

PECOS-BARSTOW- TOYAH INDEPENDENT SCHOOL DISTRICT

Agreed-Upon Procedures Related to an Efficiency
Audit Performed in Accordance with Legislative
Budget Board Guidelines

Data for the Year Ended
August 31, 2025



PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT

TABLE OF CONTENTS

	<u>Page</u>
Independent Accountant’s Report on Applying Agreed-Upon Procedures	1
Section I – Executive Summary	2
Section II – Key Information about the District	2
Section III – Objectives and Approach	5
Section IV – District Data on Accountability, Students, Staffing and Finances, with peer Districts and State Comparisons	9
Section V – Additional Financial, Operational, and Academic Information	24

**INDEPENDENT ACCOUNTANT'S
REPORT ON APPLYING AGREED-UPON PROCEDURES**

To the Board of Trustees and Citizens
of Pecos-Barstow-Toyah Independent School District

We have performed the agreed-upon procedures enumerated below, which were agreed to by Pecos-Barstow-Toyah Independent School District (the "District"), solely for the purpose of reporting our findings regarding the results of the procedures as compared to the criteria set forth in the Legislative Budget Board's ("LBB") House Bill 3 Efficiency Audit Guidelines in relation to the District's peer districts.

This agreed-upon procedures engagement was performed in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of the District. Consequently, we make no representations regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

We were not engaged to and did not conduct an examination or review, the objective of which would be the expression of an opinion or conclusion. Accordingly, we do not express an opinion or conclusion. Our report includes specific findings based on the procedures performed. Had we been engaged to perform additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of District management and the Board of Trustees and is not intended to be and should not be used by anyone other than these specified parties.

Whitley Penn LLP

Odessa, Texas
September 21, 2026



PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT
AGREED-UPON PROCEDURES RELATED TO AN EFFICIENCY AUDIT PERFORMED
IN ACCORDANCE WITH LEGISLATIVE BUDGET BOARD GUIDELINES
Data for the Year Ended August 31, 2025

SECTION I - EXECUTIVE SUMMARY

Overview of Procedures Performed

The District engaged Whitley Penn, LLP, to conduct agreed-upon procedures, following the guidelines established by the Legislative Budget Board. The purpose of the procedures is to inform the public about the District's fiscal management, efficiency, utilization of resources, and whether the District has implemented best practices. The information includes data and tools that the State of Texas currently utilizes to measure school district efficiency.

In conducting the agreed-upon procedures for the District, we gained an understanding of the District's fiscal management, efficiency, and utilization of resources, and whether the District has implemented best practices utilized by Texas school districts. This was accomplished by analyzing data from the year ended August 31, 2025 and prior, maintained by the Texas Education Agency ("TEA") and the District. An overview of the objectives and approach performed during the agreed-upon procedures is provided in Section III of this report. District data on accountability, students, staffing and finances, with peer districts and state comparisons are described in Section IV of this report.

SECTION II - KEY INFORMATION ABOUT THE DISTRICT

The District plans to hold a Voter-Approval Tax Rate Election (VATRE) on November 3, 2026, to seek voter approval for a \$0.0300 increase to the Maintenance and Operations (M&O) tax rate for tax year 2026 (fiscal year 2027). M&O taxes support the District's daily operations, including salaries, instructional programs, student services, transportation, utilities, and school safety.

The District's previous tax ratification election was held on November 8, 2016. The election proposed an M&O tax rate increase of \$0.02 per \$100 of taxable property value and was approved by voters. The District engaged Whitley Penn, LLP, to perform agreed-upon procedures in accordance with the Legislative Budget Board's House Bill 3 Efficiency Audit Guidelines before the November 3, 2026 VATRE.

The District's M&O tax rate decreased from \$0.9664 in fiscal year 2021 to \$0.9634 in fiscal year 2022 and further declined to \$0.8546 in fiscal year 2023. The tax rate was reduced to \$0.6931 in fiscal year 2024 and further compressed to \$0.6700 in fiscal year 2025. The M&O rate was retained at \$0.6700 in fiscal year 2026. For fiscal year 2027, the Board proposed an M&O tax rate of \$0.7012.

Fiscal Year	Tax Year	Maintenance & Operations Tax Rate	Interest & Sinking Tax Rate	Total Tax Rate
2021	2020	\$0.9664	\$0.0841	\$1.0505
2022	2021	\$0.9634	\$0.0971	\$1.0605
2023	2022	\$0.8546	\$0.2059	\$1.0605
2024	2023	\$0.6931	\$0.3269	\$1.0200
2025	2024	\$0.6700	\$0.3300	\$1.0000
2026	2025	\$0.6700	\$0.3300	\$1.0000

The District did not identify any specific budget reductions, staffing adjustments, expenditure reductions, operational efficiencies, or other cost-saving measures implemented before proposing the VATRE.

If approved, the proposed VATRE is expected to generate approximately \$7.2 million in additional annual state and local revenue. The additional revenue would be used to support employee compensation. The District reported that the final proposed M&O tax rate of \$0.7012, combined with the I&S tax rate of \$0.2988, would result in an overall tax rate of \$1.0000 per \$100 of taxable value, which is unchanged from the 2025-2026 overall tax rate. Accordingly, the District reported that the proposed VATRE would not result in an increase in annual property taxes attributable to the tax rate.

PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT
AGREED-UPON PROCEDURES RELATED TO AN EFFICIENCY AUDIT PERFORMED
IN ACCORDANCE WITH LEGISLATIVE BUDGET BOARD GUIDELINES
Data for the Year Ended August 31, 2025

SECTION II - KEY INFORMATION ABOUT THE DISTRICT (continued)

The District reported an unassigned General Fund balance of approximately \$30.0 million as of August 31, 2025, representing approximately six months of operating expenditures. District management indicated that the balance is intended to support cash flow, unforeseen expenditures, revenue fluctuations, and other financial needs.

The District anticipates using approximately \$4.0 million of fund balance to support fiscal year 2026 operations. In addition, the District projects a fiscal year 2027 operating deficit of approximately \$9.76 million before considering additional revenue from the proposed VATRE. If approved, the additional VATRE revenue is expected to reduce the projected deficit to approximately \$2.6 million. District management indicated that the recurring revenue would reduce continued reliance on fund balance and help preserve reserves for cash flow, unforeseen expenditures, and other financial needs.

