A. Astronomical Society. We have an open door policy and encourage our families to come to our school.
- Parental Involvement-It is very poor in this district. The district does its best to hold the meeting to inform parents, but it is the parents who opt not to attend. Solution ?
- School comes up with plenty of opportunities for parents to be involved with their children.
- I wish that there were more involvement from the community as far as bridging the gap between school and community. I wish the community had more usage from the buildings in our neighborhoods. We (SW) community is in a remote area. Therefore, some areas do not have community centers. It is difficult for us in this area to use the facilities to help support our kids in extra curricular activities.
- Good!
- There needs to be a better system of communication between the district and the community. We attempted to attend a meeting for the new "community" teaching method recently only to find the doors to the school were locked and no signs to indicate where the meeting was to take place. We left only to find that a single door in an obscure location was the entrance. Also nothing was posted on the marquee.
- Communications between the teacher and ourselves (parents) has always been good. We feel well informed and up to date with any concerns for our child. We have a great deal of confidence in the recommendations of the staff. We couldn't ask for more.
- I would like to see more use of school facilities by the community. Provide some type of use for the local SW community to use the schools for recreation and after school activities. Open some of the facilities in the summer.
- The schools involvement with parents seems great. I feel I am well informed with what is going on at the school. I feel the children are well informed also.
- My husband and I are extremely pleased with our school. As parents, it was very difficult to leave our children in the care of complete strangers. In reality, that was what the school in general was to us. We are so pleased with the school.
- Excellent Business-School Partnerships. Needs continue.
- There doesn't seem to be a lot of community or parent involvement in this district for some reason.
- Community involvement is good. PR person is excellent in what she does.
- I feel we have a great community. I am involved in my child's education and Southwest High School is great.
- I live in Big Country subdivision. Our community is very involved concerning school functions.
- Good.
- The district is very much involved and visible in the community, both in the athletic and academic area.
- I am pleased with the level of the community's involvement with the school. The PTA meetings I have attended have often been standing room only. The school also supports the community with activities like Christmas caroling and providing a meeting place for girl scouts.
- The district makes many efforts at involving the community. School board needs to go into the schools and involve themselves with the frontlines.
- Invest in having personnel skilled in working to gain parental involvement in all areas.
- District has provided several town hall meetings I feel that were very informative. I would like to see more work type programs.
- Parental involvement is good. I like it when parents are included and asked for help. Schooling needs to be important to both families and school staff. It starts at home and parents taking an interest. This helps the school staffs. There has only been a few times myself and my husband was made to feel not welcome. But I think on the

overall they appreciate parental involvement and it really shows.

- Fortunately there is much participation overall, and I think about 80% of the people here are from Big Country.
- Very happy because large numbers of parents participate in the school affairs.
- I have observed excellent participation from the parents, and excellent collaboration between businesses and the schools,

HUMAN RESOURCES MANAGEMENT

- My experience is that people who cause problems are promoted to higher paying jobs without correcting the behavior that has caused problems. There is a certain fear that is pervasive.
- I appreciate as a principal our school district.
- District allows us the freedom to interview and recommend the personnel for our school staff and recommend for respective positions.
- Money for staff development is available. It is encouraged to utilize these funds as per the school's and staff particular needs.
- The staff so far has been selected very carefully. I've noticed good character and morals. People whom I can entrust my children with. I think there should be an increase in salary across the board, from custodians to teachers. Working in a school system is one of the most important jobs I believe there is. To bring/recruit the most qualified individuals in the areas listed above, there has to be wages to attract top notched people.
- Fine!
- For the most part I believe that the teachers and coaches are well qualified and do a very good job, however, I have encountered a few teachers who do not seem to be motivated to "be a good teacher" but rather to draw a salary. I believe that there should be evaluations of teachers and coaches that involve students and parents. There are times that children succeed in spite of teachers/coaches rather than because of them but there does not seem to be a way to replace them. I think that we need to have attractive salary and benefits to attract more teachers. Overall, we have been very happy with this aspect of the district.
- Site based decision making could be improved upon. Salary comparable and better than other districts. Nurses need to be at all schools all day.
- As each year starts you see no changes in personnel from superintendent, principals,

teachers, etc. The superintendents seem to keep their department running smooth from plan services to ground crews. The facilities always seem to be running smooth and the schools appearance always looks neat. The principal for the H.S. seems to be well liked by his peers as well as his co-workers. The students respect him and he appears to have a handle on the way the high school is run. Excellent job!

- The block scheduling that was used this year had a negative effect on the student population. I would like to see the teacher's salary increased. This would allow our district to bring in and keep more quality teachers.
- The new teachers pay start out good but as they get more years experience their step raises get smaller until the more experienced teachers can make a lot more at other school districts and they loose a lot of the more experienced teachers.
- We personally feel teachers and staff are well overdue for a monetary raise. Our teachers and staff are underpaid for the type of work they present. Teachers definitely deserve a raise. However, I feel the teacher's assistants, and cafeteria monitors, cafeteria ladies and custodians are set aside when it comes to their salaries. They are definitely underpaid. They are the pillars of the school and without their assistance the foundation would be very upsetting. Sincerely hope their salaries are considered.
- Increase teacher's salaries and benefits so we wouldn't lose any of them to other districts.
- My kids came and come to Southwest H.S. They loved the teachers, principals and staff.
- Hire more teachers so classes are smaller.
- Of course salaries will always be a problem, because I think our teachers are underpaid. We have teachers that go above and beyond their call of duty. We have teachers that take the extra time to help the children that need help. They want the kids to succeed. It is so important to help our teachers, too, so that we may keep them and not lose them to other higher paying districts or to other professions.
- I have had children at all 3 levels and my experience has always been positive. I believe my children have done well because of the foundation provided by the elementary school.
- More recruitment of qualified teachers from abroad. Utilization of staff in areas of expertise.

- I feel the district does a good job in hiring staff. Para professional development could use extra development workshops.
- They seem to care about the kids. My concern is young kids staying after 3:00 outside by themselves. Great teachers, principals, and crew.
- The school faculty is very good and has been very helpful towards my children.

FACILITIES CONSTRUCTION, USE, AND MANAGEMENT

- The facilities are well utilized by having continuing education programs, summer school, and programs available to the community. The recent additions to the high school put it on a par with other more wealthy 5-A schools in the area.
- The buildings and facility management are well managed. Schools look very nice.
- Our elementary to me seems to be very well taken care of. I don't have any concerns in this department. Maintenance seems to be a top priority.
- Management is very good. Always helpful when problems arise. The facilities are greatly improved.
- The community should be given more of an opportunity to use the facilities in this community. It is very difficult to use the facilities even though you meet the criteria that are in place by the school district.
- Our facilities are excellent. The student has what is needed.
- The alternative school needs it's own separate campus. The students are badly managed.
- Alternative campus must be relocated at an area away from the other campuses and department offices.
- The facilities are great and I really have no complaints. I do think that there should be a more equitable distribution of funds to maintain and repair all sports facilities instead of the football facilities that are taking precedence.
- I see the facilities used on a regular basis. Traffic horrible at pick-up time.
- Maintenance of the school on an overall basis was exceptional. However, I would like to see the gym painted like some of the other schools in SA.
- I would like to see more use of the schools for recreational purposes during the fall and summer months. Let the community use the gym facility for after school activities.

- Custodians do an excellent job. Need more holidays. Usually overworked and underpaid.
- Excellent.
- The planning and maintenance of the building is good.
- This is one of the most well kept schools I've seen. They are very well maintained and good size classes.
- Our facilities continue to grow making our student population very proud. I believe all the new facilities provide evidence of sound investment practices.
- I am very pleased with the facility and management. The school has always been meticulously cleaned and kept safe for the kids. The facility management staff is very friendly and helpful.
- I feel they maintain and keep everything looking and working very well. The staff works hard and diligent in assisting all calls and needs.
- Good.
- All areas are very clean and secure.
- The facility maintenance is excellent, always in excellent condition, and the utility usage is always responsible.

ASSET AND RISK MANAGEMENT

- Train the schools personnel so that we all do uniform inventories.
- I could only say that as far as investments are concerned I believe and entrust those who are in charge in this department.
- District needs to asset the long-term vision of another high school. As the SW district continues to grow, it will need to build more schools.
- Health Insurance-need better and affordable insurance plans. Worker's Compensation-good. Bond Insurance-good.
- District does a good job at securing financing and keeping taxes down. Spends money on programs that if more input were sought, might be able to save.
- I think the health insurance the district provides is too high considering what a para-professional makes.
- Need better health insurance.
- Health insurance needs to be more affordable to attract and keep teacher, school staff.

- Would like to see more input from employees on health choices. More assistance with workers compensation and evaluate people collecting payment on injuries.
- Good.
- Managing risk always relies on the children and workers at the school and it is very good.

FINANCIAL MANAGEMENT

- I feel this is one of the district's real strong points. We have kept pace with the other districts in the area in terms of salaries. The building program has been outstanding.
- Our district has always been financially sound. As an employee, I appreciate that my end-of-the-month check is never late. Also, the district is very generous in supporting the programs, projects, and activities held on our campus by working with us closely and helping make these programs, etc. possible to better meet the needs of our students and school community.
- I entrust our school with their financial management. The staff has been nothing but positive to me and my family. They have earned my trust and my cooperation to do what I can to help as a parent.
- More money should be spent on academic programs instead of fine arts and music.
- Must be equal to all. Robin Hood plan unfair.
- Needs no improvement.
- Good!
- As a parent I believe the district has done a good job of using the funds available to improve the schools in the district. Our facilities are one of the best in S.A.
- My only problem is school taxes. My taxes went up quite a bit. But I guess for the schools new programs, OK.
- Good.
- Okay. Could be improved. District spent a lot of money on things teachers don't need; ineffective in-services. Sometimes more teachers are needed (Smaller class sizes. Not more resources on the shelf.)
- Budgeting monies needs to reach schools with underrepresented economically strapped students regardless.
- The PTA continuously informs us of all the financial transactions.

PURCHASING AND WAREHOUSING

- Long process. Teacher should be able to be reimbursed for purchases.
- The district does little or nothing to inform parents or provide them the opportunity to review textbooks the district is about to purchase. The school board shows no concern or interest in hearing comments from the parents regarding the purchase of textbooks or any other issue.
- Maybe some training and an update each year. Especially for new employees so that all schools are on the same page.
- I believe the school has made positive decisions in purchasing textbooks and other items for our school.
- I feel the district makes great efforts in keeping costs to a minimum with coop locations and vendors.
- Warehouse needs to not cut corners on supplies. Quality of supplies needs to be considered.
- Textbook companies should be held accountable for promises made. The high school needs one clerk or aide that is only responsible for textbooks. It is a full time job that cannot be done completely by an administrator who also has several other duties that are also full time. Textbooks cause a loss of so many thousands of dollars each year. The one clerk in charge of this could prevent this great loss.
- My children seem to have all the supplies they need.
- As a father in sales, we've always had enough funds for books and materials that help the student complete homework satisfactorily.
- I don't know about the other areas, but regarding the acquisition of books, it has been great. The school is always motivating the children to read new and interesting things.
- Sufficient books for study. On the point of meetings, it has been well for us to be informed on the advancement of our children, or in some cases, the problems. We are always alerted to what our children's interests are.

