

October 24, 2001

The Honorable Rick Perry
The Honorable William R. Ratliff
The Honorable James E. "Pete" Laney
Members of the 77th Legislature
Commissioner James E. Nelson

Fellow Texans:

I am pleased to present this report on the progress of the Galveston Independent School District (GISD) in implementing my Texas School Performance Review (TSPR) recommendations.

In June 2000, I released the results of my review of the district's operations. This review offered 130 recommendations that could save GISD taxpayers nearly \$12.7 million by 2004-05. Cumulative net savings from all recommendations (savings less recommended investments) were projected to reach more than \$4.3 million by 2004-05. The review also noted a number of GISD's exemplary programs and model services provided by district administrators, teachers, and staff.

After a little more than one year, we returned to check on how well the district's leadership put these proposals into practice. Over the last year, GISD has implemented, or is in the process of implementing, 121 of the proposals, or 94 percent. The district has realized net savings of \$730,000 to date and expects those savings over five years to reach nearly \$1.9 million.

This report is available on my Web site at
www.window.state.tx.us/tspr/galvestonpr/.

Thanks for all that you do for Texas.

Sincerely,



Carole Keeton Rylander
Texas Comptroller

Introduction

In June 2000, the Texas Comptroller of Public Accounts' Texas School Performance Review (TSPR) completed a comprehensive school review of the Galveston Independent School District (GISD). During July 2001, TSPR staff members returned to assess the district's progress in implementing their recommendations.

Since 1991, TSPR has recommended more than 5,500 ways to save taxpayers in 63 different public school districts more than \$600 million over five years. TSPR also conducts follow-up reviews of districts that have had at least one year to implement its recommendations. The 36 "progress report" reviews conducted to date show that 90 percent of TSPR's combined proposals have been acted upon, saving taxpayers more than \$108 million, with more savings expected in the future.

Improving the Texas School Performance Review

Comptroller Carole Keeton Rylander, who took office in January 1999, consulted school district officials, parents and teachers from across Texas and carefully examined past reviews and progress reports in an effort to make the Texas School Performance Review more valuable, even vital, to the state's more than 1,000 school districts. With the perspective of having served as a teacher and later a school board president, the Comptroller vowed to make TSPR more accountable to local school districts and the communities they represent.

Comptroller Rylander began by establishing new criteria for selecting school districts for future reviews. Priority is given to districts that have been judged as poor-performing academically or financially, and to hands-on reviews that benefit the greatest number of students. These are the school districts and children that need help the most.

Recognizing that only about 51 cents of every education dollar is spent on instruction, Comptroller Rylander's goal is to drive more money into the classroom. In addition, Comptroller Rylander has ordered best practices and exemplary programs found in TSPR's reviews to be shared quickly and systematically among all the state's school districts and with anyone else who requests such information. Comptroller Rylander has directed TSPR to serve as an active clearinghouse of the best and brightest ideas in Texas public education. Best practices identified in the original review of KISD are included in the Comptroller's best practices database, *A+ Ideas for Managing Schools (AIMS)*, which is accessible on the Web at www.aimsdatabase.org.

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

- ensure students and teachers receive the support and resources they need to succeed;
- identify innovative options to address core management challenges;
- ensure administrative activities are performed efficiently, without duplication and in a manner that spurs education;
- develop strategies to ensure that districts' processes and programs are continually assessed and improved;

- understand the links among the districts' functional areas and determine ways to provide a seamless system of services;
- challenge any process, procedure, program or policy that impedes instruction and recommend ways to reduce or eliminate obstacles; and
- put goods and services to the "Yellow Pages test"—government should do no job if there is a business in the Yellow Pages that can do that job better and at a lower cost.

Finally, Comptroller Rylander has opened her door to Texans who share her optimism about TSPR's potential. Suggestions to improve school reviews are welcome at any time. The Comptroller is a staunch believer in public education and public accountability.

Detailed information can be obtained from TSPR by calling 1-800-531-5441, extension 5-3676, or by visiting the Comptroller's Web site at www.window.state.tx.us.

TSPR in Galveston Independent School District

The Comptroller's office began its performance review of GISD in November 1999. This review was the first affected by legislation enacted during the 1999 legislative session that requires districts to pay 25 percent of the cost of a review if a majority of the school district's board votes to request a review.

On August 11, 1999, the GISD board passed a resolution to request the review and pay up to \$37,500 toward its estimated \$150,000 cost. On September 8, 1999, the Comptroller and the GISD board president signed an interlocal agreement at a public announcement of the review in Galveston.

After nearly six months of work, the Comptroller's office released its review, which highlighted GISD's exemplary programs and offered 130 recommendations that could result in net savings of more than \$4.3 million over the next five years.

The Comptroller's office selected WCL Enterprises, a consulting firm based in Katy, Texas, to assist the agency with this review. The TSPR team interviewed district employees, school board members, parents, business leaders and community members and held a community meeting in GISD's Scott Elementary School. To obtain additional comments, the review team conducted focus-group sessions with parents, teachers, principals, business leaders and representatives from community organizations. The Comptroller's office also received letters from a wide array of parents, teachers and community members, as well as calls to the Comptroller's toll-free hotline.

One hundred ninety-three campus and 48 central administrators and support staff, 18 principals and assistant principals, 378 teachers, 251 parents and 380 students completed written surveys as part of the review.

GISD Vital Statistics

In 2000-01, GISD served 9,347 students, 6.6 percent fewer than in 1997-98 (10,007). GISD's property value in 2000-01 is \$243,136 per student.

GISD's student performance has improved over the last few years. In 1994-95, the Texas Education Agency (TEA) rated two GISD schools as Low Performing and rated the district Academically Acceptable with no schools rated Recognized or Exemplary. In 2000-01, by contrast, the district received a rating of Academically Acceptable from TEA, with four Recognized schools and one Exemplary school. Only the district's alternative education program received a Low-Performing rating, and that program has since been outsourced, in an effort to improve its academic programs and its TEA rating, to the Harris County Department of Education.

While GISD's student performance remains slightly below state and regional averages, the district has made significant strides in closing the performance gap. In 1999-2000, 74.6 percent of all GISD students passed the Texas Assessment of Academic Skills (TAAS), compared to just 45.2 percent in 1994-95. In 2001, 85.2 percent of GISD's students passed the TAAS reading test, 88.9 percent passed TAAS math, and 85.7 percent passed the TAAS writing exam. Each passing rate was higher than in the previous year.

During 2000-01, the district employed a staff of 1,290 full-time employees, including 684 teachers who made up 49 percent of GISD's staff. GISD budgeted for general fund expenditures of \$52.7 million in 2000-01, with 65.8 percent of these revenues generated locally, 31.8 percent coming from the state and about 0.6 percent contributed by federal funds. About 1.9 percent came from other sources.

Over the last year, GISD's superintendent made a number of significant organizational changes. The position of assistant superintendent for Administration was eliminated, and its duties distributed among existing administrative personnel. The executive director for Personnel assumed a new position as executive director for Employee and Community Relations, while a campus principal was moved into a restructured position called executive director of Human Resources. The long-time Communications director assumed a new role as director of Policies and Planning. These changes all were recommended by TSPR to improve the district's internal and external service.

While the district has yet to complete some of TSPR's recommendations, the team assigned to conduct this one-year update found notable progress.

Ninety-three of TSPR's recommendations have been implemented and 28 are in various stages of progress. Only five have not yet been addressed. GISD officials rejected four other recommendations because they believed they were not feasible at this time. (See Appendix A for details of the recommendations' status.)

Galveston ISD Report Card

Chapter	# of Recommendations	Complete	In Progress	Not Implemented	Rejected	Percent Complete / In Progress	Rating
District Organization	15	12	2	0	1	80%/13%	Excellent

and Management							
Educational Service Delivery	13	11	1	0	1	85%/8%	Excellent
Community Involvement	9	7	1	0	1	78%/11%	Satisfactory
Personnel Management	9	6	3	0	0	67%/33%	Satisfactory
Facilities Use and Management	10	5	4	1	0	50%/40%	Satisfactory
Financial Management	6	4	1	0	1	67%/17%	Satisfactory
Asset and Risk Management	8	7	1	0	0	88%/13%	Excellent
Purchasing and Warehouse Services	18	13	5	0	0	72%/28%	Satisfactory
Child Nutrition Services	12	10	1	1	0	83%/8%	Excellent
Transportation	13	9	2	2	0	69%/15%	Satisfactory
Computers and Technology	10	4	6	0	0	40%/60%	Satisfactory
Safety and Security	7	5	1	1	0	71%/14%	Satisfactory
Overall Grade	130	93	28	5	4	72%/22%	= 94%

Excellent = More than 80% complete

Satisfactory = 80% to 100% complete or in progress

Needs Work = Less than 80% complete or in progress

Exemplary Programs and Practices

TSPR identified numerous “best practices” in GISD. Through commendations in each chapter, TSPR’s report highlighted model programs, operations and services provided by GISD administrators, teachers and staff members. Other school districts throughout Texas are encouraged to examine these exemplary programs and services to see if they can be adapted to meet local needs. TSPR’s commendations include the following:

- GISD uses the Success For All (SFA) reading program, developed by Johns Hopkins University for children from low-income backgrounds, for its students in grades K-6. SFA concentrates on helping every child learn to read through intensive daily instruction, continual assessment and timely one-on-one tutoring as needed. Since implementing the SFA program in 1994-95, the share of GISD students in grades 3-8 passing the reading portion of TAAS rose from 65.4 percent to 84.5 percent in 1998-99.