Key information about the District is summarized below:

- The District's fiscal year 2024 maintenance and operations (M&O) tax rate of \$0.6931 was higher than the peer district average M&O tax rate of \$0.6726. In fiscal year 2025, the District's M&O tax rate of \$0.6700 was lower than the peer district average of \$0.6906.
- The District's operating revenue per student for fiscal year 2025 was higher than the peer district and State averages. The five-year average operating revenue per student (General and All Funds) was also higher than the peer district average and State average.

Metric	Pecos-Barstow-Toyah ISD	Peer District Average	State Average
Total Operating Revenue per Student (All Funds)	\$24,746	\$13,703	\$12,667
Five-Year Average General Fund Operating Revenue Per Student	\$24,206	\$12,428	N/A
Five-Year Average Operating Revenue Per Student (All Funds)	\$26,786	\$14,526	\$12,506

- The District's operating expenditure per student for fiscal year 2025 was higher than the peer district and State averages. The five-year average operating expenditure per student (General and All Funds) was also higher than both the peer district and State averages.

Metric	Pecos-Barstow-Toyah ISD	Peer District Average	State Average
Total Operating Expenditures per Student (All Funds)	\$22,433	\$13,806	\$12,956
Five-Year Average General Fund Operating Expenditures Per Student	\$15,624	\$11,797	N/A
Five-Year Average Operating Expenditures Per Student (All Funds)	\$18,158	\$13,829	\$12,267

PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT
AGREED-UPON PROCEDURES RELATED TO AN EFFICIENCY AUDIT PERFORMED
IN ACCORDANCE WITH LEGISLATIVE BUDGET BOARD GUIDELINES
Data for the Year Ended August 31, 2025

SECTION II - KEY INFORMATION ABOUT THE DISTRICT (continued)

- The District's School Financial Integrity Rating System of Texas (FIRST) rating for 2024-2025 was based on school year 2023-2024 data. The District earned 100 points out of 100 or an A (Superior) rating.
- The 2025 A-F accountability rating for the District was a 67 or a "D". Its peer district average rating was a 78 or a "C".
- The Texas Education Agency reviews and tracks the performance of both school districts and individual schools with the Texas A-F Accountability System. The 2025 A-F accountability ratings for all of the District's campuses are summarized below.

Rating	# of Campuses
A	0
B	0
C	2
D	0
Not Rated	0
F	2

Additional details and results of our procedures are included in Section IV.

PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT
AGREED-UPON PROCEDURES RELATED TO AN EFFICIENCY AUDIT PERFORMED
IN ACCORDANCE WITH LEGISLATIVE BUDGET BOARD GUIDELINES
Data for the Year Ended August 31, 2025

SECTION III - OBJECTIVES AND APPROACH

Objectives

The objective of our agreed-upon procedures was to assess the District's fiscal management, efficiency and utilization of resources, and whether the District has implemented best practices utilized by Texas school districts.

Approach

In order to achieve the objectives set forth above, Whitley Penn, LLP performed the following procedures:

1. Selected five (5) peer districts using district size and other comparable characteristics, calculated a simple average, and used the same peer district comparison group throughout the engagement.
2. Reported on the overall accountability rating (A-to-F and a corresponding scale score of 1 to 100).
3. Compared the District's peer districts' average score and listed the following District's campus information:
 - a. Accountability rating count for each campus level within the district.
 - b. Names of the campuses that received an F accountability rating
 - c. Campuses that are required to implement a campus turnaround plan
4. Reported on the District's School FIRST rating. For a rating of less than A, listed the indicators not met.
5. Reported on student characteristics for the District, its peer districts and the State average including:
 - a. Total Students
 - b. Economically Disadvantaged
 - c. English Learners
 - d. Special Education
 - e. Bilingual/ESL Education
 - f. Career and Technical Education
6. Reported on the attendance rate for the District, its peer districts and the State.
7. Reported on the five-year enrollment for the District for the most recent school year and four (4) years prior, the average annual percentage change based on the previous five years and the projected next school year.
8. Reported on the following indicators related to the District's revenue, its peer district average and the State average and explained any significant variances.
 - a. Local M&O Tax (Retained) (without debt service and recapture)
 - b. State
 - c. Federal
 - d. Other local and intermediate
 - e. Total revenue

PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT
AGREED-UPON PROCEDURES RELATED TO AN EFFICIENCY AUDIT PERFORMED
IN ACCORDANCE WITH LEGISLATIVE BUDGET BOARD GUIDELINES
Data for the Year Ended August 31, 2025

SECTION III - OBJECTIVES AND APPROACH (continued)

Approach (continued)

9. Reported the following operating expenditure indicators for the District, the peer district average, and the State average, including expenditures per student and each category as a percentage of total operating expenditures. Summarized the results, explained significant variances from the peer district average, and explained the reasons the District's operating expenditures exceeded operating revenue, as applicable.
 - a. Instruction
 - b. Instructional resources and media
 - c. Curriculum and staff development
 - d. Instructional leadership
 - e. School leadership
 - f. Guidance counseling services
 - g. Social work services
 - h. Health services
 - i. Transportation
 - j. Food service operation
 - k. Extracurricular
 - l. General administration
 - m. Plant maintenance and operations
 - n. Security and monitoring services
 - o. Data processing services
 - p. Community services
 - q. Total operating expenditure
10. Reported on the following indicators for payroll and select District salary expenditures compared to its peer district average and the State average and explained any significant variances from the peer district average in any category.
 - a. Payroll as a percentage of all funds
 - b. average teacher salary
 - c. average administrative salary
 - d. Superintendent salary
11. Reported on the General Fund operating fund balance, excluding debt service and capital outlay, for the past five years and per student for the District and its peer districts. Analyzed unassigned fund balance per student and as a percentage of three-month operating expenditures and explained any significant variances.
12. Reported the District's allocation of staff, and student-to-teacher and student-to-total staff ratios for the District, its peer districts and the State average. The following staff categories were used:
 - a. Teaching
 - b. Support
 - c. Administrative
 - d. Paraprofessional
 - e. Auxiliary
 - f. Students per total staff
 - g. Students per teaching staff

PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT
AGREED-UPON PROCEDURES RELATED TO AN EFFICIENCY AUDIT PERFORMED
IN ACCORDANCE WITH LEGISLATIVE BUDGET BOARD GUIDELINES
Data for the Year Ended August 31, 2025