FOOD SERVICES

- The remodeling of the cafeteria is excellent. Food choices have improved greatly to the point where no one should go without a good lunch.
- The staff is nice. The "B" lunch was waiting and we have only 35 minutes to eat.

- The cafeteria prepares adequate, quality meals for the students. I would like to see more variety of healthy foods, possible expand the cafeteria and do away with soda and candy machines. Replace them with juice machines and health foods.
 - Good healthy food. Cafeteria people really work hard and people don't give them enough credit. Keep up the good work!
 - The district seems to make changes in the school menus without any concern about the opinions of parents or teachers. Sometimes these changes seem to be made strictly on financial considerations with no regard to nutritional effects.
 - Our school delivers nutritious meals and uses great care in cleanliness, which in my opinion are very important.
 - We should all be concerned in what our children eat. Too much food is wasted and thrown out.
 - Food is good, but there is a lot of waste that could be looked at to improve. Service is good. Could at times be a little more efficient.
 - Great!
 - Food service seems to do a great job offering choices for the children.
 - The cafeteria service is excellent. My child enjoys most of the menu. All the staff shows a dedication to their jobs.
 - Food service has improved tremendously at the high school. However, portions should be larger for the high school students.
 - Our school's cafeteria staff is very courteous and pleasant, easy-going personnel. I am happy that all of our children are afforded a free breakfast as many of them are hungry. The children appear to enjoy the food and have even provided compliments about the delicious food choices. Salads are provided for our staff. Salad bar is also an option.
 - School is pretty good with their food selection.
 - Slightly disappointing, fat content high.
 - I think in the junior high level the portions need to be much bigger but when you are giving a child one slice of pizza that will not fill up a teenager.
 - Implementing free breakfast for all children was a wonderful idea. Not all children have the opportunity to eat at home and this provides a good "boost".
- I have eaten lunch at the cafeteria a few times. Each time I was happily surprised at how tasty the food is that they provided for the kids. I wish it had been that way when I was in school. The cafeteria has always been clean and well cared for and the children closely watched and even encouraged to eat.
 - Long lunch lines at the secondary levels.
 - I, as a parent, think the food is good and nutritious, but my two kids think it needs more flavor and variety.
 - The food is good at all times in the schools.
 - The service needs revamping – restructuring to meet the needs of all students in district – too difficult for families to obtain services – paperwork obstacles shouldn't come before a child can get a hot meal.
 - They provide excellent services to student and staff. The cafeteria workers work very hard to feed all students and staff.
 - I think cafeteria facilities and equipment are good, at least what I have seen. We go to lunch to see our kids as frequently as we can. Some of the food I'm not sure is for younger kids. Example: Enchiladas. Every time I went on enchilada day, I observe that the majority of the kids throw the whole meal in the trash. This concerns me because kids learn better when they are not hungry. When I have gone on days the kids like the meal: spaghetti, lasagna, chicken nuggets and tacos. The overall behavior of the kids as well as what they seem to learn seems to be better. I think also giving them an extra 10 minutes to eat would be good. What I have observed is right about the time the kids have settled down and started eating it is time to take up the lunches. I think an extra 10 minutes would make a huge difference. Lunch monitors are great.
 - School is pretty good with their food selection.
 - I think in the junior high level the portions need to be much bigger.
 - The food services are of excellent quality and nutrition. The health workers have been excellent.
 - Balanced meals. My child says they are sometimes good and tasty. The monitoring service is good and friendly. The area is always clean and safe.
 - Very good, and the people in charge of the cafeteria keep it very clean, and the food quality and nutrition is outstanding.

TRANSPORTATION

- There needs to be some small buses to take small groups of students to activities rather than using one big bus to take five or six students. In terms of student control, it is good to have the students separated by elementary, junior high, and high school.
- The bus routing and scheduling are well organized. Schools are notified in advance of any changes in routes and drivers. The bus staff is nice to work with.
- After school transportation is great because the teachers are of great help to the students that belong to each individual bus.
- Overall they do a great job.
- O.K.
- Buses not always on time. Kids throwing things out the window, walking on the bus and fighting.
- Bus transportation personnel respond very quickly to school needs.
- Our district has courteous and careful bus drivers. Field trips are encouraged.
- Transportation services are excellent: punctual and patient.
- Good, the buses are always on time and the treatment they give the children is excellent.
- The districts bus service is efficient and punctual.

COMPUTERS AND TECHNOLOGY

- In the past, programs have been a little lacking, not enough computers and not enough well prepared staff.
- Need more staff to keep computer systems up in computer classes that students need for graduation. Need more classes for technology. Need updated website, it reflects badly on the district.
- The schools have a good number of computers but they need more people to maintain all of the hardware and software. They need a computer programming class at the high school.
- District needs to hire more qualified personnel to keep the computers up and running. Schools have to wait long periods before repairs are made.
- I believe the school district has been up to date with their computers and technology.
- Not too informed on this. My child says they are ok. Programs are up to date.

- What are we waiting for? Increase emphasis on technology and computer usage.
- More technicians. It takes too long for repairs. More training in the areas of computers technology across the board.
- We need more technicians to help with the workload. They do a really great job when they finally get to come and work on our computers.
- Although the computers appear to be modern, the teachers in some classes do not know how to utilize the computers and software so they can't assist the students. The teachers need to be more proficient so that the students can be better.
- Money is provided for our children and staff to upgrade computers, programs, etc.
- Better computers are in need and teachers do not help. If it's the new technology, I need to know how to use it. (the basics)
- Good start, still limited.
- We need computer courses.
- In elementary school they started on the right foot with knowing how to apply different skills on the computer. But will we ever have enough technology equipment. There is a shortage in that department.
- These types of programs are exactly what the children need for the future.
- My children are doing well in this area; they have learned so much.
- Great progress – keep improving and updating.
- This department needs to have a lot more staff added. There should be more training for them and for district staff and their needs.
- Southwest always seems to be keeping up with the changes in technology but seems to be a lack of support from the board or somewhere that prevents the amount of money that needs to be spent. The technology department doesn't have the support to keep every school updated with all the correct equipment and programs. It is understaffed and probably not managed correctly. This area is a must in order to keep our students updated and prepared for their futures.
- I like the fact they have computers at the school. I wish they had more for educational purposes. I love the library reading and testing program they have at the school for the younger children. My child has advanced a lot and looks forward to testing.

- With respect to technology and computers, each time they add more technology the children learn more and more rapidly, which gives them a foundation in computer systems.
- Good, and they are constantly changing computers, and the teaching is very good.
- The program is educational, and upgrading to new technology.

SAFETY AND SECURITY

- Discipline policies are hard on the kids. Punishment is too hard. Security cameras are unnecessary.
- As an outsider, it appears that there are few real problems with safety. One area worth addressing is the student/bus traffic from school on Pearsall Road to Loop 410. Students speed and pass buses on the right side of the bus. The high school building is really a little too accessible.
- This is one of their best assets. The school is very responsible about students and rules. They are the best school district with this situation. They deserve an award. Keep up the great job.
- Overall I think our school community is safe. Need a safety representative at a high level.
- Need a safety person.
- Not near severe enough punishment to fit the crime.
- Safety is a concern to every parent. The district has handled this aspect very well. I feel my child is in a safe school atmosphere.
- The overall school security seems to be working. District needs a safety position for students and employees.
- Good!
- I see all the staff out, seeing that the kids are behaved and safe.
- Alternative school is a problem. Students 18 or older can sign out by 10 AM. All alternative students are dismissed by 2PM.
- Better security cameras needed at the high school.
- Student discipline now seems to be needed more and more in the classrooms. Security needs to be increased during after school activities especially in the parking lots.
- Had no problems yet. But it's always a good thing to have security personnel in all schools for the safety of our children.

- Well enforced.
- Safety and security is good.
- I think we need more security on all our campuses. We need more manpower to drive around or walk around the parking lots. We need to stop the break-ins to employee cars and vandalism to student's cars who drive to school. We simply need to feel protected in order to enjoy coming back to work or school.
- My confidence level for my children's safety is high.
- I feel that the school is extremely safe when it comes to keeping the kids safe. The only exception would be that at three o'clock. Any children whose parents haven't picked them up yet are left in front of the school without adult supervision. Could be a disaster in the making. I don't understand the logic behind it.
- More security needed at elementary campuses. Had incidents that parents have gotten out of hand – violent.
- The safety and security is on a professional level. They have very good conduct.
- Truly important for parents to feel their child is safe at school. The older schools need extra support with the issue.
- I feel they need to make extra effort in being much stricter on students in alternative school instead of it being party time there.
- Discipline seems fair and right. Security is good for the most part. However, sometimes it seems security is so much so that they don't want you at the school at all, and then at other times you sign in at the office and no one even checks who is signing in and where they are going. Also the policy they have gone to that no children can be in the office after school is not right. Children should not be yelled at or be afraid to go back into the office to call their parents or use the restroom or throw something away. Now they are to go out of the school when the bell rings. They are to sit outside until they are the last children left and then they are allowed to go back into the school. I try not to be late to pick up my children when they first get out. There is a teacher out there until 3:00 PM and then the kids sit out there alone. There are some children that sit out there a long time. There are times I have gotten there late due to business and traffic and no one knows who is taking the children. I just don't understand if they are so concerned who is with the kids and taking the kids before 3:00. A school office should be for the kids

and they should be allowed to be there and feel comfortable being there.

- Well enforced.
- Safety and security is good.
- I respect every aspect of security. We are safe and protected, with excellent surveillance.

FOCUS GROUP COMMENTS

COMMUNITY LEADERS COMMENTS:

- How much did the TSPR visit cost the taxpayers?
- The timing of the visit placed a burden on teachers and administrators who were heavily involved in preparation for statewide tests.
- The district's use of technology has improved considerably in recent years.
- Generally pleased with the performance of the district.
- The high school was making a number of changes to address the needs of students.
- The high school student body will be separated into groups next year to provide smaller learning communities based on occupational themes.
- Lack of parental involvement, particularly at the high school level.
- The district often fails to get information to parents regarding school functions, board meetings, and changes in programs.
- Most people are pleased with the superintendent and high school principal.
- The high school is trying to develop a more challenging curriculum for all students.
- Some community members do not understand the reason for the sixth grade campus and would rather the students be in a traditional junior high school serving grades six through eight.
- Even though improvements have been made in the area of instructional technology, the district should still be doing more, such as on-line advanced placement courses.
- The mainstreaming of disabled children is a positive development, but it may be placing too much of a burden on teachers and detracting from the learning of other students.
- When administrators present to the Board of Trustees, they only present what they know the board wants to hear.