Since TSPR’s review, GISD has continued to work toward its goal of becoming a TEA Recognized district. This year, only one of the district’s ethnic subgroups had a TAAS passing rate below 80 percent. The percent of all GISD students passing TAAS reading rose by 1.2 percent in 2000-01 from 1999-2000.

- In 1995, GISD began rewriting its math curriculum for grades K-8, incorporating the standards of the National Council of Teachers of Math and the Texas Essential Knowledge and Skills (TEKS), with emphasis in the area of oral and written communication of math concepts. Since the project’s implementation in 1998-99, the percentage of GISD students in grades 3-8 passing the TAAS math rose from 79.1 percent in 1997-98 to 84.6 percent in 1998-99.

GISD continues its emphasis on math. In 2000-01, TAAS mathematics passing rates improved for all ethnic subgroups in GISD, marking the district’s highest-ever achievement in math. The percent of economically disadvantaged students who passed the TAAS math test rose from 68 percent in 2000 to 85.2 percent in 2001.

- GISD’s Students That Are Reaching (STAR Lab) program, offered at Parker Elementary School, is staffed by three special education teachers and two aides. The STAR Lab is used as a special education resource classroom that assists students who need additional help in language arts, math and reading. When its resource sessions end at noon, the lab becomes a learning center providing instruction designed to supplement students’ education, especially “at-risk” students.

Students continue to use the STAR lab to bolster their skills in a self-paced and challenging setting. During 2000-01, usage of the STAR lab rose by 11 percent over the previous year.

- GISD publicizes school activities and student accomplishments effectively. The district regularly publicizes school events and news in the local daily paper and also uses donated billboard space to announce various athletic and fine arts events. GISD also reaches minority constituents through targeted communications with the Galveston African American Chamber of Commerce,

the Hispanic Chamber of Commerce, the League of United Latin American Citizens (LULAC) and other organizations.

In 2000-01, GISD began several new initiatives to enhance communication with parents and the community at large. A new GISD newsletter, “Connections,” covers district events and activities in four issues each year. Through a unique and cost-effective partnership with the Galveston County Daily News, “Connections” is inserted directly into the local newspaper, enabling the district to reach 19,000 constituents without postage costs. A Spanish version of “Connections” is distributed through the schools.

GISD also unveiled a new Web site during 2000-01. The Web site features a home page for each campus, including enrollment figures, TAAS scores and other pertinent information. The district also has overhauled its entire policy manual and posted it on the district Web site for easy access by staff, parents and other constituents.

Through its newly established Employee and Community Relations Department, GISD has instituted a Sunday “GISD Report” in the Galveston County Daily News. This half-page of donated space provides GISD with a forum for discussing a variety of topics, from parenting issues to educational programs and upcoming events.

GISD's Employee and Community Relations Department mobilized dozens of parent volunteers to present its first “Community Fair” in May 2001. The fair attracted more than 600 participants who received information on a variety of topics important to parents, such as educational opportunities during the school year and the health issues and summer recreational programs.

- GISD uses innovative methods to attract and train teachers. The district serves as a professional development site for the University of Houston at Clear Lake, hosting interns during the last year of their teacher or administrator educational programs. Since 1997-98, GISD has hired 16 students from the university. The district also has a tuition assistance program that helps its employees pursue certification in bilingual education, reading, special education and math specialties in programs at area colleges and universities. Participants must commit to work in the district for three years after completing certification, take 12 semester hours per year and maintain a 2.5 grade-point average.

GISD has further enhanced its ability to recruit and retain qualified teachers with a \$1.1 million pay increase for the 2001-02 school year, bringing GISD in line with area school districts. The board approved the raise in March of 2001, ahead of the traditional budget cycle, to bolster recruitment efforts.

GISD also is in the third operational year of its “Grow Your Own” program, an effort that has proven fruitful in developing teachers for the district. Six current GISD teachers earned their degrees and certification through the program. An additional 32 candidates are in the program at this writing, many of whom will ultimately fill GISD teaching positions in critical shortage areas such as bilingual and special education and mathematics.

- GISD's energy management efforts have saved the district more than \$700,000 annually since 1990. The program includes energy audits of district facilities; central control of heating and air conditioning units; equipment retrofits to reduce energy consumption with more efficient equipment; installation of more efficient lighting; and utility bill audits.

As energy costs rise across the nation, GISD has partnered with both state and local political subdivisions in the Texas Conference of Urban Counties Aggregation Project, Inc. This group was formed to aggregate its members' purchasing power and obtain lower electricity rates than any individual member could obtain on its own. As a result of this affiliation, GISD expects to save an additional 15 percent on its electricity purchases next year.

- Using a grant from the Galveston Area Council, GISD has purchased a cardboard baler and required its garbage disposal vendor to recycle its waste cardboard, reducing its trash pickups from three per week to two and saving the district \$15,000 a year.

Recycling and conservation continue to be a major emphasis of district operations. In 2000-01, the district's contract for recycling was expanded to include all major GISD facilities, not just schools. Recycle bins are available for use by school and administrative staff at each GISD facility, as well as citizens in surrounding neighborhoods. GISD's recycling bins generate revenues for individual campuses that are used to support student and teacher activities.

- GISD has obtained special discount pricing for after-school, dial-up Internet access for teachers, students and parents. The normal cost to access the Internet through a local Internet provider ranges from \$10 to \$20 per month. Through the Regional Education Service Center IV, however, GISD acquires the service for \$4.99 per month.

The integration of information technology into classroom instruction continues to be a top GISD priority. Thus far in 2000-01, GISD has offered 14 different training workshops, most of them delivered through portable, wireless laptop labs at targeted campus sites. These lessons, lasting about 45 minutes to one hour each, focus on classroom and teacher productivity. Prior to summer 2001, 2,460 employees participated in about 1,500 hours of technology training. During the summer 2001, the district offered about 50 classes serving up to 20 teachers or employees each, in three-hour sessions.

- GISD started a new program to help students attend college in 2000-01.

In collaboration with Galveston College and other organizations and corporations, GISD took part in a capital campaign to help every student graduating from a Galveston high school to attend college. This Universal Access program, which began in fall 2001, provides a scholarship to qualifying students of up to \$1,000 per year. The scholarship covers tuition and fees for full-time study at Galveston College for up to two years.

For the 2001-02 school year, the program's first year, 138 local students applied for funding and 40 received scholarships. The other applicants qualified for financial aid through other state and federal programs.

TSPR Key Recommendations

The following key TSPR recommendations were highlighted by GISD administrators and staff as having the greatest impact on district operations. These recommendations are organized by chapter and area of operation, as in TSPR's original report. The comments came from district administrators during the TSPR team's follow-up visit to the district.

District Organization and Management

Recommendation 2: Complete the process of revising and updating the district's board policies and related administrative procedures. According to district administrators, this step has greatly improved communication throughout the district. The community and staff at all levels now have easy access to the district's policy manual via the district Website. Having the policy manual on-line has also eliminated the potential use of out-of-date policies within GISD.

Recommendation 3: Amend the mission statement to identify and communicate clearly the values and beliefs that guide the district and serve as the basis for all policies and actions. While the final outcome is yet to be determined, the superintendent told the TSPR follow-up team that meeting with the board to discuss the issues concerning the district's future and agree upon broad goals, was the first time in a long while that everyone was able to talk openly about their goals for the district in the coming years.

Recommendation 12: Assess the organizational health in each school annually using a qualified survey instrument. The organizational health survey has been a very useful exercise for GISD. The results were compiled not only for the district but also for each campus, and the consultant that conducted the survey met with each campus team to discuss that campus individual strengths and weaknesses. When two principals resigned, district officials said they used the survey to determine their leadership needs and based their candidate search on filling those needs. The survey has aided many other decisions, including revisions to the student code of conduct and the Campus Improvement Plans.

Educational Service Delivery

Recommendation 17: Increase the student-teacher ratio at all secondary campuses by an average of one student per teacher. Administrators said that increasing the student-teacher ratio on all campuses had proven important to the district's financial and academic well-being. The dollars saved by eliminating low-enrollment classes were used to fund a portion of the teacher pay raises given last year. As additional positions are eliminated next year because of a declining student enrollment, the money will again go to fund ongoing pay raises—raises that are critical if GISD is to remain competitive and attract and retain the highest-quality teachers.