SECTION III - OBJECTIVES AND APPROACH (continued)

Approach (continued)

13. Reported on the District's teacher turnover rate as well as its peer districts and the State's average. Reported on the following programs offered by the District, including the number of students served, percentage of enrolled students served, program budget, program budget as a percentage of the District's budget, total staff for the program, and student-to-staff ratio for the program.
 - a. Special Education
 - b. Bilingual Education
 - c. Migrant Programs
 - d. Gifted and Talented Programs
 - e. Career and Technical Education
 - f. Athletics and Extracurricular Activities
 - g. Alternative Education Program/Disciplinary Alternative Education Program
 - h. Juvenile Justice Alternative Education Program
14. Described how the District maximizes available resources from state sources and regional education service centers to develop or implement programs or deliver services.
15. Reported on the District's annual external audit report's independent auditor's opinion as required by *Government Auditing Standards*.
16. Explained the basis of the TEA assigning the District a financial-related monitoring/oversight role during the past three years, if applicable.
17. In regards to the District's budget process, provided a response to each of the following questions:
 - a. Does the District's budget planning process include projections for enrollment and staffing?
 - b. Does the District's budget process include monthly and quarterly reviews to determine the status of annual spending?
 - c. Does the District use cost allocation procedures to determine campus budgets and cost centers?
 - d. Does the District analyze educational costs and student needs to determine campus budgets?
18. Provided a description of the District's self-funded program, if any, and analyzed whether program revenues are sufficient to cover program costs.
19. Reported whether the District administrators are evaluated annually and, if so, explained how the results inform District operations.
20. In regards to the District's compensation system, provided a response to the following questions:
 - a. Does the District use salary bonuses or merit pay systems? If yes, explain the performance-based systems and the factors used.
 - b. Do the District's salary ranges include minimum, midpoint, and maximum increments to promote compensation equity based on the employee's education, experience, and other relevant factors?
 - c. Does the District periodically adjust its compensation structure using verifiable salary survey information, benchmarking, and comparable salary data?
 - d. Has the District made any internal equity and/or market adjustments to salaries within the past two years?

PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT
AGREED-UPON PROCEDURES RELATED TO AN EFFICIENCY AUDIT PERFORMED
IN ACCORDANCE WITH LEGISLATIVE BUDGET BOARD GUIDELINES
Data for the Year Ended August 31, 2025

SECTION III - OBJECTIVES AND APPROACH (continued)

Approach (continued)

21. In regards to planning, provided a response for each of the following questions:
 - a. Does the District develop a District Improvement Plan (DIP) annually?
 - b. Do all campuses in the District develop a Campus Improvement Plan (CIP) annually?
 - c. Does the District have an active and current facilities master plan? If yes, does the District consider these factors to inform the plan:
 - i. Does the District use enrollment projections?
 - ii. Does the District analyze facility capacity?
 - iii. Does the District evaluate facility condition?
 - d. Does the District have an active and current energy management plan?
 - e. Does the District maintain a clearly defined staffing formula for staff in maintenance, custodial, food service, and transportation?
22. Provided a response to each of the following questions regarding District academic information:
 - a. Does the District have a teacher mentoring program?
 - b. Are decisions to adopt new programs or discontinue existing programs made based on quantifiable data and research?
 - c. When adopting new programs, does the District define expected results?
 - d. Does the District analyze student test results at the district and/or campus level to design, implement and/or monitor the use of curriculum and instructional programs?
23. Provided a response to the question if the District modifies programs, plans staff development opportunities, or evaluates staff based on analyses of student test results.

PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT
AGREED-UPON PROCEDURES RELATED TO AN EFFICIENCY AUDIT PERFORMED
IN ACCORDANCE WITH LEGISLATIVE BUDGET BOARD GUIDELINES
Data for the Year Ended August 31, 2025

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS

1. Peer Districts

The Texas Education Agency’s (TEA) Snapshot Peer Search identified a total of 32 possible peer districts based on district size (1,600 to 2,999). Using other similar characteristics for community type, property wealth, tax rate, and Texas Smart Schools, Whitley Penn, LLP selected the five (5) peer districts shown below.

FIGURE 1
PEER DISTRICTS

<u>DISTRICT NAME</u>	<u>COUNTY</u>
Fort Stockton ISD	Pecos County
Glen Rose ISD	Somervell County
Malakoff ISD	Henderson County
Monahans-Wickett-Pyote ISD	Ward County
Seminole ISD	Gaines County

		Pecos-Barstow-Toyah ISD Maintenance & Operations Tax Rate	Peer District Average Maintenance & Operations Tax Rate	Variance
Fiscal Year	Tax Year			
2024	2023	\$0.6931	\$0.6726	\$0.0205
2025	2024	\$0.6700	\$0.6906	(\$0.0206)
2026	2025	\$0.6700	\$0.6795	(\$0.0095)

The District’s M&O tax rate was \$0.6931 in fiscal year 2024 and was used by the TEA to identify the District’s peer districts. The fiscal year 2024 average M&O tax rate for all peer districts was \$0.6726, with the highest tax rate being \$0.6945 (Malakoff ISD) and the lowest tax rate being \$0.6607 (Fort Stockton ISD). The District’s fiscal year 2024 tax rate was approximately \$0.0205 higher than the peer district average.

The fiscal year 2025 M&O tax rate for the District was \$0.6700, while the peer district average was \$0.6906. Among the peer districts, Glen Rose ISD reported the highest M&O tax rate at \$0.7169, while Seminole ISD and Monahans-Wickett-Pyote ISD reported the lowest tax rate at \$0.6692. The District’s fiscal year 2025 tax rate was approximately \$0.0206 less than the peer district average.

The District maintained its fiscal year 2026 M&O tax rate at \$0.6700. The peer district average was \$0.6795, with Fort Stockton ISD reporting the highest tax rate at \$0.7007 and Seminole ISD and Monahans-Wickett-Pyote ISD reporting the lowest tax rate at \$0.6692. The District’s tax rate was approximately \$0.0095 less than the peer district average.

PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT
AGREED-UPON PROCEDURES RELATED TO AN EFFICIENCY AUDIT PERFORMED
IN ACCORDANCE WITH LEGISLATIVE BUDGET BOARD GUIDELINES
Data for the Year Ended August 31, 2025

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

2. Accountability Rating

The Texas Education Agency (TEA) annually assigns an A-to-F rating and a corresponding scaled score (1 to 100) to each district and campus based on student assessment results and other accountability measures.