- The administration presents facts and recommendations to the board based on what they feel the district needed, not on the expectations of the board.
- Concerned about the type of land development that has taken place in the Southwest ISD area.
- Leaders in the city and county government are not responsive to concerns of local community members regarding the type of development in this area.
- The community was opposed to the landfill and the TDC facility, but they were still located in the area.

COMMUNITY SUPPORT GROUP COMMENTS:

- The Air Force has been mentoring children since 1989 and has an excellent relationship with the school district.
- The marines stationed in San Antonio are now beginning to be included in the mentoring program. Great mutual support.
- YMCA supported by SBC, Inc. – YMCA provides four seasons of sports each year. The school district does a great job of getting information about the programs to the students and parents. The district provides facilities in the schools for the programs. Some children cannot be involved because they do not have transportation after school.
- Parent Child Incorporated (PCI), Head Start Program – The district and PCI has a 25-year relationship. The district leases space in some schools to PCI. This provides an easy transition for the children to kindergarten.
- Department of Family Medicine UTSA, Access to Health Programs provides support for the health screening programs at the district. UTSA offers a "Teen Health Camp" where physicians can talk with students about health care and health careers.
- Boy Scouting – The scouting is an emphasis in grades 1 through five. The district goes above and beyond in helping scouting groups. Their relationship is one they would like to have in all districts.
- San Antonio Parks and Recreation – (This is limited to schools within San Antonio city limits.) – Principals work closely with the Parks and Recreation Department to make sure the joint goals are met. The officials at SWISD work weekly with the SA Parks and Recreation Department

make sure the facilities are always ready when needed. The program is very successful at SWISD.

- When you call you can get to the correct person quickly. Even at risk kids can make it.
- Alamo Community College – Has a partnership with SWISD to offer a dual credit program.
- Trellis and Rose are parenting programs open to everyone in the district.

AUXILIARY PERSONNEL COMMENTS:

- There is a high level of communication in the district. The district supports employees to get them what they need to work.
- An employee of the Distribution Center talked about the Center’s efforts to supply the schools with materials.
- Elm Creek hosts evening programs at their school and McAlliffe hosts the employee recognition banquet.
- The district has a family atmosphere and people listen to you.
- The district has good people and there is new equipment.
- The district does very well.

**PTA PRESIDENTS COMMENTS:
COMMUNITY INVOLVEMENT**

- Because many people live in the area and work for the schools, the ties are strong.
- PTA Founders Day sponsored a potluck supper that attracted 1000 or so attendees.
- Many of the teachers have their kids at SWISD schools even though they live in other school districts.
- Parent involvement in some schools is not strong.
- At the high school, parent involvement is very poor.
- Parental involvement decreases significantly after the kids leave the elementary campus.
- One middle school didn’t have a PTA one year due to lack of interest.
- At one elementary, the PTA consists entirely of teachers.
- The only time parents attend a meeting is when their kids are in a program presented by their kids.
- Parents never volunteer for officer positions.

- At the high school, of the approximately 100 PTA members, almost all are faculty.
- Information to the community is disseminated in a monthly calendar; sent as notices with report cards, or posted notices at the Post Office.
- Sometimes a lack of support from parents is due to having two wage earners in the family.
- Parents are also in other groups: church, band boosters, etc.

FACILITIES

- As far as facilities go, one elementary is dump and needs to be replaced.
- The district is good about making buildings available. For example, the 21st Century Program, tutoring programs, YMCA programs, and other community programs.

SAFETY AND SECURITY

- We are behind the times in safety and security.
- We do not make extensive use of outside surveillance cameras.
- The parking lots are a major problem. Faculty cars are vandalized regularly. At one school, a bus full of kids actually watched a teacher’s car being vandalized as they sat in the bus.
- The greater fear is that some kid may be injured (or worse) because they could identify the vandal.

FOOD SERVICE

- In the food service area I feel that the serving portion size for teachers needs to be adjusted at the elementary.
- The menus are the same thing over and over and the selections need to be adjusted; one day its cornbread, tortillas and corn!
- The schedules at some schools are not good. Some kids eat as early as 10:30, while others eat as late as 1:00.

TRANSPORTATION

- I really like the new buses, especially those that are camera equipped.
- At one school kids are typically dropped off 15 minutes before any staff arrives.
- It seems like we do too much bussing.

EDUCATIONAL SERVICE DELIVERY

- All kids are in the same program at each grade level throughout the district and this is good.

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- | | |
|--|---|
| <ul style="list-style-type: none">▪ Seems like there is way too much emphasis on testing and how to take tests. We are teaching kids how to take tests above and beyond all else.▪ All enrichment programs are not available at all campuses. For example, one campus may offer language while another may offer something else.▪ The career track program is very good and popular with the faculty. The district does need to make a concerted effort to improve the quantity and quality of faculty.▪ Are we getting all of the available state and federal grant dollars available to the district? | <ul style="list-style-type: none">▪ Does the district have a full time grant writer?▪ Are all support departments properly manned? We had 5 guys in Tech support come out to solve a problem for one computer.▪ Because of some kind of computer problem, the district will not let kids use e-mail. This is important because many kids do not have computers at home.▪ What is an Enrichment Center? Do we really have one? Kids go over there and are never heard from again. |
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PARENT SURVEY RESULTS

SOUTHWEST INDEPENDENT SCHOOL DISTRICT MANAGEMENT AND PERFORMANCE REVIEW

(total number = 60)

Demographic Data

Totals may not add to 100 percent due to rounding.

1.	GENDER (OPTIONAL)	NO RESPONSE	MALE	FEMALE
		0	28.33%	66.67%

2.	ETHNICITY (OPTIONAL)	NO RESPONSE	ANGLO	AFRICAN AMERICAN	HISPANIC	ASIAN	OTHER
		0	16.67%	5.00%	75.00%	0.00%	0.00%

3.	STATEMENT	NO RESPONSE	0-5 YEARS	6-10 YEARS	11 OR MORE YEARS
	How long have you lived in Southwest ISD?	0	40.00%	21.67%	38.33%

4.	WHAT GRADE LEVEL(S) DOES YOUR CHILD(REN) ATTEND?				
	PRE-KINDERGARTEN	KINDERGARTEN	FIRST	SECOND	THIRD
	2	10	5	8	5
	FOURTH	FIFTH	SIXTH	SEVENTH	EIGHTH
	10	9	11	11	11
	NINTH	TENTH	ELEVENTH	TWELFTH	
	12	4	10	5	

A. DISTRICT ORGANIZATION AND MANAGEMENT

	SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
1.	The school board allows sufficient time for public input at meetings.	5.00%	60.00%	31.67%	3.33%	0.00%
2.	School board members listen to the opinions and desires of others.	3.33%	51.67%	30.00%	15.00%	0.00%
3.	The superintendent is a respected and effective instructional leader.	11.67%	45.00%	35.00%	3.33%	0.00%
4.	The superintendent is a respected and effective business manager.	8.33%	43.33%	40.00%	8.33%	0.00%

B. EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASUREMENT

	SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
5.	The district provides a high quality of services.	13.33%	61.67%	10.00%	11.67%	3.33%
6.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	11.67%	60.00%	18.33%	3.33%	6.67%
7.	The needs of the college-bound student are being met.	11.67%	40.00%	36.67%	6.67%	5.00%
8.	The needs of the work-bound student are being met.	5.00%	48.33%	36.67%	8.33%	1.67%
9.	The district has effective educational programs for the following:					
	a) Reading	20.00%	70.00%	5.00%	3.33%	1.67%
	b) Writing	20.00%	63.33%	8.33%	5.00%	3.33%
	c) Mathematics	25.00%	58.33%	10.00%	5.00%	1.67%
	d) Science	23.33%	58.33%	11.67%	5.00%	1.67%
	e) English or Language Arts	20.00%	61.67%	13.33%	3.33%	1.67%
	f) Computer Instruction	15.00%	58.33%	15.00%	8.33%	3.33%
	g) Social Studies (history or geography)	16.67%	60.00%	15.00%	3.33%	5.00%

B. EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASUREMENT (CONTINUED)

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
h) Fine Arts	21.67%	50.00%	25.00%	1.67%	1.67%
i) Physical Education	20.00%	55.00%	16.67%	5.00%	3.33%
j) Business Education	10.00%	41.67%	38.33%	6.67%	3.33%
k) Vocational (Career and Technology) Education	11.67%	40.00%	40.00%	5.00%	3.33%
l) Foreign Language	10.00%	41.67%	36.67%	6.67%	5.00%
10. The district has effective special programs for the following:					
a) Library Service	16.67%	51.67%	23.33%	6.67%	1.67%
b) Honors/Gifted and Talented Education	15.00%	51.67%	21.67%	6.67%	5.00%
c) Special Education	18.33%	41.67%	33.33%	1.67%	5.00%
d) Head Start and Even Start Programs	13.33%	28.33%	51.67%	3.33%	3.33%
e) Dyslexia Program	10.00%	25.00%	51.67%	11.67%	1.67%
f) Student Mentoring Program	11.67%	50.00%	33.33%	1.67%	3.33%
g) Advanced Placement Program	15.00%	41.67%	38.33%	3.33%	1.67%
h) Literacy Program	11.67%	41.67%	36.67%	5.00%	5.00%
i) Programs for students at risk of dropping out of school	11.67%	23.33%	45.00%	11.67%	8.33%
j) Summer School Programs	16.67%	40.00%	31.67%	8.33%	8.33%
k) Alternative Education Programs	10.00%	48.33%	35.00%	0.00%	6.67%
l) "English as a Second Language" program	16.67%	40.00%	41.67%	1.67%	0.00%
m) Career Counseling Program	13.33%	35.00%	40.00%	3.33%	8.33%
n) College Counseling Program	13.33%	31.67%	38.33%	8.33%	8.33%
o) Counseling the parents of students	16.67%	25.00%	38.33%	10.00%	10.00%
p) Drop out Prevention Program	6.67%	26.67%	51.67%	8.33%	6.67%
11. Parents are immediately notified if a child is absent from school.	20.00%	35.00%	18.33%	16.67%	10.00%
12. Teacher turnover is low.	6.67%	30.00%	48.33%	8.33%	6.67%
13. Highly qualified teachers fill job openings.	10.00%	30.00%	46.67%	6.67%	6.67%
14. A substitute teacher rarely teaches my child.	13.33%	38.33%	31.67%	13.33%	3.33%
15. Teachers are knowledgeable in the subject areas they teach.	16.67%	48.33%	21.67%	11.67%	1.67%
16. All schools have equal access to educational materials, such as computers, television monitors, science labs, and art classes.	16.67%	48.33%	15.00%	6.67%	13.33%
17. Students have access, when needed, to a school nurse.	36.67%	43.33%	0.00%	13.33%	6.67%
18. Classrooms are seldom left unattended.	11.67%	56.67%	20.00%	10.00%	1.67%
19. The district provides a high quality education.	15.00%	60.00%	13.33%	6.67%	5.00%
20. The district has a high quality of teachers.	10.00%	60.00%	18.33%	8.33%	3.33%