Recommendation 21: Develop a comprehensive staff development policy that includes mechanisms for monitoring and evaluating GISD's training programs. District administrators said this was a very controversial issue, but they felt it was important because it requires all educators to enhance their skills continually. The new district policy requires all teachers to obtain 12 hours of continuing training on their own time, either during the summer, in the evening or on weekends. The district provides the

training free of charge, but many teachers most in need of certain classes were not taking advantage of the opportunities. Now, if a teacher needs additional training in a specific area, their principal can suggest that some portion of their required training be in those areas.

Community Involvement

Recommendation 31: Create a PTO-PTA Council consisting of PTO and PTA presidents and vice presidents. Every campus now has a parent and a teacher representative. The district contracted with the Texas Association of School Boards for a three-day training on the Parent Learning Network and the district has purchased the program for future training efforts. Most of the cost for this training was covered with existing grant money. In the last year, the district held a Community Fair at which 60 representatives provided training to hundreds of people from inside and outside the community. The fair was a tremendous success, and the district received accolades in the local news for a job well done.

Recommendation 35: Publish a bi-monthly newsletter that informs the public of GISD activities. By working very closely with its local newspaper, the *Galveston County Daily News*, GISD has obtained a free page in each Sunday paper to publicize the good things going on in the district. A portion of the page is dedicated to advertising, which helps to offset the paper's expense for providing this service. The district also has begun publishing a regular newsletter four times each year as an insert in the newspaper for a relatively low rate. These vehicles allow nearly 19,000 area residents to receive information about GISD activities.

Recommendation 37: Increase efforts to develop and nurture partnerships with foundations, business organizations and nonprofit agencies. GISD is working to revitalize its educational foundation. The district hopes to use the foundation to attract additional funds it can use to enhance its educational programs. The district through the foundation also has pursued several grants to start a mobile education project that would go from neighborhood to neighborhood to share parenting information.

Personnel Management

Recommendation 43: Increase salaries for experienced teachers and administrators at least to the average for area districts. One of the biggest challenges GISD faced when TSPR's review began was recruiting and retaining qualified teachers and administrators. With nearly 100 teaching vacancies each year, the district was experiencing significant difficulties in hiring and retaining certified and qualified teachers, a difficulty that had begun to affect student performance. Moreover, a number of administrative positions could not be filled because the salaries offered were too low.

By raising its salaries and making a commitment to remain competitive in the marketplace, the GISD board has taken a bold step that is achieving results. At the end of 2000-01, less than 40 vacancies existed. Human Resource personnel told TSPR that early approval of the salary schedule for 2000-01 has greatly improved the district's recruitment efforts, so much so that neighboring districts have called to say that GISD was attracting their good candidates—a situation GISD had not seen in a number of years.

Facilities Use and Management

Recommendation 47: Develop a long-range facilities master plan.

Recommendation 48: Review current attendance zones and revise their boundaries to more equitably distribute students across schools. To respond to these recommendations, GISD hired a demographer and organized a facility planning committee made up of district staff and community members to assess each building to establish what repairs or expansion were necessary. The results were startling to some committee members who had not realized the critical facility needs existing in the district. In all, the committee identified more than \$100 million in necessary repairs, renovations and construction needs. The demographer has recommended that the district close a campus and consolidate programs based on shifting enrollments within the district.

Recommendation 49: Combine the Maintenance and Operations Departments. While this merger is not yet complete, district administrators said that examining these departments and establishing a more coordinated approach to facility management will be critical as the district considers options for addressing its long-term facility needs. The district plans to hire a new facilities director in the near future to help this consolidation occur.

Financial Management

Recommendation 59: Create formal procedures to ensure corrective actions recommended in audits are taken in a timely manner. In March, June and September of each year, the district's administration updates the board on the district's progress in addressing each audit recommendation.

Recommendation 62: Transfer GISD tax levy and collection functions to the Galveston County Tax Office. While the implementation of this recommendation got off to a rocky start, district officials have indicated that since the new computer system was put in place, things have improved significantly. This recommendation could save the district nearly \$200,000 annually if collection rates remain at or near the same levels as previous collection years. Delinquent tax collections have improved significantly.

Asset and Risk Management

Recommendation 63: Place unused bank balances in higher-yielding investments overnight to increase investment earnings. In an interesting turn of events, this recommendation has had an effect on local area businesses as well as the district's interest earnings. Moody Bank, the district's depository, did not offer overnight investments to its customers. GISD's business manager approached the bank with this recommendation and together they worked through the details. Now GISD has earned an additional \$40,000 in interest, and Moody Bank is offering the service to its other customers.

Recommendation 65: Close the Lovenberg Retirement Trust account.

Recommendation 66: Use \$800,000 from the Lovenberg Maintenance Trust Fund on middle school facility improvements over the next fiscal year and develop a plan for using funds from the trust in each subsequent year. These recommendations made money available that was going unused. The district is considering using this money for needed repairs and renovations and the support of its ailing health insurance fund balance.

Purchasing and Warehouse Services

Recommendation 83: Lease or purchase warehouse space to replace the existing GISD warehouse. GISD's warehouse facility is in serious disrepair, according to district officials. As part of the district's overall facility plan, GISD included the cost of building a new warehouse in its upcoming bond election.

Recommendation 87: Contract with the Harris County Department of Education to develop and maintain records retention schedules required by state law. District officials said they believe this recommendation will limit the amount of warehouse space needed to store documents and feel that they finally have a good records retention policy in place. **Child Nutrition**

Recommendation 92: Increase meal participation by eliminating barriers and implementing new programs. GISD's Child Nutrition coordinator has promoted a new breakfast program across the district. Nearly every school now has a breakfast program. To date, the district has brought in an additional \$65,000 in revenues from breakfast sales, while ensuring that more of its children have a nutritious breakfast.

Recommendation 96: Use industry standard MPLH guidelines for establishing staffing levels. Because the district has been aggressive in increasing participation rates, the productivity of its staff has improved dramatically, making it necessary for the district to eliminate fewer employees than TSPR originally anticipated. Even so, district officials said that instituting cafeteria staffing standards helped cafeteria managers to see that they either had to increase meals served or decrease staff hours to achieve their goals. They did both, and the effect has been positive for all involved.

Transportation

Recommendation 111: Adopt a 15-year bus replacement cycle. GISD's business manager indicated that a regular replacement schedule for buses would make the budgeting process simpler. Instead of budgeting for large purchases every few years, everyone now understands that some amount must be set aside each year.

Computers and Technology

Recommendation 114: Eliminate the position of AS400 technician and hire an Instructional Technology coordinator.

Recommendation 123: Develop a comprehensive technology training plan that focuses on integrating technology in the classroom. Last year, district officials said GISD wasn't ready for these recommendations. They indicated that they were years behind most districts in bringing technology into the classroom. Now that they have obtained computers for the classrooms and have begun training teachers in their use, administrators feel the time is right to hire an instructional technology coordinator. The district hopes to fill the position from within its current staff during the fiscal year.

Recommendation 115: Hire a Network/Fileserver Specialist and a PC Technician. The district started by hiring a student as a part-time PC technician. Two additional positions will be posted this fall,

but the costs for filling these positions will be reduced because they are using students, who are also improving their skills as they work.

Safety and Security

Recommendation 127: Outsource GISD's alternative education program. GISD has been challenged academically to provide alternative education for 50 or more students each year that need these services. After an extensive search, GISD has contracted with the Harris County Department of Education for these services. GISD has been very satisfied with the quality of education and other services provided by the contract, despite the fact that savings were not as high as originally anticipated because more children were included than in the original estimate.

What Remains to be Done

GISD has made steady progress in implementing TSPR recommendations, particularly considering that several new administrators assumed their positions during this time. Ninety-three percent of TSPR's recommendations either have been implemented or are being implemented at this writing. District administrators have rejected four of the report's recommendations and have provided their reasons for delay or inaction on five others. This section addresses key areas requiring additional attention.

Board Stability

The board and superintendent voted to request TSPR's review and pay 25 percent of its cost. Since that time, the board has developed an excellent code of conduct, conducted a goal-setting session and updated and approved a comprehensive set of policies to guide the district's operations. During that same time period, however, the board itself has been a source of turmoil, with five different presidents over the last year. Each new president has shifted the board's focus and attention.

GISD administrators told TSPR that they are uncertain of the direction they are expected to take on certain review issues left pending or only partially implemented. Some board members are using the review document as a bible to guide the district and expect administrators to follow the recommendations precisely. After a change in president, the same issues are debated from a different perspective, or administrators are asked to document any problems with the report and challenge attempts at implementation.

If GISD expects to present a unified front to the community when it requests support for any proposed bond issue, the board must restore stability and consistency to its own operations. In the coming months and years, the board will face many decisions, both large and small. To ensure public confidence and trust, the board must debate the issues openly and professionally and reach wise, well-considered decisions. This cannot happen as long as the board continually shifts its leadership and direction.

District Organization

GISD eliminated its director of Communications position and created a position of director of Planning (as per TSPR's Recommendation 6). Yet many planning activities have been placed on hold because the

previously assigned communication duties have not been assumed by a chief information officer (CIO), as was envisioned in the report's broader reorganization scenario (Recommendations 9 and 34). The CIO position was created and budgeted, but never filled.