FIGURE 2
A-F ACCOUNTABILITY RATING COMPARISON
2025

	DISTRICT RATING (A-F)	DISTRICT SCORE (1-100)	PEER DISTRICT AVERAGE RATING (A-F)	PEER DISTRICT AVERAGE SCORE (1-100)
Rating/Score	D	67	C	78

There were two (2) campuses with an F rating. The results for the District’s 4 campuses are shown below.

FIGURE 3
A-F ACCOUNTABILITY RATING BY CAMPUS LEVEL
2025

	ELEMENTARY SCHOOLS	MIDDLE SCHOOLS	HIGH SCHOOLS
A	0	0	0
B	0	0	0
C	0	1	1
D	0	0	0
Not Rated	0	0	0
F	2	0	0

Campuses with F Accountability Rating:

- Austin Elementary
- Zavala Elementary

Campuses Required to Implement a Campus Turnaround Plan

- Austin Elementary
- Zavala Elementary

Austin Elementary and Zavala Elementary are required to implement campus turnaround plans based on their 2025 F ratings. Austin Elementary does not have a STAAR-tested grade level; therefore, its accountability rating is linked to Zavala Elementary. Although the turnaround plan applies to both campuses, most activities and goals are focused on Zavala Elementary. The plan will continue to be implemented during the 2026-2027 school year and is being updated to reflect the District’s work with Leadership and Instructional Foundations for Texas (LIFT).

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

3. Financial Rating

The State of Texas’ school financial accountability rating system, known as the School Financial Integrity Rating System of Texas (FIRST), ensures that Texas public schools are held accountable for the quality of their financial management practices and that they improve those practices. The system is designed to encourage Texas public schools to better manage their financial resources to provide the maximum allocation possible for direct instructional purposes.

The rating is determined through a combination of four (4) critical indicators and seventeen (17) supplementary solvency indicators. Beginning with 2016-2017 Rating (based on 2015-2016 financial data), the Texas Education Agency moved from a “Pass/Fail” system and began assigning a letter rating. The ratings and corresponding points are shown below:

<u>Rating</u>	<u>Points</u>
A = Superior	90 – 100
B = Above Standard	80 - 89
C = Meets Standards	70 – 79
F = Substandard Achievement	Less than 70

The District’s 2024-2025 rating, based on school year 2023-2024, was an “A” (Superior). The District also received an “A” (Superior) rating from 2022 to 2024. In rating year 2020, the District received a “C” (Meets Standard). For school year 2025-2026, the District received a preliminary rating of “A” (Superior).

FIGURE 4
SCHOOL FIRST RATING

<u>RATING YEAR</u>	<u>DISTRICT RATING (A-F)</u>	<u>SCORE</u>
2024-2025 (Based on School Year 2023-2024 Data)	A	100
Preliminary 2025-2026 Rating (Based on School Year 2024-2025 Data)	A	90

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

4. Student Characteristics, Attendance, and 5-Year Enrollment

Student Characteristics

The District's enrollment for 2025 was 2,919 students, while the average peer district enrollment was 4,476 students. Malakoff ISD had the lowest enrollment at 1,511 , while Fort Stockton ISD had the largest enrollment at 13,480 within the District's peer group.

There are 5.5 million students served by public schools in the State of Texas. Every student is served differently in public schools based on their unique characteristics. Such data is captured by the Texas Education Agency on an annual basis. Figure 5 provides student counts for five (5) select student characteristics, which are described below:

Economically Disadvantaged - This term has an identical meaning to educationally disadvantaged, which is defined by the Texas Education Code (TEC) §5.001(4) as a student who is "eligible to participate in the national free or reduced-price lunch program".

English Learners - The Texas Education Agency defines an English Learner as a student who is in the process of acquiring English and has another language as the primary language; it is synonymous with English Language Learner (ELL) and Limited English Proficient (LEP).

Special Education - These are students with a disability as defined by Federal regulations (34 CFR§ 300.304 through 300.311), State of Texas Laws (Texas Education Code §29.003) or the Commissioner's/State Board of Education Rules (§89.1040).

Bilingual/ESL Education - The Texas Education Code §29.055 describes students enrolled in a bilingual education program as those students in a full-time program of dual-language instruction that provides for learning basic skills in the primary language of the students and for carefully structured and sequenced mastery of the English language skills. Students enrolled in an English as a Second Language (ESL) program receive intensive instruction in English from teachers trained in recognizing and dealing with language differences.

Career and Technical Education - Students enrolled in State approved Career and Technology Education programs.

PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT
AGREED-UPON PROCEDURES RELATED TO AN EFFICIENCY AUDIT PERFORMED
IN ACCORDANCE WITH LEGISLATIVE BUDGET BOARD GUIDELINES
Data for the Year Ended August 31, 2025

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

4. Student Characteristics, Attendance, and 5-Year Enrollment (continued)

FIGURE 5
SELECTED STUDENT CHARACTERISTICS
2024 - 2025

	TOTAL STUDENT POPULATION COUNT	PERCENTAGE OF STUDENT POPULATION	PEER DISTRICTS AVERAGE PERCENTAGE	STATE AVERAGE PERCENTAGE
Total Students	2,919	100.0%	N/A	N/A
Economically Disadvantaged	1,845	63.2%	64.2%	60.4%
English Learners	639	21.9%	11.1%	24.3%
Special Education	397	13.6%	14.2%	15.5%
Bilingual/ESL Education	539	18.5%	10.7%	24.3%
Career and Technical Education	788	27.0%	34.8%	27.7%

SOURCE: Texas Education Agency, Texas Academic Performance Reports.

The State of Texas serves approximately 3.4 million students who are economically disadvantaged, representing 60.4 percent of the total student population. In comparison, economically disadvantaged students make up 63.2 percent of total enrollment in Pecos-Barstow-Toyah ISD. This is lower than the peer district average of 64.2 percent – a 1.0 percentage point difference. Among the peer districts, Fort Stockton ISD reported the highest proportion of economically disadvantaged students at 69.8 percent, while Glen Rose ISD reported the lowest at just 37.1 percent.

The District’s English learner population represented 21.9 percent of enrollment, compared with the peer district average of 11.1 percent and the State average of 24.3 percent.