C. COMMUNITY INVOLVEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
21. The district regularly communicates with parents.	15.00%	55.00%	11.67%	15.00%	3.33%
22. District facilities are open for community use.	5.00%	43.33%	33.33%	13.33%	5.00%
23. Schools have plenty of volunteers to help student and school programs.	8.33%	40.00%	18.33%	20.00%	13.33%

D. FACILITIES USE AND MANAGEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
24. Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	3.33%	45.00%	30.00%	13.33%	8.33%
25. Schools are clean.	25.00%	70.00%	1.67%	1.67%	1.67%
26. Buildings are properly maintained in a timely manner.	23.33%	65.00%	6.67%	5.00%	0.00%
27. Repairs are made in a timely manner.	13.33%	55.00%	21.67%	8.33%	1.67%
28. The district uses very few portable buildings.	10.00%	65.00%	21.67%	1.67%	1.67%
29. Emergency maintenance is handled expeditiously.	16.67%	50.00%	26.67%	5.00%	1.67%

E. ASSET AND RISK MANAGEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
30. My property tax bill is reasonable for the educational services delivered.	11.67%	38.33%	35.00%	8.33%	6.67%
31. Board members and administrators do a good job explaining the use of tax dollars.	3.33%	31.67%	43.33%	16.67%	5.00%

F. FINANCIAL MANAGEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
32. Site-based budgeting is used effectively to extend the involvement of principals and teachers.	3.33%	26.67%	53.33%	6.67%	10.00%
33. Campus administrators are well trained in fiscal management techniques.	3.33%	31.67%	50.00%	10.00%	5.00%
34. The district's financial reports are easy to understand and read.	3.33%	31.67%	45.00%	11.67%	8.33%
35. Financial reports are made available to community members when asked.	3.33%	20.00%	65.00%	8.33%	3.33%

G. PURCHASING AND WAREHOUSING

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
36. Students are issued textbooks in a timely manner.	13.33%	56.67%	20.00%	3.33%	6.67%
37. Textbooks are in good shape.	15.00%	58.33%	15.00%	8.33%	3.33%
38. The school library meets student needs for books and other resources.	13.33%	60.00%	16.67%	6.67%	3.33%

H. FOOD SERVICES

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
39. My child regularly purchases his/her meal from the cafeteria.	21.67%	51.67%	8.33%	11.67%	6.67%
40. The school breakfast program is available to all children.	45.00%	46.67%	6.67%	0.00%	1.67%
41. The cafeteria food looks and tastes good.	11.67%	46.67%	21.67%	11.67%	8.33%
42. Food is served warm.	16.67%	53.33%	16.67%	6.67%	6.67%
43. Students have enough time to eat.	15.00%	41.67%	5.00%	23.33%	15.00%
44. Students eat lunch at the appropriate time of day.	16.67%	61.67%	10.00%	3.33%	8.33%
45. Students wait in food lines no longer than 10 minutes.	10.00%	38.33%	21.67%	18.33%	11.67%
46. Discipline and order are maintained in the school cafeteria.	21.67%	53.33%	11.67%	8.33%	5.00%
47. Cafeteria staff is helpful and friendly.	20.00%	45.00%	20.00%	10.00%	5.00%
48. Cafeteria facilities are sanitary and neat.	23.33%	63.33%	10.00%	1.67%	1.67%

I. TRANSPORTATION

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
49. My child regularly rides the bus.	36.67%	26.67%	10.00%	10.00%	16.67%
50. The bus driver maintains discipline on the bus.	16.67%	31.67%	33.33%	8.33%	10.00%
51.	8.33%	50.00%	30.00%	6.67%	5.00%
52. The drop-off zone at the school is safe.	15.00%	55.00%	26.67%	3.33%	0.00%
53. The bus stop near my house is safe.	20.00%	50.00%	23.33%	1.67%	5.00%
54. The bus stop is within walking distance from our home.	21.67%	48.33%	26.67%	3.33%	0.00%
55. Buses arrive and depart on time.	21.67%	43.33%	25.00%	8.33%	1.67%
56. Buses arrive early enough for students to eat breakfast at school.	15.00%	38.33%	30.00%	11.67%	5.00%
57. Buses seldom break down.	11.67%	35.00%	45.00%	8.33%	0.00%
58. Buses are clean.	6.67%	51.67%	40.00%	1.67%	0.00%
59. Bus drivers allow students to sit down before taking off.	20.00%	48.33%	25.00%	5.00%	1.67%
60. The district has a simple method to request buses for special events.	8.33%	38.33%	50.00%	0.00%	3.33%

J. SAFETY AND SECURITY

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
61. Students feel safe and secure at school.	15.00%	63.33%	5.00%	10.00%	6.67%
62. School disturbances are infrequent.	11.67%	51.67%	16.67%	11.67%	8.33%
63. Gangs are not a problem in this district.	10.00%	33.33%	26.67%	23.33%	6.67%
64. Drugs are not a problem in this district.	10.00%	30.00%	25.00%	23.33%	11.67%
65. Vandalism is not a problem in this district.	10.00%	35.00%	28.33%	13.33%	13.33%
66. Security personnel have a good working relationship with principals and teachers.	11.67%	50.00%	33.33%	3.33%	1.67%
67. Security personnel are respected and liked by the students they serve.	10.00%	48.33%	35.00%	5.00%	1.67%
68. A good working arrangement exists between local law enforcement and the district.	10.00%	53.33%	31.67%	3.33%	1.67%
69. Students receive fair and equitable discipline for misconduct.	10.00%	51.67%	13.33%	15.00%	10.00%
70. Safety hazards do not exist on school grounds.	8.33%	41.67%	33.33%	10.00%	6.67%

K. COMPUTERS AND TECHNOLOGY

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
71. Teachers know how to teach computer science and other technology-related courses.	10.00%	60.00%	21.67%	8.33%	0.00%
72. Computers are new enough to be useful to teach students.	15.00%	50.00%	23.33%	8.33%	3.33%
73. The district meets student needs in computer fundamentals.	10.00%	50.00%	28.33%	10.00%	1.67%
74. The district meets student needs in advanced computer skills.	10.00%	43.33%	30.00%	11.67%	5.00%
75. Students have easy access to the Internet.	10.00%	45.00%	33.33%	5.00%	6.67%

SUPPORT STAFF SURVEY RESULTS

SOUTHWEST INDEPENDENT SCHOOL DISTRICT MANAGEMENT AND PERFORMANCE REVIEW

(total number = 9)

Demographic Data

Totals may not add to 100 percent due to rounding.

1.	GENDER (OPTIONAL)	MALE	FEMALE
		55.56%	44.44%

2.	ETHNICITY (OPTIONAL)	ANGLO	AFRICAN AMERICAN	HISPANIC	ASIAN	OTHER
		55.56%	0.00%	44.44%	0.00%	0.00%

3.	HOW LONG HAVE YOU BEEN EMPLOYED BY SOUTHWEST ISD?	1-5 YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	20+ YEARS
		33.33%	22.22%	11.11%	11.11%	0.00%

4.	ARE YOU A(N):	ADMINISTRATOR	CLERICAL STAFF	SUPPORT STAFF
		11.11%	66.67%	22.22%

5.	HOW LONG HAVE YOU BEEN EMPLOYED IN THIS CAPACITY?	1-5 YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	20+ YEARS
		44.44%	22.22%	11.11%	11.11%	11.11%

A. DISTRICT ORGANIZATION AND MANAGEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
1. The school board allows sufficient time for public input at meetings.	22.22%	33.33%	11.11%	11.11%	33.33%
2. School board members listen to the opinions and desires of others.	11.11%	33.33%	22.22%	11.11%	22.22%
3. The superintendent is a respected and effective instructional leader.	22.22%	22.22%	22.22%	22.22%	11.11%
4. The superintendent is a respected and effective business manager.	22.22%	33.33%	33.33%	11.11%	0.00%
5. Central administration supports the educational process.	11.11%	44.44%	22.22%	22.22%	00.0%
6. The morale of central administration staff is good.	11.11%	33.33%	33.33%	11.11%	11.11%

B. EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASUREMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
7. Education is the main priority in our school district.	33.33%	55.56%	11.11%	0.00%	0.00%
8. Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	11.11%	22.22%	44.44%	11.11%	11.11%
9. The needs of the college-bound student are being met.	0.00%	44.44%	22.22%	22.22%	11.11%
10. The needs of the work-bound student are being met.	0.00%	55.56%	22.22%	22.22%	0.00%
11. The district has effective educational programs for the following:					
a) Reading	0.00%	66.67%	22.22%	11.11%	0.00%
b) Writing	0.00%	66.67%	22.22%	11.11%	0.00%
c) Mathematics	0.00%	66.67%	11.11%	22.22%	0.00%
d) Science	0.00%	66.67%	22.22%	11.11%	0.00%
e) English or Language Arts	0.00%	66.67%	11.11%	22.22%	0.00%
f) Computer Instruction	0.00%	66.67%	22.22%	11.11%	0.00%
g) Social Studies (history or geography)	0.00%	66.67%	22.22%	11.11%	0.00%
h) Fine Arts	0.00%	77.78%	22.22%	0.00%	0.00%

