

Transmittal Letter

October 8, 2003

The Honorable Rick Perry, Governor
The Honorable David Dewhurst, Lieutenant Governor
The Honorable Thomas R. Craddick, Speaker of the House
Chief Deputy Commissioner Robert Scott

Fellow Texans:

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

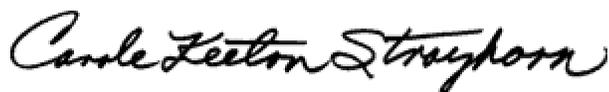
In April 2002, I released the results of my review of the district's operations. This review offered 75 recommendations that collectively could save RISD taxpayers a net of nearly \$4.2 million by 2006-07. The review also noted a number of RISD's exemplary programs and model services provided by district administrators, teachers, and staff.

In May 2003, we returned to check on how well the district's leadership put these proposals into practice. Over the last year, RISD has implemented, or is in the process of implementing, 65 of the proposals, or 87 percent. The district has saved a net of \$93,293 to date, and expects those savings to grow to more than \$1.2 million over five years.

This report is available on the Legislative Budget Board's Website at www.lbb.state.tx.us.

Thanks for all that you do for Texas.

Sincerely,



Carole Keeton Strayhorn
Texas Comptroller

c: Senate Committee on Education
House Committee on Public Education
The Honorable Eduardo A. Lucio, Jr., State Senator, District 27
The Honorable Juan Escobar, State Representative, District 43

Progress Report

Raymondville Independent School District

October 2003

Introduction

In August 2001, Texas Comptroller Carole Keeton Strayhorn announced her intent to conduct a review of the Raymondville Independent School District (RISD). Work began in October 2001. Comptroller Strayhorn issued a final report in April 2002 that identified RISD's exemplary programs and suggested concrete ways to improve district operations. If fully implemented, the 75 recommendations could result in net savings of nearly \$4.2 million over a five-year period. The Texas School Performance Review (TSPR) staff returned in May 2003 to assess the district's progress in implementing the recommendations.

Since 1991, TSPR has recommended more than 7,600 ways to save taxpayers more than \$780 million over a five-year period in 100 public school districts throughout Texas. TSPR also conducts follow-up reviews of districts that have had at least one year to implement the recommendations. These more than 60 subsequent reviews show that more than 90 percent of TSPR's proposals have been acted upon, saving taxpayers nearly \$135 million, with the full savings estimated to grow in the future.

Improving the Texas School Performance Review

Comptroller Carole Keeton Strayhorn, 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 TSPR more valuable, even vital, to the state's more than 1,000 school districts. With the perspective of a former teacher, and school board president, the Comptroller has vowed to steer TSPR toward increased accountability to local school districts and the communities they represent. Comptroller Strayhorn began by establishing new criteria for selecting school districts for future reviews. Priority is now given to districts judged poor performing academically or financially, and to hands-on reviews that benefit the greatest number of students. To ensure this process also serves small districts, reviews of numerous school districts in close proximity, regardless of academic or financial status, are also completed to achieve some economy of scale, as was the case with the smaller districts reviewed in Tom Green County.

Recognizing that only about 51 cents of every education dollar is spent on instruction, Comptroller Strayhorn's goal is to drive more of every education dollar directly into the classroom. In addition, no longer are school districts' best practices and exemplary models left buried inside individual TSPR reports. Instead, Comptroller Strayhorn has ordered TSPR to share best practices and exemplary programs quickly and systematically among all the state's school districts and with anyone who requests such information. There is simply no reason for a district that has solved a problem well to keep the solution to itself. Comptroller Strayhorn 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 will be included in the Comptroller's best practices database, *A+ Ideas for Managing Schools (AIMS)*, which is on the Web at www.aimsdatabase.org.

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

- ensure students and teachers receive the support and resources necessary 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 the districts' processes and programs are continuously 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 Strayhorn 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 (512) 475-3676, or by visiting the Legislative Budget Board's Web site at www.lbb.state.tx.us.