The District’s special education students represented 13.6 percent of District enrollment, compared with 14.2 percent for the peer district average and 15.5 percent for the State average. The District’s percentage was 0.6 percentage points below the peer district average and 1.9 percentage points below the State average.

The District reported 18.5 percent of students enrolled in Bilingual/ESL education. This percentage exceeds the peer district average of 10.7 percent by 7.8 percentage points but remains below the State average of 24.3 percent by 5.8 percentage points.

The District’s career and technical student population totals 27.0 percent which was 7.8 percentage points lower than the peer district average of 34.8 percent and 0.7 percentage points lower than the State average of 27.7 percent.

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

4. Student Characteristics, Attendance, and 5-Year Enrollment (continued)

Attendance

FIGURE 6
ATTENDANCE RATE
2024 - 2025

	<u>DISTRICT TOTAL</u>	<u>PEER DISTRICTS AVERAGE</u>	<u>STATE AVERAGE</u>
Attendance Rate	91.3%	94.6%	93.9%

SOURCE: Texas Education Agency, Public Education Information Management System District Attendance, Graduation, and Dropout Rates Reports.

State funding for public schools in Texas is determined through a complex formula that incorporates numerous factors. However, one of the most significant components is average daily attendance (ADA) – the average number of students in attendance on a typical school day. This means that higher student attendance directly contributes to increased state aid.

Pecos-Barstow-Toyah ISD’s attendance rate is lower than the peer district average by 3.3 percentage points and the statewide average by 2.6 percentage points. Among the peer districts, Seminole ISD reported the lowest attendance rate at 92.4 percent, while Fort Stockton ISD reported the highest attendance rate at 98.1 percent.

PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT
AGREED-UPON PROCEDURES RELATED TO AN EFFICIENCY AUDIT PERFORMED
IN ACCORDANCE WITH LEGISLATIVE BUDGET BOARD GUIDELINES
Data for the Year Ended August 31, 2025

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

4. Student Characteristics, Attendance, and 5-Year Enrollment (continued)

Five-Year Enrollment

The attendance rate should be evaluated in conjunction with the number of students enrolled. As shown in Figure 7, the District has experienced an average annual increase over the last five years of 0.35 percent. The District's estimated final enrollment for 2026 is 2,953 students, an increase of 1.16 percent from 2025. Enrollment is projected to increase to 3,000 students in 2027 or 1.59 percent increase from 2026.

FIGURE 7
5-YEAR ENROLLMENT
2021 - 2025

	ENROLLMENT	% CHANGE
2020	2,879	N/A
2021	2,697	-6.32%
2022	2,671	-0.96%
2023	2,776	3.93%
2024	2,882	3.82%
2025	2,919	1.28%
Average annual percentage change based on the previous five years	0.35%	
Final enrollment (2026)	2,953	1.16%
Projected next school year (2027)	3,000	1.59%

PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT
AGREED-UPON PROCEDURES RELATED TO AN EFFICIENCY AUDIT PERFORMED
IN ACCORDANCE WITH LEGISLATIVE BUDGET BOARD GUIDELINES
Data for the Year Ended August 31, 2025

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

5. District Revenue

FIGURE 8
DISTRICT TAX REVENUE
2024 - 2025

	DISTRICT		PEER DISTRICT AVERAGE		STATE AVERAGE	
	REVENUE PER STUDENT	PERCENTAGE OF TOTAL	REVENUE PER STUDENT	PERCENTAGE OF TOTAL	REVENUE PER STUDENT	PERCENTAGE OF TOTAL
Local M&O Tax	\$ 17,015	68.8%	\$ 8,404	61.3%	\$ 4,776	37.7%
State (1)	1,002	4.0%	2,333	17.0%	5,637	44.5%
Federal	1,789	7.2%	1,112	8.1%	1,471	11.6%
Other Local and Intermediate	4,940	20.0%	1,854	13.5%	783	6.2%
Total Revenue	\$ 24,746	100.0%	\$ 13,703	99.9%	\$ 12,667	100.0%

Note: (1) Excludes TRS on-behalf revenue

SOURCE: Texas Education Agency, Public Education Information Management System District Financial Actual Reports.

The financial data above includes all funds operating revenue, except for the District's capital projects fund and debt service fund revenues.

Approximately \$2.5 million of the Teacher Retirement System (TRS) contributions made by the State of Texas on-behalf of the District are also excluded from State revenues. In accordance with Governmental Accounting Standards Board requirements, on-behalf contributions must also be recorded as expenditures. However, the source reports used for the analyses did not exclude these on-behalf amounts from the operating expenditures per student reflected in Figure 9. The on-behalf expenditure of \$2.5 million equates to \$852 per student.

The District received \$8,611 more in Local M&O tax revenue per student than the peer district average, and \$12,239 more than the State average. Although the District is subject to recapture, the Local M&O tax revenue presented in Figure 8 represents revenue retained after recapture. For the 2024-2025 school year, the District's M&O tax rate was \$0.6700, which was \$0.0206 lower than the peer district average of \$0.6906. Overall, the District's total operating revenue per student was \$11,043 higher than the peer district average and \$12,079 higher than the State average. Among the peer districts, Fort Stockton ISD reported the lowest local M&O revenue per student at \$ 1,729 , while Monahans-Wickett-Pyote ISD reported the highest at \$ 11,059 .

PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT
AGREED-UPON PROCEDURES RELATED TO AN EFFICIENCY AUDIT PERFORMED
IN ACCORDANCE WITH LEGISLATIVE BUDGET BOARD GUIDELINES
Data for the Year Ended August 31, 2025