**B. EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE
MEASUREMENT (CONTINUED)**

SURVEY QUESTIONS		STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
i)	Physical Education	0.00%	77.78%	0.00%	22.22%	0.00%
j)	Business Education	0.00%	66.67%	22.22%	11.11%	0.00%
k)	Vocational (Career and Technology) Education	0.00%	77.78%	11.11%	11.11%	0.00%
l)	Foreign Language	0.00%	55.56%	33.33%	11.11%	0.00%
12.	The district has effective special programs for the following:					
a)	Library Service	0.00%	55.56%	33.33%	0.00%	11.11%
b)	Honors/Gifted and Talented Education	0.00%	66.67%	33.33%	0.00%	0.00%
c)	Special Education	11.11%	66.67%	11.11%	0.00%	11.11%
d)	Head Start and Even Start Programs	0.00%	44.44%	33.33%	22.22%	0.00%
e)	Dyslexia Program	0.00%	22.22%	44.44%	22.22%	11.11%
f)	Student Mentoring Program	0.00%	55.56%	33.33%	11.11%	0.00%
g)	Advanced Placement Program	0.00%	22.22%	55.56%	22.22%	0.00%
h)	Literacy Program	0.00%	44.44%	33.33%	22.22%	0.00%
i)	Programs for students at risk of dropping out of school	0.00%	55.56%	11.11%	33.33%	0.00%
j)	Summer School Programs	0.00%	55.56%	22.22%	11.11%	11.11%
k)	Alternative Education Programs	0.00%	55.56%	44.44%	0.00%	0.00%
l)	"English as a Second Language" Program	11.11%	44.44%	44.44%	0.00%	0.00%
m)	Career Counseling Program	0.00%	55.56%	22.22%	11.11%	11.11%
n)	College Counseling Program	0.00%	44.44%	22.22%	22.22%	11.11%
o)	Counseling the parents of students	0.00%	12.50%	37.50%	25.00%	25.00%
p)	Drop out Prevention Program	0.00%	44.44%	33.33%	22.22%	0.00%
13.	The district has effective special programs for the following:					
a)	Library Service	0.00%	55.56%	33.33%	0.00%	11.11%
b)	Honors/Gifted and Talented Education	0.00%	66.67%	33.33%	0.00%	0.00%
c)	Special Education	11.11%	66.67%	11.11%	0.00%	11.11%
d)	Head Start and Even Start Programs	0.00%	44.44%	33.33%	22.22%	0.00%
e)	Dyslexia Program	0.00%	22.22%	44.44%	22.22%	11.11%
f)	Student Mentoring Program	0.00%	55.56%	33.33%	11.11%	0.00%
g)	Advanced Placement Program	0.00%	22.22%	55.56%	22.22%	0.00%
h)	Literacy Program	0.00%	44.44%	33.33%	22.22%	0.00%
i)	Programs for students at risk of dropping out of school	0.00%	55.56%	11.11%	33.33%	0.00%
j)	Summer School Programs	0.00%	55.56%	22.22%	11.11%	11.11%
k)	Alternative Education Programs	0.00%	55.56%	44.44%	0.00%	0.00%
l)	"English as a Second Language" Program	11.11%	44.44%	44.44%	0.00%	0.00%
m)	Career Counseling Program	0.00%	55.56%	22.22%	11.11%	11.11%
n)	College Counseling Program	0.00%	44.44%	22.22%	22.22%	11.11%
o)	Counseling the parents of students	0.00%	12.50%	37.50%	25.00%	25.00%
p)	Drop out Prevention Program	0.00%	44.44%	33.33%	22.22%	0.00%
14.	Parents are immediately notified if a child is absent from school.	11.11%	55.56%	11.11%	11.11%	11.11%
15.	Teacher turnover is low.	11.11%	22.22%	33.33%	33.33%	0.00%
16.	Highly qualified teachers fill job openings.	0.00%	33.33%	44.44%	22.22%	0.00%
17.	Teacher openings are filled quickly.	22.22%	11.11%	33.33%	22.22%	11.11%
18.	Teachers are rewarded for superior performance.	0.00%	11.11%	22.22%	33.33%	22.22%
19.	Teachers are counseled about less than satisfactory performance.	0.00%	44.44%	33.33%	22.22%	0.00%
20.	All schools have equal access to educational materials, such as computers, television monitors, science labs, and art classes.	0.00%	33.33%	33.33%	22.22%	11.11%
21.	The student-to-teacher ratio is reasonable.	0.00%	44.44%	22.22%	22.22%	11.11%
22.	Students have access, when needed, to a school nurse.	22.22%	66.67%	11.11%	0.00%	0.00%
23.	Classrooms are seldom left unattended.	22.22%	22.22%	22.22%	22.22%	11.11%

C. PERSONNEL

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
24. District salaries are competitive with similar positions in the job market.	0.00%	33.33%	11.11%	33.33%	22.22%
25. The district has a good and timely program for orienting new employees.	11.11%	44.44%	11.11%	33.33%	0.00%
26. Temporary workers are rarely used.	0.00%	33.33%	0.00%	44.44%	22.22%
27. The district successfully projects future staffing needs.	0.00%	44.44%	22.22%	11.11%	22.22%
28. The district has an effective employee recruitment program.	0.00%	44.44%	11.11%	33.33%	11.11%
29. The district operates an effective staff development program.	0.00%	55.56%	11.11%	33.33%	0.00%
30. District employees receive annual personnel evaluations.	11.11%	66.67%	0.00%	11.11%	11.11%
31. The district rewards competence and experience and spells out qualifications such as seniority and the skill levels needed for promotion.	0.00%	44.44%	22.22%	22.22%	11.11%
32. Employees who perform below standard expectations are counseled appropriately and timely.	0.00%	44.44%	11.11%	33.33%	11.11%
33. The district has a fair and timely grievance process.	0.00%	33.33%	33.33%	11.11%	22.22%
34. The district's health insurance package meets my needs.	0.00%	44.44%	11.11%	33.33%	11.11%

D. COMMUNITY INVOLVEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
35. The district regularly communicates with parents.	11.11%	33.33%	33.33%	11.11%	11.11%
36. The local television and radio stations regularly report school news and menus.	0.00%	11.11%	44.44%	22.22%	22.22%
37. Schools have plenty of volunteers to help student and school programs.	0.00%	22.22%	33.33%	22.22%	22.22%
38. District facilities are open for community use.	22.22%	44.44%	22.22%	0.00%	11.11%

E. FACILITIES USE AND MANAGEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
39. Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	11.11%	22.22%	11.11%	33.33%	22.22%
40. The architect and construction managers are selected objectively and impersonally.	11.11%	33.33%	44.44%	11.11%	0.00%
41. Schools are clean.	33.33%	66.67%	0.00%	0.00%	0.00%
42. Buildings are properly maintained in a timely manner.	22.22%	66.67%	11.11%	0.00%	0.00%
43. Repairs are made in a timely manner.	0.00%	66.67%	11.11%	22.22%	0.00%
44. Emergency maintenance is handled promptly.	33.33%	33.33%	22.22%	11.11%	0.00%

F. FINANCIAL MANAGEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
45. Site-based budgeting is used effectively to extend the involvement of principals and teachers.	11.11%	22.22%	33.33%	22.22%	11.11%
46. Campus administrators are well trained in fiscal management techniques.	22.22%	11.11%	55.56%	11.11%	0.00%
47. The district's financial reports are easy to understand and read.	0.00%	33.33%	22.22%	44.44%	0.00%
48. Financial reports are made available to community members when asked.	0.00%	33.33%	55.56%	11.11%	0.00%

G. PURCHASING AND WAREHOUSING

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
49. Purchasing gets me what I need when I need it.	0.00%	22.22%	66.67%	11.11%	0.00%
50. Purchasing acquires the highest quality materials and equipment at the lowest cost.	11.11%	22.22%	55.56%	0.00%	11.11%
51. Purchasing processes are not cumbersome for the requestor.	0.00%	0.00%	77.78%	22.22%	0.00%
52. The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	0.00%	55.56%	33.33%	11.11%	0.00%
53. Students are issued textbooks in a timely manner.	11.11%	44.44%	22.22%	22.22%	0.00%
54. Textbooks are in good shape.	11.11%	66.67%	11.11%	11.11%	0.00%
55. The school library meets student needs for books and other resources.	22.22%	55.56%	11.11%	0.00%	11.11%

H. SAFETY AND SECURITY

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
56. Gangs are not a problem in this district.	11.11%	0.00%	11.11%	66.67%	11.11%
57. Drugs are not a problem in this district.	11.11%	0.00%	22.22%	66.67%	0.00%
58. Vandalism is not a problem in this district.	11.11%	22.22%	22.22%	33.33%	11.11%
59. Security personnel have a good working relationship with principals and teachers.	11.11%	77.78%	11.11%	0.00%	0.00%
60. Security personnel are respected and liked by the students they serve.	11.11%	55.56%	22.22%	11.11%	0.00%
61. A good working arrangement exists between local law enforcement and the district.	22.22%	66.67%	11.11%	0.00%	0.00%
62. Students receive fair and equitable discipline for misconduct.	22.22%	33.33%	0.00%	33.33%	11.11%

I. COMPUTERS AND TECHNOLOGY

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
63. Students regularly use computers.	0.00%	55.56%	33.33%	11.11%	0.00%
64. Students have regular access to computer equipment and software in the classroom.	0.00%	33.33%	33.33%	33.33%	0.00%
65. Teachers know how to use computers in the classroom.	0.00%	66.67%	33.33%	0.00%	0.00%
66. Computers are new enough to be useful for student instruction.	0.00%	55.56%	33.33%	0.00%	11.11%
67. The district meets student needs in computer fundamentals.	0.00%	44.44%	33.33%	11.11%	11.11%
68. The district meets student needs in advanced computer skills.	0.00%	22.22%	44.44%	22.22%	11.11%
69. Teachers and students have easy access to the Internet.	0.00%	22.22%	33.33%	33.33%	11.11%

PRINCIPAL SURVEY RESULTS

SOUTHWEST INDEPENDENT SCHOOL DISTRICT MANAGEMENT AND PERFORMANCE REVIEW

(total number = 29)

Demographic Data

Totals may not add to 100 percent due to rounding.

1.	GENDER (OPTIONAL)	MALE	FEMALE
		34.48%	62.07%

2.	ETHNICITY (OPTIONAL)	ANGLO	AFRICAN AMERICAN	HISPANIC	ASIAN	OTHER	NO RESPONSE
		41.38%	0.00%	48.28%	0.00%	3.45%	6.90%

3.	HOW LONG HAVE YOU BEEN EMPLOYED BY SOUTHWEST ISD?	1-5 YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	20+ YEARS	20+ YEARS
		24.14%	20.69%	37.93%	13.79%	0.00%	3.45%

4.	WHAT GRADES ARE TAUGHT IN YOUR SCHOOL?				
	PRE-KINDERGARTEN	KINDERGARTEN	FIRST	SECOND	THIRD
	4	8	8	8	8
	FOURTH	FIFTH	SIXTH	SEVENTH	EIGHTH
	8	8	4	7	8
	NINTH	TENTH	ELEVENTH	TWELFTH	
	5	5	5	5	

A. DISTRICT ORGANIZATION AND MANAGEMENT

SURVEY QUESTIONS		STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
1.	The school board allows sufficient time for public input at meetings.	37.93%	48.28%	13.79%	0.00%	0.00%
2.	School board members listen to the opinions and desires of others.	48.28%	37.93%	13.79%	0.00%	0.00%
3.	School board members understand their role as policymakers and stay out of the day-to-day management of the district.	48.28%	41.38%	3.45%	3.45%	3.45%
4.	The superintendent is a respected and effective instructional leader.	31.03%	51.72%	3.45%	13.79%	0.00%
5.	The superintendent is a respected and effective business manager.	41.38%	37.93%	10.34%	10.34%	0.00%
6.	Central administration is efficient.	17.24%	55.17%	6.90%	20.69%	0.00%
7.	Central administration supports the educational process.	37.93%	51.72%	0.00%	10.34%	0.00%
8.	The morale of central administration staff is good.	27.59%	41.38%	13.79%	6.90%	10.34%

B. EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASUREMENT

SURVEY QUESTIONS		STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
9.	Education is the main priority in our school district.	62.07%	34.48%	3.45%	0/00%	0.00%
10.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	24.14%	51.72%	10.34%	13.79%	0.00%
11.	The needs of the college-bound student are being met.	31.03%	41.38%	20.69%	3.45%	3.45%
12.	The needs of the work-bound student are being met.	34.48%	44.83%	20.69%	0.00%	0.00%
13.	The district provides curriculum guides for all grades and subjects.	37.93%	51.72%	0.00%	10.34%	0.00%

B. EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASUREMENT (CONTINUED)

SURVEY QUESTIONS	STRONG LY AGREE	AGREE	NO OPINION	DISAGR EE	STRONGLY DISAGREE
14. The curriculum guides are appropriately aligned and coordinated.	20.69%	68.97%	3.45%	6.90%	0.00%
15. The district's curriculum guides clearly outline what to teach and how to teach it.	13.79%	51.72%	10.34%	24.14%	0.00%
a) Reading	27.59%	65.52%	3.45%	3.45%	0.00%
b) Writing	20.69%	68.97%	3.45%	6.90%	0.00%
c) Mathematics	17.24%	75.86%	3.45%	3.45%	0.00%
d) Science	17.24%	68.97%	3.45%	10.34%	0.00%
e) English or Language Arts	27.59%	65.52%	3.45%	3.45%	0.00%
f) Computer Instruction	13.79%	44.83%	6.90%	31.03%	3.45%
g) Social Studies (history or geography)	27.59%	62.07%	6.90%	3.45%	0.00%
h) Fine Arts	20.69%	55.17%	10.34%	10.34%	3.45%
i) Physical Education	13.79%	72.41%	6.90%	6.90%	0.00%
j) Business Education	13.79%	37.93%	44.83%	3.45%	0.00%
k) Vocational (Career and Technology) Education	20.69%	37.93%	41.38%	0.00%	0.00%
l) Foreign Language	6.90%	58.62%	27.59%	3.45%	3.45%
17. The district has effective special programs for the following:					
a) Library Service	20.69%	55.17%	6.90%	13.79%	3.45%
b) Honors/Gifted and Talented Education	20.69%	51.72%	6.90%	17.24%	3.45%
c) Special Education	24.14%	62.07%	3.45%	6.90%	3.45%
d) Head Start and Even Start Programs	17.24%	41.38%	37.93%	0.00%	3.45%
e) Dyslexia Program	31.03%	37.93%	6.90%	20.69%	3.45%
f) Student Mentoring Program	24.14%	62.07%	6.90%	3.45%	3.45%
g) Advanced Placement Program	20.69%	41.38%	37.93%	0.00%	0.00%
h) Literacy Program	24.14%	58.62%	13.79%	0.00%	3.45%
i) Programs for students at risk of dropping out of school	27.59%	55.17%	6.90%	6.90%	3.45%
j) Summer School Programs	20.69%	65.52%	10.34%	0.00%	3.45%
k) Alternative Education Programs	13.79%	58.62%	6.90%	10.34%	10.34%
l) "English as a Second Language" Program	10.34%	65.52%	17.24%	3.45%	3.45%
m) Career Counseling Program	13.79%	41.38%	34.48%	3.45%	6.90%
n) College Counseling Program	10.34%	37.93%	37.93%	10.34%	3.45%
o) Counseling the parents of students	13.79%	34.48%	34.48%	10.34%	6.90%
p) Drop out Prevention Program	20.69%	48.28%	24.14%	3.45%	3.45%
18. Parents are immediately notified if a child is absent from school.	27.59%	41.38%	10.34%	20.69%	0.00%
19. Teacher turnover is low.	17.24%	68.97%	3.45%	6.90%	3.45%
20. Highly qualified teachers fill job openings.	27.59%	58.62%	6.90%	3.45%	3.45%
21. Teachers are rewarded for superior performance.	10.34%	37.93%	10.34%	37.93%	3.45%
22. Teachers are counseled about less than satisfactory performance.	24.14%	62.07%	10.34%	3.45%	0.00%
23. All schools have equal access to educational materials, such as computers, television monitors, science labs, and art classes.	17.24%	34.48%	13.79%	27.59%	6.90%
24. Students have access, when needed, to a school nurse.	24.14%	44.83%	6.90%	13.79%	10.34%
25. Classrooms are seldom left unattended.	41.38%	51.72%	6.90%	0.00%	0.00%

C. PERSONNEL

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
26. District salaries are competitive with similar positions in the job market.	24.14%	48.28%	3.45%	20.69%	3.45%
27. The district has a good and timely program for orienting new employees.	37.93%	55.17%	0.00%	3.45%	3.45%
28. Temporary workers are rarely used.	20.69%	51.72%	20.69%	0.00%	6.90%
29. The district successfully projects future staffing needs.	10.34%	51.72%	17.24%	13.79%	6.90%
30. The district has an effective employee recruitment program.	17.24%	55.17%	13.79%	10.34%	3.45%

C. PERSONNEL (CONTINUED)

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
31. The district operates an effective staff development program.	13.79%	68.97%	6.90%	6.90%	3.45%
32. District employees receive annual personnel evaluations.	55.17%	41.38%	3.45%	0.00%	0.00%
33. The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	20.34%	48.28%	10.34%	20.69%	10.34%
34. Employees who perform below standard expectations are counseled appropriately and timely.	24.14%	51.72%	6.90%	10.34%	6.90%
36. The district's health insurance package meets my needs.	13.79%	37.93%	17.24%	6.90%	24.14%
36. The district's health insurance package meets my needs.	13.79%	37.93%	17.24%	6.90%	24.14%

D. COMMUNITY INVOLVEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
37. The district regularly communicates with parents.	37.93%	58.62%	3.45%	0.00%	0.00%
38. Schools have plenty of volunteers to help student and school programs.	0.00%	65.52%	6.90%	24.14%	3.45%
39. District facilities are open for community use.	24.14%	72.41%	0.00%	0.00%	3.45%

E. FACILITIES USE AND MANAGEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
40. Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	34.48%	48.28%	10.34%	6.90%	0.00%
41. Schools are clean.	48.28%	48.28%	3.45%	0.00%	0.00%
42. Buildings are properly maintained in a timely manner.	37.93%	58.62%	0.00%	0.00%	3.45%
43. Repairs are made in a timely manner.	27.59%	55.17%	6.90%	6.90%	3.45%
44. Emergency maintenance is handled promptly.	48.28%	48.28%	0.00%	0.00%	3.45%

F. FINANCIAL MANAGEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
45. Site-based budgeting is used effectively to extend the involvement of principals and teachers.	31.03%	37.93%	6.90%	13.79%	10.34%
46. Campus administrators are well trained in fiscal management techniques.	20.69%	48.28%	13.79%	10.34%	6.90%
47. Financial resources are allocated fairly and equitably at my school.	34.48%	44.83%	3.45%	6.90%	10.34%

G. PURCHASING AND WAREHOUSING

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
48. Purchasing gets me what I need when I need it.	20.69%	62.07%	6.90%	3.45%	6.90%
49. Purchasing acquires the highest quality materials and equipment at the lowest cost.	17.24%	44.83%	20.69%	10.34%	6.90%
50. Purchasing processes are not cumbersome for the requestor.	20.69%	37.93%	6.90%	27.59%	6.90%
51. The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	17.24%	41.38%	13.79%	20.69%	6.90%
52. Students are issued textbooks in a timely manner.	44.83%	37.93%	6.90%	10.34%	0.00%
53. Textbooks are in good shape.	34.48%	51.72%	3.45%	3.45%	6.90%
54. The school library meets the student needs for books and other resources.	31.03%	51.72%	3.45%	6.90%	6.90%

H. FOOD SERVICES

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
55. The cafeteria food looks and tastes good.	44.83%	34.48%	13.79%	6.90%	0.00%
56. Food is served warm.	44.83%	51.72%	3.45%	0.00%	0.00%
57. Students have enough time to eat.	58.62%	27.59%	6.90%	6.90%	0.00%
58. Students eat lunch at the appropriate time of day.	58.62%	34.48%	3.45%	3.45%	0.00%
59. Students wait in food lines no longer than 10 minutes.	44.83%	34.48%	6.90%	10.34%	3.45%
60. Discipline and order are maintained in the cafeteria.	48.28%	48.28%	0.00%	3.45%	0.00%

H. FOOD SERVICES (CONTINUED)

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
61. Cafeteria staff is helpful and friendly.	58.62%	41.38%	0.00%	0.00%	0.00%
62. Cafeteria facilities are sanitary and neat.	62.07%	37.93%	0.00%	0.00%	0.00%

I. TRANSPORTATION

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
63. The drop-off zone at the school is safe.	48.28%	51.72%	0.00%	0.00%	0.00%
64. The district has a simple method to request buses for a special event.	51.72%	44.83%	0.00%	0.00%	3.45%
65. Buses arrive and leave on time.	51.72%	44.83%	0.00%	3.45%	0.00%
66. Adding or modifying a route for a student is easy to accomplish.	34.48%	34.48%	31.03%	0.00%	0.00%

J. SAFETY AND SECURITY

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
67. Students feel safe and secure at school.	62.07%	31.03%	6.90%	0.00%	0.00%
68. School disturbances are infrequent.	48.28%	44.83%	3.45%	3.45%	0.00%
69. Gangs are not a problem in this district.	13.79%	37.93%	24.14%	20.69%	3.45%
70. Drugs are not a problem in this district.	13.79%	34.48%	24.14%	24.14%	3.45%
71. Vandalism is not a problem in this district.	13.79%	48.28%	10.34%	20.69%	6.90%
72. Security personnel have a good working relationship with principals and teachers.	34.48%	48.28%	6.90%	10.34%	0.00%
73. Security personnel are respected and liked by the students they serve.	20.69%	37.93%	31.03%	10.34%	0.00%
74. A good working arrangement exists between local law enforcement and the district.	20.69%	48.28%	6.90%	20.69%	3.45%
75. Students receive fair and equitable discipline for misconduct.	55.17%	37.93%	3.45%	3.45%	0.00%
76. Safety hazards do not exist on school grounds.	41.38%	48.28%	6.90%	3.45%	0.00%

K. COMPUTERS AND TECHNOLOGY

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
77. Students regularly use computers.	37.93%	41.38%	0.00%	13.79%	6.90%
78. Students have regular access to computer equipment and software in the classroom.	37.93%	37.93%	0.00%	20.69%	3.45%
79. Computers are new enough to be useful for student instruction.	31.03%	48.28%	3.45%	13.79%	3.45%
80. The district meets student needs in computer fundamentals.	24.14%	62.07%	3.45%	3.45%	6.90%
81. The district meets student needs in advanced computer skills.	20.69%	24.14%	27.59%	24.14%	3.45%
82. Teachers know how to use computers in the classroom.	20.69%	51.72%	3.45%	20.69%	3.45%
83. Teachers and students have easy access to the Internet.	27.59%	37.93%	3.45%	24.14%	6.90%

TEACHER SURVEY RESULTS

SOUTHWEST INDEPENDENT SCHOOL DISTRICT MANAGEMENT AND PERFORMANCE REVIEW

(total number = 42)

Demographic Data

Totals may not add to 100 percent due to rounding.