TSPR in Raymondville ISD

On October 29, 2001, when TSPR began its review, RISD was in a state of turmoil. On June 7, 2001, the board had voted unanimously to declare the district to be in a state of financial exigency, which allows the district to conduct a reduction-in-force to address financial concerns without regard for existing contract terms. During the same board meeting, the board presented a letter from the superintendent tendering his resignation and appointed a new interim superintendent; terminated the district financial advisor and employed a new financial advisor; terminated the district auditor and employed a new auditor; and accepted the resignation of the district's law firm. Significant personnel changes followed the June 7 board meeting. Many contracts were not renewed and realignment of duties took place districtwide. Trace Consulting Services Inc., a San Antonio-based consulting firm, was contracted to assist with the RISD review. The team interviewed district employees, school board members, parents, business leaders and community members and held one public forum at the high school, on October 30, 2001 from 6 p.m. to 8 p.m. To obtain additional comments, the review team conducted numerous small focus group sessions with teachers, principals, employees, students, parents and community members.

In an effort to ensure that all stakeholders had an opportunity to provide input, surveys were sent to teachers, students, administration, support staff and parents. The review team received 429 responses from: 78 school and central administrators and support staff; 95 teachers; 207 parents; and 49 students.

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

RISD selected peer districts for comparisons based on similarities in student enrollment, student performance and community and student demographics. The selected peer districts were Lyford Consolidated ISD, Mathis ISD, Taft ISD and West Oso ISD. TSPR also compared RISD to district averages in TEA's Regional Education Service Center I (Region 1), in which RISD is located, and to the state as a whole.

Raymondville ISD in Profile

Located in the Lower Rio Grande Valley, Raymondville, which has a population of 9,733, lies about 20 miles from Harlingen. The region is primarily agricultural. The Willacy County district is bordered on the north by Kenedy Countywide Common School District, on the east by San Perlita ISD, on the south by Lasara ISD and on the west by Lyford Consolidated ISD.

The district has four schools, including two elementary schools, one middle school and one high school. The district also includes a central administration complex, a maintenance/transportation facility, a sports complex, an auditorium and an old high school building built in 1924 that the district leases Raymondville for use as a historical center.

In 2002-03, RISD served 2,648 students in pre-kindergarten through grade 12. These students consisted of 96.4 percent Hispanic, 3.2 percent Anglo and 0.4 percent other. The district has 90 percent of its students classified as economically disadvantaged.

RISD's 2001-02 Texas Assessment of Academic Skills (TAAS) passing rate was 83 percent on all tests taken, an improvement over its 2000-01 passing rate of 81 percent and above the regional average of 81.2 percent, but below the state average of 85.3 percent.

In 2002-03, the district employed a staff of 388 of which teachers make up 46 percent. The district spent \$18.1 million in 2001-02 and budgeted \$18.1 million for 2002-03. In 2002-03, RISD spent 45.8 cents of every tax dollar on classroom instruction compared to the state average of 51 cents. Since TSPR released its report in April 2002, many district personnel and operational changes have occurred. The majority of the changes resulted from the district's financial condition. A new superintendent was hired and assumed duties on July 15, 2002. On July 20 the superintendent became aware that the 2002-03 budget, which had to be approved by the board in August, had not been prepared.

As the superintendent developed the budget she realized that the district would be short \$1.6 million to fund current operations. Twenty-five percent was cut from most non-salary items and all hiring was frozen along with freezes for all board-approved salary schedules. Simultaneously, the district learned that the federally-funded migrant program would be decreased by \$300,000 from previous years. To balance the budget, personnel positions had to be reduced. Although no employees had to be fired, vacant positions at the district-level were not filled, and two administrative personnel filled vacant school-based positions. Additionally, the district eliminated 13 positions, including one curriculum coordinator, six middle school teachers, three high school teachers, one administrative secretary and two bus drivers.

The district hired a new business manager on September 30, 2003, and a new accountant in February 2003.

The superintendent reported that many challenges the district faced have been addressed but much more remains to be accomplished. Because of the time required to make the large number of changes, much of

the formal documentation of procedural changes and plans for the future have not been formalized and compiled into written and approved documents.

During 2001-02, TEA continued to rate the district *Academically Acceptable*, and Pittman Elementary and Smith Elementary received *Recognized* ratings.