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

6. District Expenditures

FIGURE 9
DISTRICT ACTUAL OPERATING EXPENDITURES ^{1, 2}
2024 - 2025

	DISTRICT		PEER DISTRICT AVERAGE		STATE AVERAGE	
	EXPENDITURES PER STUDENT	PERCENTAGE OF TOTAL	EXPENDITURES PER STUDENT	PERCENTAGE OF TOTAL	EXPENDITURES PER STUDENT	PERCENTAGE OF TOTAL
Instruction	\$ 11,372	50.7%	\$ 7,971	57.7%	\$ 7,064	54.5%
Instructional Resources and Media	144	0.6%	128	0.9%	114	0.9%
Curriculum and Staff Development	627	2.8%	123	0.9%	296	2.3%
Instructional Leadership	305	1.4%	174	1.3%	227	1.8%
School Leadership	1,058	4.7%	641	4.6%	752	5.8%
Guidance Counseling Services	757	3.4%	385	2.8%	537	4.1%
Social Work Services	-	0.0%	2	0.0%	40	0.3%
Health Services	159	0.7%	144	1.0%	132	1.0%
Transportation	604	2.7%	426	3.1%	395	3.0%
Food Services	1,121	5.0%	674	4.9%	690	5.3%
Extracurricular	917	4.1%	674	4.9%	406	3.1%
General Administration	1,089	4.8%	476	3.5%	424	3.3%
Plant Maintenance and Operations	2,346	10.5%	1,524	11.0%	1,327	10.2%
Security and Monitoring Services	714	3.2%	138	1.0%	238	1.8%
Data Processing Services	794	3.5%	303	2.2%	239	1.8%
Community Services	426	1.9%	23	0.2%	71	0.5%
Total Operating Expenditures	\$ 22,433	100.0%	\$ 13,806	100.0%	\$ 12,952	100.0%

Note ¹: Includes TRS on-behalf expenditures.

Note ²: Amounts include operating expenditures (objects 61xx to 64xx) only

SOURCE: Texas Education Agency, Public Education Information Management System District Financial Actual Reports.

Capital outlay, debt service payments and other intergovernmental expenditures are not considered operating expenditures.

Overall, the District spends \$8,627 more per student than the peer district average and \$9,477 more per student than the State average. The higher per-student expenditure reflects resources needed to support the District's strategic priorities, including instruction, student support, safety and security, staffing, and facility operations. Additionally, certain staffing and operational costs are fixed or semi-fixed and may not decrease proportionately with changes in enrollment, contributing to higher expenditures per student.

PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT
AGREED-UPON PROCEDURES RELATED TO AN EFFICIENCY AUDIT PERFORMED
IN ACCORDANCE WITH LEGISLATIVE BUDGET BOARD GUIDELINES
Data for the Year Ended August 31, 2025

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

6. District Expenditures (continued)

Below are the key highlights:

- **Instructional expenditures** account for 50.7 percent of the District’s total spending, which is lower than its peer district (57.7 percent) and the State average (54.5 percent).
- **Plant Maintenance and Operations** accounts for 10.5 percent of the District's expenditures, compared to 11.0 percent for the peer district average and 10.2 percent for the State average.
- **Security and Monitoring Services** make up 3.2 percent of the District’s total operating expenditures, compared to 1.0 percent for the peer district average and 1.8 percent for the State average.

7. District Payroll Expenditures Summary

FIGURE 10
PAYROLL EXPENDITURE SUMMARY
2024 - 2025

	PEER DISTRICT		
	DISTRICT	AVERAGE	STATE AVERAGE
Payroll as a Percentage of All Funds	75.0%	65.0%	78.4%
Average Teacher Salary	\$ 67,441	\$ 61,103	\$ 63,751
Average Administrative Salary	\$ 116,962	\$ 109,183	\$ 103,617
Superintendent Salary	\$ 214,225	\$ 191,279	\$ 168,307

SOURCE: Texas Education Agency, Public Education Information Management System
District Financial Actual Reports.

The District’s payroll costs represented 75.0 percent of all funds expenditures, compared with the peer district average of 65.0 percent and the State average of 78.4 percent. The peer district average was reduced by Fort Stockton ISD, which reported payroll costs of 18.6 percent of all funds expenditures, compared with percentages ranging from 75.6 percent to 77.6 percent among the other four peer districts. Excluding Fort Stockton ISD, the average among the remaining peer districts was approximately 76.6 percent, which was 1.6 percentage points higher than the District. The District’s average teacher salary was higher than both the peer district and State averages. The highest average teacher salary within the peer group is \$62,351 (Fort Stockton ISD) and the lowest is \$59,392 (Malakoff ISD).

The District received the Teacher Incentive Allotment (TIA) along with one of its peer districts (Fort Stockton ISD). The District had a total of 19 teachers eligible for the TIA while its peer district, Fort Stockton ISD, had 14.

Under the Teacher Incentive Allotment (TIA) program, the District had teachers receiving the Recognized and Exemplary designation only. Its only peer district receiving TIA, Fort Stockton ISD, also had teachers receiving Recognized and Exemplary designations only.

PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT
AGREED-UPON PROCEDURES RELATED TO AN EFFICIENCY AUDIT PERFORMED
IN ACCORDANCE WITH LEGISLATIVE BUDGET BOARD GUIDELINES
Data for the Year Ended August 31, 2025

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

7. District Payroll Expenditures Summary (continued)

The District's average payout for teachers receiving a Recognized designation was \$7,178, and \$14,458 for Exemplary designation. Fort Stockton ISD recorded an average payout of \$5,333 for the Recognized designation, and \$10,847 for the Exemplary designation. Statewide, the average TIA payouts were \$5,567 for the Recognized, \$11,062 for the Exemplary, and \$20,910 for the Master designations.

Designation	Pecos-Barstow-Toyah ISD Payout	Peer District Average Payout	State Average Payout
Recognized	\$7,178	\$5,333	\$5,567
Exemplary	\$14,458	\$10,847	\$11,062
Master	\$-	\$-	\$20,910

The District's average administrative salary, including both campus and central administration, is higher than both the peer district average and State average. The average experience of campus leadership in the District was 6.6 years, compared with the State average of 6.0 years. Four (4) peer districts reported lower average campus leadership experience than the District, as shown below.

District Name	Average Campus Leadership Experience (Years)
Malakoff ISD	5.0
Seminole ISD	4.8
Monahans-Wickett-Pyote ISD	4.7
Fort Stockton ISD	5.7

The District Superintendent's salary is greater than the peer district average and the State average. The highest superintendent salary within the peer district group is \$283,550 (Fort Stockton ISD), while the lowest superintendent salary is \$90,588 (Malakoff ISD). It is also important to note that the State average for the Superintendent salary comprises school districts across the State with enrollments ranging from 20 to 176,727 students. Statewide superintendent salary averages should be interpreted with caution because the State average includes districts with substantially different enrollment levels, and district size is one factor that may influence superintendent compensation.

PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT
AGREED-UPON PROCEDURES RELATED TO AN EFFICIENCY AUDIT PERFORMED
IN ACCORDANCE WITH LEGISLATIVE BUDGET BOARD GUIDELINES
Data for the Year Ended August 31, 2025

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

8. Fund Balance

The General Fund is the operating fund in a governmental entity. Fund balance represents the current resources/assets available to the government less any current obligations/liabilities. Within fund balance there are five (5) categories: non-spendable, restricted, committed, assigned and unassigned. The categories are described below.