1.	GENDER (OPTIONAL)	MALE	FEMALE
		11.90%	78.57%

2.	ETHNICITY (OPTIONAL)	ANGLO	AFRICAN AMERICAN	HISPANIC	ASIAN	NO RESPONSE	OTHER
		59.52%	2.38%	28.57%	0.00%	9.52%	0.00%

3.	HOW LONG HAVE YOU BEEN EMPLOYED BY SOUTHWEST ISD?	1-5 YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	20+ YEARS
		35.71%	30.95%	9.52%	11.90%	11.90%

4.	WHAT GRADES DO YOU TEACH THIS YEAR?				
	PRE-KINDERGARTEN	KINDERGARTEN	FIRST	SECOND	THIRD
	3	7	7	4	6
	FOURTH	FIFTH	SIXTH	SEVENTH	EIGHTH
	6	5	3	1	3
	NINTH	TENTH	ELEVENTH	TWELFTH	
	4	6	5	4	

A. DISTRICT ORGANIZATION AND MANAGEMENT

SURVEY QUESTIONS		STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
1.	The school board allows sufficient time for public input at meetings.	21.43%	28.57%	42.86%	4.76%	2.38%
2.	School board members listen to the opinions and desires of others.	19.05%	40.48%	33.33%	7.14%	0.00%
3.	School board members work well with the superintendent.	26.19%	42.86%	28.57%	2.38%	0.00%
4.	The school board has a good image in the community.	30.95%	42.86%	21.43%	4.76%	0.00%
5.	The superintendent is a respected and effective instructional leader.	16.67%	33.33%	23.81%	23.81%	2.38%
6.	The superintendent is a respected and effective business manager.	11.90%	40.48%	28.57%	16.67%	2.38%
7.	Central administration is efficient.	9.52%	40.48%	14.29%	23.81%	11.90%
8.	Central administration supports the educational process.	14.29%	47.62%	9.52%	21.43%	7.14%
9.	The morale of central administration staff is good.	7.14%	33.33%	47.62%	9.52%	2.38%

B. EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASUREMENT

SURVEY QUESTIONS		STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
10.	Education is the main priority in our school district.	26.19%	50.00%	0.00%	21.43%	2.38%
11.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	19.05%	45.24%	9.52%	21.43%	4.76%
12.	The needs of the college-bound student are being met.	9.52%	33.33%	35.71%	16.67%	4.76%
13.	The needs of the work-bound student are being met.	9.52%	35.71%	38.10%	11.90%	4.76%
14.	The district provides curriculum guides for all grades and subjects.	9.52%	76.19%	4.76%	9.52%	0.00%
15.	The curriculum guides are appropriately aligned and coordinated.	4.76%	52.38%	9.52%	28.57%	4.76%
16.	The district's curriculum guides clearly outline what to teach and how to teach it.	4.76%	47.62%	11.90%	30.95%	4.76%

B. EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASUREMENT(CONTINUED)

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
17. The district has effective educational programs for the following:					
a) Reading	11.90%	54.76%	7.14%	21.43%	4.76%
b) Writing	9.52%	50.00%	7.14%	28.57%	4.76%
c) Mathematics	14.29%	50.00%	11.90%	21.43%	2.38%
d) Science	4.76%	47.62%	21.43%	23.81%	2.38%
e) English or Language Arts	14.29%	47.62%	11.90%	23.81%	2.38%
f) Computer Instruction	7.14%	28.57%	21.43%	30.95%	11.90%
g) Social Studies (history or geography)	4.76%	50.00%	16.67%	26.19%	2.38%
h) Fine Arts	7.14%	40.48%	23.81%	19.05%	9.52%
i) Physical Education	7.14%	64.29%	23.81%	4.76%	0.00%
j) Business Education	4.76%	30.95%	59.52%	2.38%	2.38%
k) Vocational (Career and Technology) Education	9.52%	38.10%	45.24%	0.00%	7.14%
l) Foreign Language	9.52%	35.71%	40.48%	11.90%	2.38%
18. The district has effective special programs for the following:					
a) Library Service	14.29%	42.86%	23.81%	16.67%	2.38%
b) Honors/Gifted and Talented Education	9.52%	21.43%	19.05%	38.10%	11.90%
c) Special Education	19.05%	57.14%	2.38%	14.29%	7.14%
d) Head Start and Even Start Programs	4.76%	40.48%	50.00%	0.00%	4.76%
e) Dyslexia Program	11.90%	40.48%	14.29%	23.81%	9.52%
f) Student Mentoring Program	11.90%	47.62%	30.95%	7.14%	2.38%
g) Advanced Placement Program	9.52%	28.57%	52.38%	9.52%	0.00%
h) Literacy Program	7.14%	38.10%	40.48%	11.90%	2.38%
i) Programs for students at risk of dropping out of school	7.14%	30.95%	35.71%	23.81%	2.38%
j) Summer School Programs	7.14%	42.86%	28.57%	19.05%	2.38%
k) Alternative Education Programs	7.14%	35.71%	38.10%	14.29%	4.76%
l) "English as a Second Language" Program	11.90%	47.62%	23.81%	16.67%	0.00%
m) Career Counseling Program	2.38%	26.19%	57.14%	14.29%	0.00%
n) College Counseling Program	4.76%	23.81%	54.76%	16.67%	0.00%
o) Counseling the parents of students	0.00%	26.19%	35.71%	35.71%	2.38%
p) Drop out Prevention Program	4.76%	33.33%	50.00%	9.52%	2.38%
19. Parents are immediately notified if a child is absent from school.	11.90%	40.48%	16.67%	26.19%	4.76%
20. Teacher turnover is low.	2.38%	38.10%	21.43%	35.71%	2.38%
21. Highly qualified teachers fill job openings.	7.14%	45.24%	16.67%	28.57%	2.38%
22. Teacher openings are filled quickly.	2.38%	54.76%	23.81%	14.29%	4.76%
23. Teachers are rewarded for superior performance.	0.00%	19.05%	14.29%	54.76%	11.90%
24. Teachers are counseled about less than satisfactory performance.	4.76%	40.48%	21.43%	21.43%	11.90%
25. Teachers are knowledgeable in the subject areas they teach.	14.29%	69.05%	14.29%	0.00%	2.38%
26. All schools have equal access to educational materials, such as computers, television monitors, science labs, and art classes.	4.76%	30.95%	9.52%	28.57%	26.19%
27. The student-to-teacher ratio is reasonable.	2.38%	57.14%	4.76%	19.05%	16.67%
28. Classrooms are seldom left unattended.	26.19%	54.76%	11.90%	7.14%	0.00%

C. PERSONNEL

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
29. District salaries are competitive with similar positions in the job market.	7.14%	59.52%	7.14%	16.67%	9.52%
30. The district has a good and timely program for orienting new employees.	7.14%	73.81%	9.52%	7.14%	2.38%
31. Temporary workers are rarely used.	2.38%	33.33%	42.86%	21.43%	0.00%
32. The district successfully projects future staffing needs.	0.00%	40.48%	30.95%	23.81%	4.76%
33. The district has an effective employee recruitment program.	0.00%	28.57%	47.62%	19.05%	4.76%
34. The district operates an effective staff development program.	9.52%	40.48%	14.29%	30.95%	4.76%
35. District employees receive annual personnel evaluations.	21.43%	66.67%	7.14%	4.76%	0.00%

C. PERSONNEL (CONTINUED)

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
36. The district rewards competence and experience and spells out qualifications such as seniority and the skill levels needed for promotion.	0.00%	23.81%	16.67%	42.86%	16.67%
37. Employees who perform below standard expectations are counseled appropriately and timely.	0.00%	35.71%	28.57%	23.81%	11.90%
38. The district has a fair and timely grievance process.	4.76%	38.10%	45.24%	9.52%	2.38%
39. The district’s health insurance package meets my needs.	7.14%	33.33%	11.90%	21.43%	26.19%

D. COMMUNITY INVOLVEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
40. The district regularly communicates with parents.	19.05%	52.38%	14.29%	11.90%	2.38%
41. The local television and radio stations regularly report school news and menus.	4.76%	28.57%	26.19%	33.33%	7.14%
42. Schools have plenty of volunteers to help student and school programs.	2.38%	19.05%	30.95%	35.71%	11.90%
43. District facilities are open for community use.	7.14%	57.14%	21.43%	14.29%	0.00%

E. FACILITIES USE AND MANAGEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
44. The district plans facilities far enough in the future to support enrollment growth.	4.76%	54.76%	16.67%	16.67%	7.14%
45. Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	7.14%	47.62%	33.33%	11.90%	0.00%
46. The architect and construction managers are selected objectively and impersonally.	7.14%	19.05%	71.43%	2.38%	0.00%
47. The quality of new construction is excellent.	4.76%	38.10%	52.38%	4.76%	0.00%
48. Schools are clean.	19.05%	64.29%	7.14%	9.52%	0.00%
49. Buildings are properly maintained in a timely manner.	11.90%	69.05%	9.52%	7.14%	2.38%
50. Repairs are made in a timely manner.	11.90%	59.52%	9.52%	16.67%	2.38%
51. Emergency maintenance is handled promptly.	11.90%	66.67%	16.67%	4.76%	0.00%

F. FINANCIAL MANAGEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
52. Site-based budgeting is used effectively to extend the involvement of principals and teachers.	7.14%	30.95%	30.95%	26.19%	4.76%
53. Campus administrators are well trained in fiscal management techniques.	7.14%	33.33%	35.71%	16.67%	7.14%
54. Financial resources are allocated fairly and equitably at my school.	2.38%	45.24%	30.95%	11.90%	9.52%

G. PURCHASING AND WAREHOUSING

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
55. Purchasing gets me what I need when I need it.	4.76%	33.33%	19.05%	30.95%	11.90%
56. Purchasing acquires the highest quality materials and equipment at the lowest cost.	4.76%	33.33%	40.48%	16.67%	4.76%
57. Purchasing processes are not cumbersome for the requestor.	0.00%	40.48%	23.81%	23.81%	11.90%
58. Vendors are selected competitively.	0.00%	38.10%	57.14%	0.00%	4.76%
59. The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	4.76%	28.57%	11.90%	42.86%	11.90%
60. Students are issued textbooks in a timely manner.	7.14%	59.52%	11.90%	14.29%	7.14%
61. Textbooks are in good shape.	7.14%	71.43%	11.90%	7.14%	2.38%
62. The school library meets the student needs for books and other resources.	19.05%	45.24%	14.29%	14.29%	7.14%