Furthermore, the district created a position of director of Community and Employee Relations (as per Recommendation 8), but did not create the recommended position of coordinator of Volunteers and Partnerships (Recommendation 29) or functionally align related positions to ensure that the functions of Community Involvement, Communications and Employee Relations were carried out effectively.

While TSPR applauds the district's general progress in the areas of communications and planning, it is critical that the district reconsider its long-term needs. Careful planning and community outreach will be critical as the district considers future construction projects.

GISD's Ideas for Improving the Texas School Performance Review

TSPR does not assume that its school review process works so well that it cannot be improved. Therefore, as part of its progress report preparation, TSPR asked Galveston ISD staff members and administrators what went right with the review, what went wrong and how the process could be improved.

Feedback from other districts already has prompted improvements in TSPR's review process. For example, early reports did not include implementation strategies, and districts told TSPR they needed help in getting started. As a result, school reviews now include implementation strategies and timelines for each recommendation.

GISD administrators and board members made the following observations:

According to the superintendent, the review created a lot of work for the district, but he added that the review had been worthwhile and he felt it would remain useful to the district for years to come. Another administrator said that many of the recommendations highlighted things district personnel knew needed to be done, and that the report gave them the impetus to finally get them done. Without the review, the board and administration eventually might have addressed many of the problems uncovered in TSPR's report, but they said the review helped the district accomplish a great many things in a very short time.

As with any complex process, some things could have been done better. The superintendent said that while the board asked for the review, some board members were confused about what to expect from TSPR. He suggested that TSPR should spend more time with the board as a whole and with individual members at the onset of its review process, to determine their expectations, outline the steps in the review process and discuss the best way for the board and administrators to work with TSPR to get the most out of the review. TSPR will make a point of doing so in future reviews, to ensure that school boards and administrators fully understand the review process and that TSPR fully understands their expectations.

The superintendent said he felt TSPR's review was balanced and fair, presenting the district's accomplishments and shortcomings in an even-handed way. He mentioned that those members of the community who were on a "witch hunt" were disappointed that the tone of the report was not more negative. Another administrator, however, felt that more emphasis was needed on the positive aspects of the district, saying that the fact that GISD was doing relatively well in most areas was lost in the media. While it is difficult to control what aspects of a review will be emphasized in the media, TSPR is adding all of GISD's exemplary programs to the Comptroller's *AIMS Database* so that districts throughout the state can learn from and replicate GISD's exemplary programs.

On a more technical note, administrators said that some of TSPR's implementation strategies assumed that certain activities would require board approval when they did not. Furthermore, they felt some strategies had impractical timelines or did not take budgeting timelines into consideration. TSPR will examine its implementation strategies more carefully in the future to ensure that they are practical and workable and that only those things requiring board action are sent to the board for approval.

From a practical standpoint, TSPR understands that it would have been desirable to have the results of the review in the early spring so that its recommendations could be thoroughly researched and budgeted for the next school year. The Legislature, however, has mandated that TSPR conduct 20 reviews per year. To meet its workload, TSPR must release one series of reviews in the spring and another in the summer. Regrettably, both schedules have drawbacks.

Appendix A: Status of Recommendations and Savings

Chapter 1: District Organization and Management

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	GISD's Projected Five-Year Savings (Costs)	Comments
1	Establish "self-censorship" guidelines and obtain additional guidance concerning governance issues from a variety of sources. p. 26	Complete	\$0	\$0	\$0	The board established a code of conduct and procedures for itself and also received goal setting and team building training from the Texas Association of School Boards (TASB), as well as "Team of 8" and board president training. The board also discusses its additional training needs at monthly board meetings.
2	Complete the process of revising and updating the district's board policies and related administrative procedures. p. 27	Complete	\$0	(\$12,000)	(\$20,000)	The district completed an overhaul of policies with help from TASB's policy service in December 2000, including training for all

						administrative staff. The new policies are now online on the district's Web site.
3	Amend the mission statement to identify and communicate clearly the values and beliefs that guide the district and serve as the basis for all policies and actions. p. 29	Complete	\$0	(\$1,884)	(\$5,652)	The GISD board and staff met in a weekend retreat in March 2001 to review the district's mission statement, assess its achievements and establish goals for the future of the district.
4	Tie the allocation of resources to the District and Campus Improvement Plans (DIP and CIPs). p. 34	Complete	\$0	\$0	\$0	The district improvement plan (DIP) and the campus improvement plans (CIPs) were adopted in August beginning with 2000-01. The district adopted a new DIP and CIPs in late August 2001 for 2001-02.
5	Schedule the completion and approval of the District and Campus Improvement Plans before the beginning of the school year. p. 36	Complete	\$0	\$0	\$0	The adoption cycle for 2000-01 advanced to the August board meeting. While the plans were adopted by the board at the August 2001 board meeting, the district plans

						to make adjustments to the plans as needed during the school year.
6	Eliminate the director of Communications position and transfer the position's responsibilities to a new director of Planning position with the responsibility for coordinating the district's entire key planning efforts. p. 39	In Progress	\$0	\$0	\$0	The director of Communications position was eliminated and the responsibilities were transferred to the director of Planning. However, the district has been without communications personnel for eight months. The district has decided to forego hiring a coordinator of Volunteers and will instead hire a Public Information officer because a full time communications person is needed in the district.
7	Eliminate the assistant superintendent of Administrative Services position and transfer the position's responsibilities to the superintendent. p. 40	Complete	\$509,995	\$88,127	\$440,635	This position was eliminated and the duties were reassigned among existing personnel.
8	Create a director	Completed	(\$327,123)	(\$42,120)	(\$379,080)	The district

	of Community and Employee Relations (CEP) position. p. 41					hired an executive director of Community and Employee Relations (CEP) in January 2001. The new director developed a strategic plan and has implemented a number of community programs and produced a report on activities for 2000-01.
9	Reorganize central administration to provide an efficient and effective business operation. p. 43	Complete	\$0	\$0	(\$47,520)	All recommended changes were made. However, the director of Maintenance and Operations continues to report to the Chief Financial Officer.
10	Develop an internal management-training program. p. 45	Complete	\$0	\$0	\$0	A Leadership Training Program and an Administrative Intern Program were established in September 2000.
11	Develop strategies to involve principals in the decision-making process on key district initiatives. p. 47	Complete	\$0	\$0	\$0	The district instituted monthly staff meetings with principals that allow the principals to

						provide input on all key initiatives. In addition, three principals were added to the Administrative Council for Excellence in Schools (ACES) leadership team. Campus improvement plans are also now linked to the district's budget, further assisting principals with managing district initiatives on their campuses.
12	Assess the organizational health in each school annually using a qualified survey instrument. p. 49	Complete	(\$12,500)	(\$10,000)	(\$42,000)	The Organizational Health Inventory (OHI) was completed in April 2001 for all campuses. An OHI follow-up is set for spring 2002.
13	Create a model assigning specific responsibilities for decision-making among schools, administrators and the board. p. 51	Rejected	\$0	\$0	\$0	The district believes the current procedures are adequate; training on decision-making is provided annually.
14	Institute strong procedural controls to enforce	Complete	\$0	\$0	\$0	The board adopted a new policy on travel

	revised board and staff travel policies. p. 55					in December 2000. At that time the board also set its travel budget at \$12,000 and established that the expenditures would be reviewed publicly each year. The budget is allocated equally among all board members. Staff determine if monetary travel advances are made to board members prior to travel and require receipts from board members after travel is completed. The procedures also require staff to carefully review all the receipts to insure compliance with all travel policies prior to reimbursement.
15	Examine all of the options for improving educational opportunities and support services for students in the GISD section of Bolivar. p. 60	In Progress	\$0	\$0	\$0	The district studied a variety of options including a de-annexation petition to move Bolivar to High Island ISD. The district sought

						public input and held community forums. The board publicly committed to changes for Bolivar after rejecting the de-annexation petition. The proposed bond issue includes funds for the construction of a new school on the Bolivar peninsula.
	Totals: Chapter 1		\$170,372	\$22,123	(\$53,617)	