- Non-spendable fund balance cannot be spent because it is either (a) not in a spendable form, such as inventory or (b) legally or contractually required to be maintained intact.
- Restricted fund balance is net resources that are restricted as to use by an external party, such as a federal grantor.
- Committed fund balance is set aside for a specific purpose as resolved by the Board of Trustees.
- Assigned fund balance is fund balance that has been set aside by management for a specific purpose.
- Unassigned fund balance is the remaining amount that is not restricted, committed, or assigned for a specific purpose.

The Texas Education Agency evaluates unassigned fund balance by comparing it with three months, or 25 percent, of annual operating expenditures. If the District does not meet the three-month goal, the resulting percentage is less than 100 percent. Amounts exceeding the three-month goal result in percentages greater than 100 percent. In fiscal year 2025, the District did meet the three-month average goal.

FIGURE 11
GENERAL FUND BALANCE
2021 - 2025

YEAR	DISTRICT			PEER DISTRICT AVERAGE (1)		
	GENERAL FUND UNASSIGNED FUND BALANCE PER STUDENT	GENERAL FUND UNASSIGNED FUND BALANCE AS A PERCENTAGE OF OPERATING EXPENDITURES	GENERAL FUND UNASSIGNED FUND BALANCE AS A PERCENTAGE OF 3-MONTH OPERATING EXPENDITURES	GENERAL FUND UNASSIGNED FUND BALANCE PER STUDENT	GENERAL FUND UNASSIGNED FUND BALANCE AS A PERCENTAGE OF OPERATING EXPENDITURES	GENERAL FUND UNASSIGNED FUND BALANCE AS A PERCENTAGE OF 3-MONTH OPERATING EXPENDITURES
2025	\$ 10,338	51.4%	205.6%	\$ 4,639	33.9%	135.6%
2024	10,441	59.8%	239.3%	5,836	39.7%	159.0%
2023	8,672	59.3%	237.2%	6,837	59.2%	236.9%
2022	6,739	50.4%	201.8%	6,757	55.3%	221.4%
2021	6,177	49.1%	196.6%	6,187	56.9%	227.7%

SOURCE: Texas Education Agency, Public Education Information Management System District Financial Actual Reports.

PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT
AGREED-UPON PROCEDURES RELATED TO AN EFFICIENCY AUDIT PERFORMED
IN ACCORDANCE WITH LEGISLATIVE BUDGET BOARD GUIDELINES
Data for the Year Ended August 31, 2025

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

8. Fund Balance (continued)

The table below shows the amount by which the District exceeded the three-month goal.

FIGURE 11
GENERAL FUND BALANCE (continued)
2021 - 2025

DISTRICT					
YEAR	GENERAL FUND UNASSIGNED FUND BALANCE	GENERAL FUND UNASSIGNED FUND BALANCE THREE-MONTH GOAL	UNASSIGNED FUND BALANCE AND THREE-MONTH GOAL (%)	DIFFERENCE BETWEEN UNASSIGNED FUND BALANCE AND THREE- MONTH GOAL (\$)	
2025	\$ 30,043,106	\$ 14,614,784	205.6%	\$	15,428,322
2024	29,986,007	12,529,922	239.3%		17,456,085
2023	24,055,530	10,142,270	237.2%		13,913,260
2022	18,000,000	8,919,889	201.8%		9,080,111
2021	16,658,933	8,474,315	196.6%		8,184,618

The District's unassigned fund balance as of August 31, 2025, totaled \$30.0 million. Using the District's General Fund operating expenditures of \$58.5 million, the optimal 25 percent of operating expenditures in fund balance would equate to \$14.6 million. The District exceeded the three-month benchmark by \$15.4 million (or 105.6 percent).

In fiscal year 2025, the District did not assign any fund balance for the current year. The Texas Education Agency combines both the assigned and unassigned fund balance in evaluating fund balance compared to operating expenditures for FIRST Rating purposes. As such, when both unassigned and assigned fund balance are considered, the District's fiscal year 2025 total fund balance exceeded the three-month operating expenditure benchmark and fund balance goal by \$15.4 million or 105.6 percent.

PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT
AGREED-UPON PROCEDURES RELATED TO AN EFFICIENCY AUDIT PERFORMED
IN ACCORDANCE WITH LEGISLATIVE BUDGET BOARD GUIDELINES
Data for the Year Ended August 31, 2025

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

9. District Staffing Levels

FIGURE 12
STAFF RATIO COMPARISON
2024 - 2025

	DISTRICT	PEER DISTRICT AVERAGE	STATE AVERAGE
Teaching Staff (Percentage of Total Staff)	40.5%	46.3%	48.3%
Support Staff (Percentage of Total Staff)	8.8%	6.9%	10.8%
Administrative Staff (Percentage of Total Staff)	4.3%	5.5%	4.6%
Paraprofessional Staff (Percentage of Total Staff)	14.4%	14.7%	10.7%
Auxiliary Staff (Percentage of Total Staff)	31.9%	26.6%	25.5%
Students Per Total Staff	5.3	12.8	7.0
Students Per Teaching Staff	12.9	14.2	15.0

SOURCE: Texas Education Agency, Public Education Information Management System District Staff Information Reports.

The District’s total staff for the year ended August 31, 2025 was 555 compared to the peer district average of 342. The District employed 225 teachers for the 2025 school year, representing 40.5 percent of total staff. The District’s proportion of teaching staff was 5.8 percentage points lower than the peer district average and 7.8 percentage points lower than the State average.

Auxiliary staff represented 31.9 percent of the District’s total staff, compared to 26.6 percent for the peer district average and 25.5 percent for the State average. The higher proportion of auxiliary staff reflects operational staffing needs for transportation, food service, maintenance, custodial, grounds, and other support functions, many of which require minimum staffing levels that do not decrease proportionately with enrollment.

10. Teacher Turnover Rates

FIGURE 13
TEACHER TURNOVER RATES
2024 - 2025

	DISTRICT TURNOVER RATE	AVERAGE PEER DISTRICT TURNOVER RATE	STATE TURNOVER RATE
Teachers	17.8%	16.7%	18.8%

SOURCE: Texas Education Agency, Public Education Information Management System District Staff Information Reports.