H. FOOD SERVICES

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
63. The cafeteria food looks and tastes good.	14.29%	57.14%	14.29%	11.90%	2.38%
64. Food is served warm.	11.90%	66.67%	14.29%	4.76%	2.38%
65. Students eat lunch at the appropriate time of day.	9.52%	85.71%	2.38%	0.00%	2.38%
66. Students wait in food lines no longer than 10 minutes.	9.52%	64.29%	9.52%	9.52%	7.14%
67. Discipline and order are maintained in the school cafeteria.	19.05%	66.67%	2.38%	7.14%	4.76%
68. Cafeteria staff is helpful and friendly.	35.71%	64.29%	0.00%	0.00%	0.00%
69. Cafeteria facilities are sanitary and neat.	28.57%	71.43%	0.00%	0.00%	0.00%

I. SAFETY AND SECURITY

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
70. School disturbances are infrequent.	11.90%	59.52%	7.14%	19.05%	2.38%
71. Gangs are not a problem in this district.	2.38%	14.29%	28.57%	42.86%	11.90%
72. Drugs are not a problem in this district.	0.00%	7.14%	42.86%	38.10%	11.90%
73. Vandalism is not a problem in this district.	2.38%	16.67%	21.43%	40.48%	19.05%
74. Security personnel have a good working relationship with principals and teachers.	7.14%	52.38%	30.95%	7.14%	2.38%
75. Security personnel are respected and liked by the students they serve.	2.38%	35.71%	52.38%	9.52%	0.00%
76. A good working arrangement exists between local law enforcement and the district.	9.52%	42.86%	38.10%	9.52%	0.00%
77. Students receive fair and equitable discipline for misconduct.	9.52%	47.62%	11.90%	23.81%	7.14%
78. Safety hazards do not exist on school grounds.	0.00%	59.52%	11.90%	26.19%	2.38%

J. COMPUTERS AND TECHNOLOGY

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
79. Students regularly use computers.	26.19%	35.71%	0.00%	26.19%	11.90%
80. Students have regular access to computer equipment and software in the classroom.	19.05%	35.71%	2.38%	23.81%	19.05%
81. Teachers know how to use computers in the classroom.	21.43%	47.62%	4.76%	23.81%	2.38%
82. Computers are new enough to be useful for student instruction.	21.43%	38.10%	0.00%	19.05%	21.43%
83. The district meets student needs in computer fundamentals.	16.67%	30.95%	2.38%	28.57%	21.43%
84. The district meets student needs in advanced computer skills.	19.05%	11.90%	26.19%	26.19%	16.67%
85. Teachers and students have easy access to the Internet.	17.07%	24.39%	7.32%	24.39%	26.83%

STUDENT SURVEY RESULTS

SOUTHWEST INDEPENDENT SCHOOL DISTRICT MANAGEMENT AND PERFORMANCE REVIEW

(total number = 93)

Demographic Data

Totals may not add to 100 percent due to rounding.

1.	GENDER (OPTIONAL)	MALE	FEMALE
		44.09%	55.91%

2.	ETHNICITY (OPTIONAL)	ANGLO	AFRICAN AMERICAN	HISPANIC	ASIAN	NO RESPONSE	OTHER
		12.90%	3.23%	79.57%	0.00%	1.08%	3.23%

3.	WHAT IS YOUR CLASSIFICATION?	JUNIOR	SENIOR	OTHER
		54.83%	44.08%	0.00%

A. EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASUREMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
1. The needs of the college-bound student are being met.	8.60%	39.78%	31.18%	17.20%	3.23%
2. The needs of the work-bound student are being met.	8.60%	60.22%	22.58%	6.45%	2.15%
3. The district has effective educational programs for the following:					
a) Reading	12.90%	63.44%	16.13%	7.53%	0.00%
b) Writing	16.13%	60.22%	17.20%	5.38%	1.08%
c) Mathematics	30.11%	56.99%	9.68%	2.15%	1.08%
d) Science	18.28%	56.99%	16.13%	8.60%	0.00%
e) English or Language Arts	25.81%	52.69%	16.13%	2.15%	3.23%
f) Computer Instruction	16.13%	49.46%	27.96%	4.30%	2.15%
g) Social Studies (history or geography)	27.96%	47.31%	18.28%	6.45%	0.00%
h) Fine Arts	26.88%	46.24%	21.51%	2.15%	3.23%
i) Physical Education	22.58%	47.31%	22.58%	5.38%	2.15%
j) Business Education	17.20%	51.61%	25.81%	2.15%	3.23%
k) Vocational (Career and Technology) Education	19.35%	52.69%	26.88%	1.08%	0.00%
l) Foreign Language	20.43%	47.31%	24.73%	5.38%	2.15%
4. The district has effective special programs for the following:					
a) Library Service	23.66%	36.56%	21.51%	16.13%	2.15%
b) Honors/Gifted and Talented Education	22.58%	44.09%	17.20%	11.83%	4.30%
c) Special Education	30.11%	40.86%	25.81%	2.15%	1.08%
d) Student Mentoring Program	16.13%	40.86%	31.18%	9.68%	2.15%
e) Advanced Placement Program	27.96%	45.16%	18.28%	5.38%	3.23%
f) Career Counseling Program	11.83%	38.71%	27.96%	13.98%	7.53%
g) College Counseling Program	16.13%	27.96%	34.41%	13.98%	7.53%
5. Students have access, when needed, to a school nurse.	21.51%	48.39%	12.90%	15.05%	2.15%
6. Classrooms are seldom left unattended.	13.98%	40.86%	23.66%	20.43%	1.08%
7. The district provides high quality education.	13.98%	40.86%	20.03%	11.83%	4.30%
8. The district has high quality teachers.	20.43%	34.41%	33.33%	9.68%	2.15%

B. FACILITIES USE AND MANAGEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
9. Schools are clean.	22.58%	52.69%	16.13%	6.45%	2.15%
10. Buildings are properly maintained in a timely manner.	27.96%	53.76%	13.98%	3.23%	1.08%
11. Repairs are made in a timely manner.	21.51%	40.86%	21.51%	10.75%	5.38%
12. Emergency maintenance is handled promptly.	29.03%	45.16%	22.58%	2.15%	1.08%

C. PURCHASING AND WAREHOUSING

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
13. There are enough textbooks in all my classes.	7.53%	26.88%	12.90%	43.01%	9.68%
14. Students are issued textbooks in a timely manner.	9.68%	44.09%	21.51%	19.35%	5.38%
15. Textbooks are in good shape.	6.45%	31.18%	26.88%	19.35%	16.13%
16. The school library meets the student needs for books and other resources.	27.96%	44.09%	17.20%	6.45%	4.30%

D. FOOD SERVICES

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
17. The school breakfast program is available to all children.	54.84%	29.03%	6.45%	6.45%	3.23%
18. The cafeteria food looks and tastes good.	10.75%	17.20%	29.03%	22.58%	20.43%
19. Food is served warm.	11.83%	27.96%	24.73%	20.43%	15.05%
20. Students have enough time to eat.	12.90%	19.35%	8.60%	31.18%	27.96%
21. Students eat lunch at the appropriate time of day.	11.83%	49.46%	13.98%	17.20%	7.53%
22. Students wait in food lines no longer than 10 minutes.	6.45%	12.90%	19.35%	37.63%	23.66%
23. Discipline and order are maintained in the school cafeteria.	9.68%	51.61%	21.51%	11.83%	5.38%
24. Cafeteria staff is helpful and friendly.	23.66%	41.94%	17.20%	10.75%	6.45%
25. Cafeteria facilities are sanitary and neat.	19.35%	47.31%	24.73%	6.45%	2.15%

E. TRANSPORTATION

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
26. I regularly ride the bus.	22.58%	23.66%	27.96%	8.60%	17.20%
27. The bus driver maintains discipline on the bus.	17.20%	27.96%	45.16%	2.15%	7.53%
28. The length of my ride is reasonable.	17.20%	33.33%	37.63%	3.23%	8.60%
29. The drop-off zone at the school is safe.	20.43%	33.33%	38.71%	4.30%	3.23%
30. The bus stop near my house is safe.	25.81%	30.11%	37.63%	5.38%	1.08%
31. The bus stop is within walking distance of our home.	29.03%	27.96%	35.48%	7.53%	0.00%
32. Buses arrive and leave on time.	16.13%	29.03%	35.48%	15.05%	4.30%
33. Buses arrive early enough for students to eat breakfast at school.	22.58%	27.96%	39.56%	10.75%	2.15%
34. Buses seldom breakdown	15.05%	23.66%	41.94%	12.90%	6.45%
35. Buses are clean.	19.35%	31.18%	41.94%	6.45%	1.08%
36. Bus drivers allow students to sit down before taking off.	16.13%	31.18%	40.86%	7.53%	4.30%

F. SAFETY AND SECURITY

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
37. I feel safe and secure at school.	18.28%	45.16%	22.58%	7.53%	6.45%
38. School disturbances are infrequent.	11.83%	41.94%	25.81%	17.20%	3.23%
39. Gangs are not a problem in this district.	7.53%	30.11%	24.73%	19.35%	18.28%
40. Drugs are not a problem in this district.	3.23%	20.43%	26.88%	29.03%	20.43%
41. Vandalism is not a problem in this district.	2.15%	21.51%	26.88%	33.33%	16.13%
42. Security personnel have a good working relationship with principals and teachers.	23.66%	48.39%	25.81%	1.08%	1.08%
43. Security personnel are respected and liked by the students they serve.	34.41%	44.09%	18.28%	2.15%	1.08%
44. A good working arrangement exists between local law enforcement and the district.	16.13%	30.11%	48.39%	3.23%	2.15%
45. Students receive fair and equitable discipline for misconduct.	10.75%	30.11%	26.88%	12.90%	19.35%
46. Safety hazards do not exist on school grounds.	6.45%	31.18%	44.09%	13.98%	4.30%

G. COMPUTERS AND TECHNOLOGY

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
47. Students have regular access to computer equipment and software in the classroom.	12.90%	38.71%	7.53%	22.58%	18.28%
48. Teachers know how to use computers in the classroom.	17.20%	49.46%	11.83%	16.13%	5.38%
49. Computers are new enough to be useful for student instruction.	19.35%	46.24%	19.35%	10.75%	4.30%
50. The district meets student needs in computer fundamentals.	17.20%	33.33%	34.41%	9.68%	5.38%
51. The district meets student needs in advanced computer skills.	13.98%	32.26%	31.18%	19.35%	3.23%
52. Teachers and students have easy access to the Internet.	17.20%	35.48%	11.83%	21.51%	13.98%