Appendix A: Status of Recommendations and Savings

Chapter 2: Educational Service Delivery

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	GISD's Projected Five-Year Savings (Costs)	Comments
16	Develop individual plans for each GISD student in third through eighth grade using the benchmark testing results. p. 92	Complete	\$0	\$0	\$0	Individual plans were created for each student by district staff in 2000-01 as a first step. In 2001-02, all student plans will be standardized using a software package.
17	Increase the student-teacher ratio at all secondary campuses by an average of one student per teacher. p. 95	Complete	\$3,397,385	\$744,593	\$5,122,965	The district consolidated staff, particularly at the secondary campuses, to reduce and eliminate under-enrolled classes and reflect decreasing student population. Forty-five full-time equivalent positions were eliminated in 2000-01 and additional cuts in staffing are likely for the 2001-02 school year.
18	Coordinate GISD's testing.	Complete	\$0	\$0	\$0	The district consolidated

	counseling and guidance services under one department head to improve the coordination of these programs. p. 101					social workers, counselors and nurses under the Elementary Education director. The district chose to keep all testing responsibilities with the director of Testing and Evaluation.
19	Develop a formal program evaluation process. p. 103	Complete	(\$72,000)	\$0	(\$60,000)	The district developed a formal program evaluation cycle and implemented it manually. The computer programmer position will be advertised and filled during 2001-02. An initial result of the program led the district to outsource both its alternative education and cosmetology education programs.
20	Pay a stipend to a GISD librarian to head the library program and develop a plan to address issues related to library operations. p. 106	Complete	(\$15,000)	\$0	\$0	All duties were moved to the director of Secondary Education after the district decided not to pay a stipend to develop the plan.
21	Develop a comprehensive staff development	Complete	\$0	\$0	\$0	A staff training policy was drafted during

	policy that includes mechanisms for monitoring and evaluating GISD's training programs. p. 110					2000-01 and adopted by the district in June 2001. All staff are now required to complete 12 hours of training per year. The staff are required to do this training on their own time. The district is providing much of the training for free in order to facilitate this activity.
22	Redesignate Morgan Fine Arts Academy as a districtwide academy for two-way bilingual immersion. p. 122	Complete	\$0	\$0	\$0	The district redesignated Morgan as a districtwide academy for two-way bilingual immersion and notified all district parents and interested community members.
23	Redefine job descriptions of the CATE coordinator and the career academies facilitator to reflect CATE program coordination in the context of the new career academies. p. 129	Complete	\$0	\$0	\$0	The district rewrote the job descriptions, upgraded the job classification, and then hired a Career and Technology Education (CATE) coordinator to fill the existing position.
24	Redesign the courses offered in	Complete	\$0	\$0	\$0	The most recent course catalog

	the CATE program to reflect targeted occupations identified by the Texas Workforce Commission in the area. p. 132					includes courses to meet recommendations of Texas Workforce Commission concerning what career and technology jobs are in the Texas marketplace. The district looked at industry job standards, added courses to meet the skills defined in the job standards, solicited grants to fund the new CATE program and created an internship program. The district is seeking grant funding to further support the internships.
25	Establish a second group of enrichment students in the gifted and talented education program, based on a combination of achievement and economic disadvantage, to identify more minority candidates. p. 139	Rejected	(\$108,000)	\$0	\$0	District administrators said they felt the current plan is adequate to identify and include all economically disadvantaged and minority students who qualify for the Gifted and Talented program.
26	Develop and implement	Complete	(\$1,250)	\$0	\$0	The district chose to provide the

	training for parents of special education students on their rights and responsibilities. p. 150					training to parents internally and incurred no outside costs. The training occurred in October 2000 and was offered to all parents with children who have special education needs.
27	Document services provided to the visually impaired cooperative and seek reimbursement from each member of the cooperative. p. 151	In Progress	\$12,500	\$0	\$0	GISD collected its full 2.5 percent administrative override fee allowed by TEA from the other districts in the cooperative to cover its costs for providing services to Texas City and LaMarque ISDs and reviewed the contract to make the split more equitable.
28	Transfer supervisory responsibility for the physical education/athletics function to the assistant superintendent for Curriculum and Instruction. p. 156	Completed	\$0	\$0	\$0	The athletic director currently reports to the assistant superintendent of Curriculum and Instruction on all educational matters, but continues to report to the district's chief financial officer (CFO) for athletic

							programs. The CFO informally solicits feedback from the assistant superintendent on the athletic director's performance, however, the CFO continues to have supervisory authority over the athletic director.
	Totals: Chapter 2		\$3,213,635	\$744,593	\$5,062,965		

Appendix A: Status of Recommendations and Savings

Chapter 3: Community Involvement

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	GISD's Projected Five-Year Savings (Costs)	Comments
29	Create a coordinator of Partnerships and Volunteers position. p. 163	Rejected	(\$189,000)	\$0	\$0	The district decided to forego this recommendation to meet other more pressing needs it felt it has, but assigned some of the responsibilities to the executive director of Community and Employee Relations.
30	Prepare an annual community outreach plan to guide the district's community outreach activities. p. 165	Complete	\$0	\$0	\$0	The district created a Community Advisory Council and established goals for 2001-02. The goals included the establishment of Adopt-A-School program and the creation of a Mobile Bus Education program.
31	Create a PTO-	Complete	\$0	\$0	\$0	The district

	PTA Council consisting of PTO and PTA presidents and vice presidents. p. 166					organized a Parent Teacher Council (PTC) in January 2001. The PTC set goals and included them as part of district's Campus Improvement Plans. Each campus now has an active parent-teacher organization. In addition the district acquired the Parent Learning Network (PLN) training, an adult education program, from TASB for \$13,000 in the summer 2001. The district completed the implementation of the PLN at the beginning of the 2001-02 school year. The district was able to fund this program with existing grant funds.
32	Post notices of board meetings on the Internet, on the marquee at each school and in	Complete	\$0	\$0	\$0	Each school and the district began the notification process in

	district newsletters. p. 167					August 2000, using school marques, district newsletters and the district's Web site.
33	Convene a town hall meeting of the entire board twice a year to identify and address the needs and concerns of parents and other citizens. p. 168	Complete	\$0	\$0	\$0	The first town hall meeting was scheduled, then postponed because of issues related to upcoming bond election; town hall meetings put on hold; board held three "outreach" board meetings at different campuses in 2000-01 school year and an additional meeting at Bolivar. GISD has convened two town hall meetings at the request of parent and constituent groups. The first meeting addressed facilities needs at Bolivar, and more than 100 citizens attended to discuss options and share views about the school on the peninsula. Recently, the

						<p>school board convened a second town hall meeting to address the potential rezoning of middle schools versus the possible closing of the oldest middle school on the island. Each meeting was held in a large district facility (not the board room), heavily advertised and promoted and provided unlimited opportunity for public input.</p>
34	Reorganize community involvement efforts. p. 171	In Progress	\$0	\$0	\$0	<p>A Community Advisory Council was established and goals were set as part of the District and the Campus Improvement Plans. In early 2001. A Community Fair was coordinated and held in spring 2001, attracting more than 600 participants. An "Adopt-A-School" project</p>

						has been designed and is well into the implementation phase.
35	Establish a bimonthly newsletter that informs the public of GISD activities. p. 172	Complete	(\$47,745)	(\$2,500)	(\$26,500)	The district developed a newsletter and included it as an insert in the local newspaper four times a year in 2000-01. The newsletter is also published in a Spanish-language version and sent to the schools for distribution. Every Sunday, the Galveston Daily News gives the district a whole page in the newspaper to focus on GISD.
36	Use student interns to help post board information, school menus and school closing information on the GISD Web site. p. 173	Complete	\$0	\$0	\$0	The district used secondary education students in journalism and Web site development courses to develop home pages for each school. The students are also instrumental in the ongoing maintenance of each Web site.
37	Increase efforts to	Complete	\$0	\$50,000	\$250,000	The Community

	develop and nurture partnerships with foundations, business organizations and nonprofit agencies. p. 177					Advisory Board initiated an Adopt-A-School Program for 2001-02. The community leadership team is working to establish the GISD Education Foundation. GISD has worked diligently to establish several new links with charitable organizations and local businesses. The district is also offering classes in reading and parenting skills.
	Totals: Chapter 3		(\$236,745)	\$47,500	\$223,500	

Appendix A: Status of Recommendations and Savings

Chapter 4: Personnel Management

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	GISD's Projected Five-Year Savings (Costs)	Comments
38	Clearly define the roles of Personnel Department staff. p. 190	Complete	\$0	\$0	\$0	Job descriptions were developed for all positions in the Personnel Department; The roles of employees in the department were outlined in a pamphlet and disseminated to department and district staff.
39	Transfer the employee benefits coordinator to the Personnel Department. p. 191	Complete	\$0	\$0	\$0	The superintendent and the chief financial officer worked closely together to address the problem of communication between the two departments. Job descriptions were rewritten to improve inter-group cooperation and coordination and regular meetings are held. The transfer was

						deemed unnecessary, because the root problem, poor communication, was resolved.
40	Make the executive director of Personnel GISD's primary recruiter. p. 194	Complete	\$0	\$0	\$0	The new executive director of Human Resources has assumed duties for recruitment in GISD.
41	Develop a formal employee recruiting process. p. 197	Complete	\$0	\$0	\$0	A needs assessment for each campus was developed during spring 2000 and a recruitment calendar was established. To keep staff updated the Personnel Department provides weekly updates to ACES on the status of hiring. The district reports communications with campuses concerning hiring needs have improved as a result of this process. The district also implemented a Grow Your Own Teacher and Grow Your