The District’s turnover rate was 1.1 percentage points higher than the peer district average and 1.0 percentage points lower than the State average. The highest turnover rate among the peer districts was 18.8 percent (Seminole ISD) while the lowest turnover rate was 15.0 percent (Malakoff ISD).

PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT
AGREED-UPON PROCEDURES RELATED TO AN EFFICIENCY AUDIT PERFORMED
IN ACCORDANCE WITH LEGISLATIVE BUDGET BOARD GUIDELINES
Data for the Year Ended August 31, 2025

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS (continued)

11. Special Programs

FIGURE 14
SPECIAL PROGRAMS CHARACTERISTICS
2024 - 2025

	NUMBER OF STUDENTS SERVED	PERCENTAGE OF ENROLLED STUDENTS SERVED	PROGRAM BUDGET PER STUDENT SERVED ¹	PROGRAM BUDGET AS A PERCENTAGE OF DISTRICT BUDGET ¹	TOTAL STAFF FOR PROGRAM	STUDENTS PER TOTAL STAFF FOR PROGRAM
Total Students	2,919	100.0%	N/A	N/A	N/A	N/A
Special Education	397	13.6%	\$ 13,319	8.6%	34.1	11.6
Bilingual/ESL Education	539	18.5%	580	0.5%	12.1	44.6
Migrant Programs	-	0.0%	N/A	0.0%	N/A	N/A
Gifted and Talented Programs	89	3.0%	1,863	0.3%	1.0	89.0
Career and Technical Education	788	27.0%	2,180	2.8%	16.3	48.3
Athletics and Extracurricular Activities (1)	1,030	35.3%	3,244	5.5%	45.0	22.9
Alternative Education Program/Disciplinary Alternative Education Program (1)	90	3.1%	2,227	0.3%	7.0	12.9
Juvenile Justice Alternative Education Program	-	0.0%	N/A	0.0%	N/A	N/A

Note: ¹ Information provided by the District

Recapture payments were excluded from the calculation of Program Budget as a Percentage of District Budget. Excluding recapture provides a more meaningful representation of resources allocated to District programs because recapture payments are transferred to the State and are not available to support District operations.

SECTION V - ADDITIONAL FINANCIAL, OPERATIONAL, AND ACADEMIC INFORMATION

1. State and Regional Resources

The District maximizes available resources through its use of programs, funding opportunities, technical assistance, professional development, and cooperative services offered by TEA and regional education service centers. District leadership evaluates available grants, allotments, reimbursements, shared services, and purchasing opportunities to reduce costs, expand services, and avoid duplication of effort. The District also monitors enrollment, attendance, PEIMS reporting, and special program participation to help ensure that it receives applicable state funding. Through these efforts, the District combines state, regional, federal, and local resources to support educational programs, strengthen operations, and maximize the benefit of available funding.

2. Reporting

For the year ended August 31, 2025, Whitley Penn, LLP expressed an unmodified opinion on the District’s financial statements. An unmodified opinion indicates that the financial statements are presented fairly, in all material respects, in accordance with the applicable financial reporting framework.

3. Oversight

Not Applicable

4. Budget Process

FIGURE 15
BUDGET PROCESS

QUESTION	YES/NO	NOT APPLICABLE
Does the District’s budget planning process include projections for enrollment and staffing?	Yes	
Does the District’s budget process include monthly and quarterly reviews to determine the status of annual spending?	Yes	
Does the District use cost allocation procedures to determine campus budgets and cost centers?	No	
Does the District analyze educational costs and student needs to determine campus budgets?	Yes	

5. Self-funded Programs

Not applicable.

SECTION V - ADDITIONAL FINANCIAL, OPERATIONAL, AND ACADEMIC INFORMATION (continued)

6. Staffing

District administrators are evaluated annually using established performance standards aligned with their respective roles and District goals. Evaluation results are used to identify strengths, areas for growth, and professional development needs. The results also help inform staffing decisions, operational priorities, resource allocation, and continuous improvement efforts to support alignment between District leadership and the District’s strategic goals.

7. Compensation System

FIGURE 16
COMPENSATION SYSTEM

QUESTION	YES/NO	NOT APPLICABLE
Does the District use salary bonuses or merit pay systems?	Yes	
Do the District’s salary ranges include minimum, midpoint, and maximum increments to promote compensation equity based on the employee’s education, experience, and other relevant factors?	Yes	
Does the District periodically adjust its compensation structure using verifiable salary survey information, benchmarking, and comparable salary data?	Yes	
Has the District made any internal equity and/or market adjustments to salaries within the past two years?	Yes	

SECTION V - ADDITIONAL FINANCIAL, OPERATIONAL, AND ACADEMIC INFORMATION (continued)

8. Planning

FIGURE 17
OPERATIONAL INFORMATION

QUESTION	YES/NO	NOT APPLICABLE
Does the District develop a District Improvement Plan (DIP) annually?	Yes	
Do all campuses in the District develop a Campus Improvement Plan (CIP) annually?	Yes	
Does the District have an active and current facilities master plan? If yes, does the District consider these factors to inform the plan:	Yes	
Does the District use enrollment projections?	Yes	
Does the District analyze facility capacity?	Yes	
Does the District evaluate facility condition?	Yes	
Does the District have an active and current energy management plan?	No	
Does the District maintain a clearly defined staffing formula for staff in maintenance, custodial, food service, and transportation?	Yes	

PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT
AGREED-UPON PROCEDURES RELATED TO AN EFFICIENCY AUDIT PERFORMED
IN ACCORDANCE WITH LEGISLATIVE BUDGET BOARD GUIDELINES
Data for the Year Ended August 31, 2025

SECTION V - ADDITIONAL FINANCIAL, OPERATIONAL, AND ACADEMIC INFORMATION (continued)

9. Programs

FIGURE 18
ACADEMIC INFORMATION

QUESTION	YES/NO	NOT APPLICABLE
Does the District have a teacher mentoring program?	Yes	
Are decisions to adopt new programs or discontinue existing programs made based on quantifiable data and research?	Yes	
When adopting new programs, does the District define expected results?	Yes	
Does the District analyze student test results at the District and/or campus level to design, implement and/or monitor the use of curriculum and instructional programs?	Yes	
Does the District modify programs, plan staff development opportunities, or evaluate staff based on analyses of student test results?	Yes	