						Own Administrator plans for developing existing staff into teachers and administrators.
42	Create a controlled retirement incentive plan. p. 200	In Progress	\$3,157,366	\$0	\$0	Board member and administrator concerns about an inability to hire for all the positions that might be vacated by potential retirees prompted postponement of the decision to implement this recommendation for 2001. The district intends to re-examine this issue in 2002 and has begun initial discussions concerning developing a plan.
43	Increase salaries for experienced teachers and administrators at least to the average for area districts. p. 206	Complete	(\$4,787,425)	(\$1,435,000)	(\$7,175,000)	The board has publicly committed itself to staying competitive concerning teacher and administrator salaries with salaries in the region. The district analyzed

						the salaries of teachers and administrators soon after the initial report recommendation was made. Teachers and administrators were given an average of 3.5 percent increases in 2000-01, with a 4.5 to 5 percent increase for teachers planned for 2001-02. Administrator salaries will be raised over a four-year period, however, the final percent increase has not been established.
44	Transfer all personnel files to the Personnel Department. p. 207	In Progress	\$0	\$0	\$0	Storage space is not available in the Personnel Department. The district intends to re-examine the issue of implementing document imaging next year. The district did relocate files stored in Human Resources and the warehouse

						to the Harris County Department of Education's storage site.
45	Eliminate the storage of unnecessary information in employee files and institute a document-imaging program. p. 209	In Progress	(\$50,000)	\$0	\$0	The Personnel Department implemented Texas Association of School Personnel Administrators (TASPA) recommendation for purging personnel files and began scanning applications in spring 2001. Items not required to be in the personnel files were returned to district staff or discarded.
46	Redesign the paraprofessional applicant testing process to test for specified skills such as spelling, math and grammar, as a prerequisite for that position. p. 210	Complete	(\$52,000)	\$0	\$0	The district redesigned the test in-house and implemented its use in spring 2001. Directors and principals now review the test results as a routine part of the hiring process. Job descriptions have been modified for all paraprofessional

						and salaries have been linked to successful completion of the tests.
	Totals: Chapter 4		(\$1,732,059)	(\$1,435,000)	(\$7,175,000)	

Appendix A: Status of Recommendations and Savings

Chapter 5: Facilities Use and Management

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	GISD's Projected Five-Year Savings (Costs)	Comments
47	Develop a long-range facilities master plan. p. 225	Complete	\$0	\$0	\$0	The district in preparation for a potential bond election developed a long-range facilities plan.
48	Review current attendance zones and revise their boundaries to more equitably distribute students across schools. p. 228	In Progress	\$0	(\$28,000)	(\$28,000)	The district hired a demographer to study population trends in Galveston and the Bolivar peninsula. The demographer has provided preliminary numbers and the district is reviewing potential boundary changes. The initial findings were used extensively in the development of the long-range facilities plan and in developing the

						upcoming bond package.
49	Combine the Maintenance and Operations Departments. p. 230	In Progress	\$352,778	\$0	\$0	At the time of this report the district was in the process of interviewing people for a new Facilities director for GISD. The district decided to let the new director evaluate the organization and determine what steps to take.
50	Contract with Galveston County for school grounds maintenance. p. 231	In Progress	\$256,945	\$0	\$0	The district established a base service level proposal and sought bids from Galveston County, but has not yet received a response from the county.
51	Identify appropriate sources of skilled craftspeople and contract for necessary services. p. 234	Not Implemented	(\$688,500)	\$0	(\$280,000)	The district intended to add at least two full-time equivalent employees (FTEs) rather than contract personnel for the trade in 2001-02, but budget constraints prevented

						funding these positions during 2001-02. It also intends to reassign some grounds maintenance and custodial work to trades, where possible, once these new staff members are hired.
52	Develop a process that ties maintenance needs to the budget and involves all Maintenance Department supervisors in the process. p. 235	Complete	\$0	\$0	\$0	The district implemented a process for the current budget year that ties maintenance needs to the budget. This maintenance needs assessment is now a permanent part of the long-range planning process.
53	Develop a maintenance work priority list and distribute it to all schools. p. 239	Complete	\$0	\$0	\$0	The district developed a work priority list. The Maintenance Department asks for its summer work lists from principals much earlier in the school year to better coordinate what needs to

						be done. The Maintenance Department keeps in touch with principals through e-mail and the district reports communication has improved significantly between the principals and the Maintenance Department.
54	Develop and distribute to principals a list of acceptable sweep team work activities and provide feedback to the schools on the status of work order requests. p. 240	Complete	\$0	\$0	\$0	The district developed and distributed to all principals a memorandum outlining what the sweep team does.
55	Reevaluate custodial cleaning areas of responsibility at each school using industry standards to more effectively distribute custodial staff. p. 245	Complete	\$0	\$0	\$0	The district reassigned custodial staff using the industry standards outlined in the report.
56	Establish an energy management plan in the overall facilities management plan and review all	In Progress	\$0	\$0	\$0	The district developed a rotation schedule for replacing and installing control

	maintenance projects in light of their energy costs or savings before initiating them. p. 248					systems and coordinated summer custodial and maintenance work schedules for best energy usage. The district further implemented a four-day work week for Facilities staff.
	Totals: Chapter 5		(\$78,777)	(\$28,000)	(\$308,000)	

Appendix A: Status of Recommendations and Savings

Chapter 6: Financial Management

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	GISD's Projected Five-Year Savings (Costs)	Comments
57	Contract with an external audit firm to perform annual internal audits. p. 257	In Progress	(\$106,875)	\$0	(\$20,000)	GISD will use its current external auditor to perform these duties. So far, no internal audits have been completed.
58	Transfer the fiscal agent responsibility for community-based youth services grants to another local government or nonprofit agency. p. 258	Complete	\$0	\$0	\$0	The district considered transferring the fiscal agent responsibilities, instead, GISD got all the grant programs participants to pay GISD full administrative costs, solving the originally outlined problem. GISD now recovers its full operating costs from other participants.
59	Create formal procedures to ensure corrective actions recommended in audits are taken in	Complete	\$0	\$0	\$0	The district drafted new procedures to immediately correct problems

	a timely manner. p. 260					detected in audit reports. The district goes to the board in March, April and May to report what the auditor found and how the district corrected the problem.
60	Generate a monthly budget comparison report. p. 264	Complete	\$0	\$0	\$0	The district produces quarterly and monthly budget comparisons and provides them to appropriate staff.
61	Contract for payroll processing. p. 266	Rejected	\$59,355	\$0	\$0	The initial cost to implement this recommendation was estimated at between \$50,000 and \$75,000 to the district, with an annual cost of \$35,500. GISD was unable to find a school district it could model and rejected this recommendation because the district would still require data entry at GISD, and employee reductions would not be

						realized.
62	Transfer GISD tax levy and collection functions to the Galveston County Tax Office. p. 270	Complete	\$962,060	\$180,000	\$900,000	The district eliminated its tax office and turned over tax collection to Galveston County in August 2000.
	Totals: Chapter 6		\$914,540	\$180,000	\$880,000	

Appendix A: Status of Recommendations and Savings

Chapter 7: Asset and Risk Management

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	GISD's Projected Five-Year Savings (Costs)	Comments
63	Place unused bank balances in higher-yielding investments overnight to increase investment earnings. p. 278	Complete	\$277,700	\$40,000	\$200,000	GISD worked with Moody bank to set up a procedure for overnight sweep accounts, which the bank had never done before. GISD was the initial pilot for the bank. Now Moody provides the service to its other customers.
64	Revise internal control procedures to provide for a complete separation of duties between the cash and investment maintenance function and the bookkeeping function. p. 281	Complete	\$0	\$0	\$0	As part of a comprehensive reassessment of internal procedures, the Chief Financial Officer (CFO) is signing off on bank reconciliations and investment reports.
65	Close the Lovenberg Retirement Trust account and transfer its balance to the general fund. p.	Complete	\$141,502	\$155,000	\$155,000	The district closed the Lovenberg Retirement Trust account and the money was used to supplement

	281					the district's health insurance fund.
66	Use \$800,000 from the Lovenberg Maintenance Trust Fund on middle school facility improvements over the next fiscal year and develop a plan for using funds from the trust in each subsequent year. p. 282	Complete	\$444,794	\$469,000	\$2,400,000	The district used \$469,000 from the trust on middle school needs in 2000-01. The remaining monies, which are larger than originally estimated, will be used in conjunction with proceeds from the sale of bonds.
67	Use the existing automated financial system modules to perform annual inventories and track fixed assets, and consider using a request for proposals to identify a qualified service provider for initial fixed-asset counts and data entry. p. 285	In Progress	(\$35,000)	\$0	(\$15,000)	The current system was discontinued and a new fixed assets system for complete inventory according to General Accounting Standards Board (GASB) rule 34 will be completed by November 2001; the district is also examining other alternatives to track inventory.
68	Conduct actuarial studies to determine appropriate premium contributions for	Complete	\$307,667	\$440,000	\$440,000	The district conducted the study and moved the excess money from its workers'

	annual health and workers' compensation claims and adjust funding to the self-funded health workers' compensation plans accordingly. p. 292					compensation fund to its health insurance fund.
69	Change policies to pay accumulated sick leave amounts to terminating employees only in the event of retirement through the Teacher Retirement System of Texas. p. 295	Complete	\$263,285	\$0	\$228,486	The district made revisions to current policy during its policy overhaul discussed earlier in this chart. The district decision to limit payout of retirement was approved by the board in August 2001.
70	Review current debt issues to determine compliance with federal tax laws. p. 298	Complete	(\$17,875)	(\$7,825)	(\$19,825)	The district used the services of an arbitrage specialist to complete this recommendation. The specialist completed his work during 2000-01. The district is determining whether or not it will use the services of an arbitrage agent on an annual basis.
	Totals: Chapter 7		\$1,382,073	\$1,096,175	\$3,388,661	

Appendix A: Status of Recommendations and Savings

Chapter 8: Purchasing and Warehouse Services

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	GISD's Projected Five-Year Savings (Costs)	Comments
71	Establish procedures to ensure compliance with all state and local purchasing laws and policies. p. 308	Complete	\$0	\$0	\$0	Purchasing procedures have been written and implemented. The Purchasing Department meets annually with staff and reviews procedures to ensure they are clear and current.
72	Revise GISD purchasing procedures to include a definition of sole-source purchases that matches the definition found in TEA's Financial Accountability System Resource Guide. p. 309	Complete	\$0	\$0	\$0	District procedures were updated and revised to include the correct definition for sole-source purchases.
73	Revise board policies to require that all extensions of annual bid	Complete	\$0	\$0	\$0	The district implemented this policy immediately

	contracts be submitted to the board for approval. p. 310					after review in late summer 2000.
74	Require documentation as part of all contracts when bids are developed and evaluated by outside consultants and maintain all bid documentation in the Purchasing Department. p. 311	Complete	\$0	\$0	\$0	As part of the revised procedures the district now requires consultants to provide the district with all documentation used to develop specifications and bids.
75	Create a separate budget for the Purchasing Department. p. 312	Complete	\$0	\$0	\$0	The Purchasing budget was broken out as a separate budget in 2001.
76	Use electronic signatures for purchase order approval, and establish a goal of reducing turnaround time to 24 to 48 hours. p. 313	In Progress	\$0	\$0	\$0	The district is in the process of hiring a new Purchasing director. Once hired the new director will be responsible for bringing the process online.
77	Perform a comprehensive update of the district's Purchasing Procedures Manual. p. 314	Complete	\$0	\$0	\$0	The final draft of the manual was submitted to the board in August 2001 and was approved for use in the

						2001-02 school year.
78	Create and maintain a GISD Purchasing Department Web site for soliciting vendor bid information and posting bid documents. p. 315	In Progress	\$0	\$0	\$0	GISD's Web site is currently being used to advertise bid information. The district has not yet fully implemented online bid retrieval and submission because of control concerns but anticipates completing this process in 2001-02.
79	Require the review of all bids for goods and services by the director of Purchasing to ensure compliance prior to board consideration. p. 316	Complete	\$0	\$0	\$0	GISD requires the purchasing director to review all bids prior to review by the board. The district implemented this review process immediately after the original review was released in June 2000.
80	Require all departments to use the automated purchase order system. p. 316	Complete	\$0	\$0	\$0	Most departments are now using the system, and the remaining departments

						went online in September 2001 and are using the system in 2001-02.
81	Require the MIS director and the Purchasing director to review and approve all technology solicitations. p. 317	Complete	\$0	\$0	\$0	The district implemented a policy, which requires all software and hardware purchases to receive MIS approval prior to purchase. The Purchasing Department's procedures require the MIS director's sign-off of a purchase prior to bidding or award.
82	Reassign the duties of coordinating district telephones and pagers from the director of Purchasing to the MIS director. p. 318	In Progress	\$0	\$0	\$0	The MIS Department developed an e-rate application to overhaul the existing phone system and is waiting on funding; once funding is secured, telephone responsibilities will be moved to the MIS director. The district has decided to

						keep control of the pagers within the business office.
83	Lease or purchase warehouse space to replace the existing GISD warehouse. p. 320	In Progress	(\$600,000)	\$0	\$0	The purchase of a new facility is included in the proposed bond issuance at an anticipated cost of \$2 million. The district investigated leasing warehouse space but suitable space was unavailable on the island.
84	Develop a comprehensive warehouse procedures manual. p. 321	Complete	\$0	\$0	\$0	The district drafted a new manual and trained warehouse staff.
85	Order replacements for lost textbooks earlier in the summer so they will arrive before the start of school, and require each school to pay for all lost textbooks from its principal's activity fund balances. p. 323	Complete	\$97,705	\$0	\$0	In late spring 2001, a hands-on inventory was completed at each campus and in the district bookroom. Provisions were outlined, balances were established and schools assumed costs for lost or stolen

						textbooks. Textbooks were then ordered in early summer, to align with established textbook needs, and textbooks were received well in advance of the start of school. In fact, the superintendent and the board in past years have received complaints about lack of textbooks. Not a single complaint has been registered for 2001-02.
86	Use the district-owned textbook inventory software where available. p. 324	Complete	\$0	\$0	\$0	All schools began using the software in August 2001 after receiving training on proper use of the software.
87	Contract with Harris County Department of Education to develop and maintain records retention schedules, as required by state law. p. 326	Complete	(\$65,500)	(\$11,080)	(\$34,000)	The district completed a contract with Harris County and moved its records to the county facility during 2000-01.

88	Convert high school transcript records to CD-ROM and maintain those records at Ball High School. p. 326	In Progress	(\$4,306)	\$0	(\$48,000)	The district plans to hire a part-time transcript clerk to perform some records retentions functions. The district is investigating imaging but has decided not to move records to Ball High because of space limitations at the school.
	Totals: Chapter 8		(\$572,101)	(\$11,080)	(\$82,000)	

Appendix A: Status of Recommendations and Savings

Chapter 9: Child Nutrition Services

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	GISD's Projected Five-Year Savings (Costs)	Comments
89	Develop formal job descriptions with required competencies for each position in the Child Nutrition Services Department. p. 337	Complete	\$0	\$0	\$0	The Child Nutrition director developed and distributed job descriptions to staff during 2000-01.
90	Revise Child Nutrition Services Department's personnel policies to conform to districtwide personnel policies. p. 338	Complete	\$0	\$0	\$0	A procedures book was developed by the Child Nutrition Services Department that now conforms with districtwide policies.
91	Provide job descriptions, training materials and recipes for Child Nutrition Services employees in English and Spanish. p. 339	Complete	\$0	\$0	\$0	GISD drafted and distributed job descriptions, training materials and procedures in both Spanish and English. While many of the recipes have also been translated into Spanish. recipe

						translation is an ongoing process as menus change over time.
92	Increase meal participation by eliminating barriers and implementing new programs. p. 342	Complete	\$326,195	\$65,412	\$337,412	Breakfast programs were added in all GISD schools during 2000-01. The district increased student participation at most campuses in the lunch program as well as the breakfast program. Additionally, more students were qualified by the district for free and reduced price lunches.
93	Fully implement the POS system. p. 344	Complete	\$0	\$0	\$0	The district completed the implementation of a point of sale system prior to July 2001. The district also uses NutraKids software for menu planning.
94	Provide nutrition education at all grade levels as a component of health education programs and coordinate nutrition education with the	Complete	\$0	\$0	\$0	The district is providing nutrition education at all grade levels in health education classes.

	Child Nutrition Services Department. p. 345					
95	Implement the Competitive Food Policy required by the Child Nutrition Program as outlined in the TEA Administrators Reference Manual. p. 347	In Progress	\$0	\$0	\$0	The district implemented a competitive food policy and now routinely turns off vending machines on campuses during mealtimes.
96	Use industry standard MPLH guidelines for establishing staffing levels. p. 349	Complete	\$443,440	\$25,342	\$126,500	The district adopted the industry standard for meals per labor hour served. GISD is now at 16 meals per labor hour, except at the Alternative School; two food service positions have been eliminated and the district has increased the number of meals served.
97	Evaluate current training programs, identify additional training needs and develop specific training programs for Child Nutrition Services employees. p. 351	Complete	(\$11,700)	(\$2,300)	(\$11,500)	GISD developed an interlocal agreement with Galveston College for training and training is now offered to staff on a routine basis.

98	Develop and implement accurate, detailed and timely department budgeting and financial reporting systems that integrate with and are supported by the GISD financial management system. p. 354	Complete	\$0	\$0	\$0	The district now uses formal reports and provides them to both the Child Nutrition Services Department and the business office monthly. In addition, Child Nutrition has been integrated with the GISD financial system.
99	Transfer the purchasing duties of Child Nutrition Services (CNS) staff to the Purchasing Department. p. 355	Not Implemented	\$106,875	\$0	\$0	The district initially rejected this recommendation for 2000-01, but still has the issue under consideration. GISD is considering using a purchasing clerk and assigning the clerk to work exclusively with Child Nutrition Services.
100	Meet and maintain proper sanitation and health standards to conform to all applicable state and local laws. p. 357	Complete	\$0	\$0	\$0	The district made changes to existing procedures and now maintains proper sanitation in all kitchens, and complies with all local and

						state laws concerning the proper serving of food.
	Totals: Chapter 9		\$864,810	\$88,454	\$452,412	

Appendix A: Status of Recommendations and Savings

Chapter 10: Transportation

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	GISD's Projected Five-Year Savings (Costs)	Comments
101	Identify and report all hazardous routes to TEA. p. 370	Complete	\$38,015	\$7,500	\$37,500	After reviewing all routes in the district, GISD declared Broadway and several other routes to be hazardous. The district anticipates increased funding for the hazardous routes over the next several years.
102	Identify and report all career and technology education miles to TEA. p. 372	Complete	\$34,450	\$6,500	\$32,500	All career and technology education miles have been identified in the district and are now being properly reported to TEA.
103	Collect data on key performance indicators to measure and monitor the performance of the Transportation Department. p.	Complete	\$0	\$0	\$0	A new Transportation director, hired in May 2001, has completed a draft of performance measures. These

	373					measures were implemented at the beginning of the 2001-02 school year.
104	Purchase and implement computer-based route scheduling software. p. 375	Not Implemented	\$122,059	\$0	\$0	The new Transportation director completed an assessment of the existing routes and felt a software purchase was unnecessary at this time. The director anticipates that four to five routes will be cut this year and the district will reconsider the recommendation at some later date.
105	Develop a list of all required personnel records for Transportation employees and determine where each document will be stored and how the records will be maintained. p. 378	In Progress	\$0	\$0	\$0	The new director developed a list and purged the personnel files of unnecessary information. Files have not been centralized because of space limitations in Personnel, but the Transportation director hopes to complete the transfer sometime in 2001-02.

106	Perform behind-the-wheel evaluations of all bus drivers at least once a semester. p. 379	Complete	\$0	\$0	\$0	The district began behind-the-wheel evaluations of all bus drivers on July 6, 2001 and will continue these evaluations on a routine basis once a semester.
107	Restrict the handling of bus-riding suspensions to school principals and assistant principals. p. 379	Complete	\$0	\$0	\$0	The Transportation director worked with assistant principals to develop a suspension process. The district implemented the new suspension policy in August 2001. Campus administrators are now responsible for determining bus-riding suspensions.
108	Increase the mileage charge for non-school groups to equal the district's actual cost of providing transportation. p. 380	Complete	\$131,580	\$26,000	\$130,000	GISD implemented this recommendation immediately after the review and is now charging its actual costs for transporting all non-school groups.
109	Purchase and implement an automated fleet	In Progress	(\$3,700)	\$0	\$0	The district is considering using the

	maintenance system. p. 382					Maintenance Department system for Transportation Department. The new Transportation director and the Maintenance director are working out the specific details.
110	Purchase regular instead of premium unleaded fuel for all gasoline-powered buses. p. 383	Complete	\$20,250	\$0	\$32,000	The Transportation director has implemented this recommendation for the 2001-02 school year and expects savings to be approximately \$8,000 per year.
111	Adopt a 15-year bus replacement cycle. p. 384	Complete	(\$475,000)	(\$100,000)	(\$228,000)	The district established a 15-year bus replacement cycle last school year and will replace three buses each year. Older buses that have reached the 15 year limit will be sold at auction.
112	Lease-purchase a new bus washing system. p. 385	Not Implemented	(\$75,000)	\$0	(\$140,000)	The district had wanted to make this purchase last year, but was unable to cover the cost of the new system in last year's

						budget. The district's final 2001-02 budget did not fund the purchase of the bus washing system.
113	Conduct a study to determine the feasibility of outsourcing transportation services. p. 388	Complete	\$0	\$0	\$0	The district hired a new director with extensive transportation experience and he is in the process of completely reorganizing transportation services. The district's assessment concluded outsourcing would cost more than the district is currently paying. The district anticipates reduced costs after the reorganization is complete.
	Totals: Chapter 10		(\$1,271,346)	(\$60,000)	(\$136,000)	

Appendix A: Status of Recommendations and Savings

Chapter 11: Computers and Technology

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	GISD's Projected Five-Year Savings (Costs)	Comments
114	Eliminate the position of AS400 technician and hire an Instructional Technology (IT) coordinator. p. 397	In Progress	\$26,995	\$61,649	\$70,919	The MIS director eliminated the AS400 position in June 2000. The IT coordinator position has not been filled yet, but the district anticipates hiring a coordinator.
115	Hire a Network/Fileserver Specialist and a PC Technician. p. 399	In Progress	(\$406,250)	(\$6,715)	(\$331,715)	The district has hired a student as a part-time PC technician and anticipates the two new positions to be posted for hiring this fall.
116	Establish a district technology committee to develop a new five-year GISD technology plan, including a detailed plan of implementation. p.	Complete	\$0	\$0	\$0	The district created a committee of district staff and administrators and developed a technology plan during

	402					spring 2000.
117	Develop a comprehensive disaster recovery plan and test it. p. 404	In Progress	\$0	\$0	\$0	The district is in the process of revamping and upgrading its disaster recovery plan that was created in 1998 by the Business Office.
118	Document the design and structure of the district's computer network. p. 407	Complete	\$0	\$0	\$0	The district was able to piggyback this service onto an existing contract. The documentation was delivered by an outside contractor as part of a networking contract from the previous year.
119	Develop a plan to reduce the ratio of students-to-computers to 5 to 1 over five years, while providing equity of technology to all GISD schools. p. 410	Complete	\$0	\$0	\$0	The district developed a plan for reducing the student to PC ratio and included the plan in the district's new Five Year Technology Plan.
120	Develop a replacement cycle plan for outdated technology equipment. p. 410	In Progress	\$0	\$0	\$0	The district included this replacement cycle plan as a goal in its Five

						Year Technology Plan. The district is currently exploring sources of funding in order to accomplish this goal.
121	Establish district standards for administrative and instructional software. p. 412	In Progress	\$0	\$0	\$0	The MIS director drafted software-purchasing procedures and communicated these procedures to his staff and other relevant district personnel.
122	Complete the necessary building modifications for offices in the MIS Department and in the Administration Building Annex. p. 413	In Progress	\$0	\$0	(\$35,000)	The district is planning to install new walls, additional air conditioning and new workstations. The photocopier was moved into the Annex from the central building.
123	Develop a comprehensive technology-training plan that focuses on	Complete	\$0	\$0	\$0	GISD developed the comprehensive Technology Staff

	integrating technology in the classroom. p. 415					Development Initiative and held training classes from June through August 2001. More than 40 individual training sessions were held for teachers and staff.
	Totals: Chapter 11		(\$379,255)	\$54,934	(\$295,796)	

Appendix A: Status of Recommendations and Savings

Chapter 12: Safety and Security

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	GISD's Projected Five-Year Savings (Costs)	Comments
124	Update the student code of conduct to standardize discipline policies and the consequences for violations. p. 422	Complete	\$0	\$0	\$0	GISD updated and reissued its student code of conduct to address outstanding discipline issues.
125	Develop one standard discipline referral form that is maintained by the district's MIS department. p. 424	Complete	\$0	\$0	\$0	The district developed a form with associated instructions and distributed it to all principals.
126	Develop a district policy that defines the disciplinary roles and responsibilities of police officers, safety officers, assistant principals and teachers to include the requirement of an administrator's signature for all disciplinary actions. p. 426	In Progress	\$0	\$0	\$0	A new police chief will be hired and assigned to completing this task. The prior chief had begun the process of developing the new policy and necessary procedures but did not complete them before

						his retirement.
127	Outsource GISD's alternative education program. p. 433	Complete	\$1,075,935	\$35,000	\$430,000	The district outsourced its alternative education program by contracting with Harris County Department of Education for 2001-02. Anticipated savings are lower because more students were included in the outsourced program than were included in the original estimate.
128	Develop a program for shared services between the City of Galveston or Galveston County. p. 440	Complete	(\$76,875)	\$0	\$0	GISD signed a Memorandum of Understanding with the city for shared services as city resources become available, However, both the city and the county lack the manpower needed to provide these services to GISD at this time.
129	Develop a policy and procedure for	Complete	(\$3,500)	\$0	\$0	The district developed a

	responding to burglar alarms that does not allow custodians to answer burglar alarm calls. p. 441					procedure immediately after the June 2000 review and included it in the Memorandum of Understanding with the city stating that custodians will only be called if police need a key to enter the building.
130	Provide communication devices in every classroom or at strategic locations at every campus. p. 443	Not Implemented	(\$155,000)	\$0	(\$400,000)	The district has developed a bid document for placing phones in every GISD classroom as part of the e-rate application. The district estimates the total cost of the new system will be \$750,000. The district applied for \$350,000 in e-rate funding but funding was denied for 2001-02.
	Totals: Chapter 12		\$994,310	\$35,000	\$30,000	
	Grand Total		\$4,333,457	\$734,699	\$1,987,125	