While the district still has work to do, RISD staff and the TSPR team members agree that the district has made steady progress, especially considering the many challenges confronting the district during the last year. The district has implemented 37 recommendations; has 28 in various stages of development; not yet addressed eight; and rejected two recommendations not considered feasible at this time. (See **Appendix A** for details on the recommendations' status.)

Raymondville ISD Report Card

Chapter	Total	Complete	In Progress	Not Implemented	Rejected	Percent Complete/ In Progress	Grades
District Organization and Management	9	3	4	2	0	33%/44%	Needs Work
Educational Service Delivery	12	7	2	2	1	58%/17%	Needs Work
Personnel Management	5	0	4	1	0	0%/80%	Satisfactory
Facilities Use and Management	7	4	3	0	0	57%/43%	Satisfactory
Asset and Risk Management	11	7	3	1	0	64%/27%	Satisfactory
Financial Management	7	4	2	0	1	57%/29%	Satisfactory
Purchasing and Contract Management	8	1	6	1	0	13%/75%	Satisfactory
Food Services	5	5	0	0	0	100%/0%	Excellent
Transportation	4	2	1	1	0	50%/25%	Needs Work
Computers and Technology	7	4	3	0	0	57%/43%	Satisfactory
Overall Grade	75	37	28	8	2	49%/37%	Satisfactory

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 RISD. Through commendations in each chapter, the report highlights model programs, operations and services provided by RISD administrators, teachers and staff. The Comptroller encourages other school districts throughout Texas to examine these exemplary programs and services to see if they could be adapted to meet local needs. TSPR's commendations include the following:

- **RISD uses multiple internal reviews and a review by Region 1 to ensure that its PEIMS submission to TEA is error-free.** RISD has received recognition from Region 1 for a zero rejection rate of PEIMS submission since 1995. RISD runs its data through several internal and external reviews to ensure errors are identified and corrected prior to submitting it to TEA.

The new superintendent understands the importance of accurate PEIMS reporting and has placed a high priority on continuing error-free reporting.

- **RISD's Migrant Program keeps students in school and targets student performance.** RISD's Migrant Education Program received a district award at the Texas Annual Migrant Education Conference and its schools won the second and third highest awards in the campus category. The awards are determined by dropout rates and TAAS scores among migrant students. RISD's main goal for the migrant program is to help migrant students succeed academically by implementing instructional activities for core subjects to improve student performance. In addition, the district offers leadership training and tutorial classes for students and encourages parents to be involved in their children's education through various activities.

The district continues this program, which requires constant attention to ensure compliance with all federal laws and guidelines. The federal programs director continuously monitors the schools' expenditures and compliance with federal law, rules and guidelines to ensure the district does not lose any money to which it is entitled.

- **RISD encourages higher education and parental involvement through its GEAR UP program.** The GEAR UP program is an alliance among University of Texas Pan American and other educational, business and community organizations. Its mission is to increase the number of students who are prepared to enter and succeed in post-secondary education. GEAR UP selects 20 parents or community members to promote student academic success through community education, literacy classes for GEAR UP parents, tutors for students, resource referral, speakers for parent sessions and distribution of parent involvement kits to teachers.

RISD continues the GEAR UP program and believes the program continues to be a success.

- **RISD uses both Region 1 resources and a private industry contract to improve food service operations.** Chartwells, a private sector food management company, has provided the district with an action plan outlining tasks and actions to be implemented by individual schools in RISD. Recommendations include eliminating staff through attrition; comparing profit and loss

statements to the budget; and establishing Youth Advisory Councils at schools. As a result of these recommendations, RISD's Food Service operation has made a profit for 2001-02 of over \$57,000 as of December 2001.

The contract with Chartwells was renewed for 2003-04. A new assessment component was added to include student surveys to help identify areas for improvement. Data from the survey will be routinely shared with the board.

- **RISD provides computers to students through grants and other funding sources.** With an average of 2.7 students to each computer, RISD has met the mid-term goal and is on target to achieve TEA's long-range goal of a 1 to 1 ratio before 2010. RISD received approximately \$1.1 million in 1998-99 through 2000-01 through several types of state and federal assistance for technology including Telecommunications Infrastructure Fund (TIF) grants and the federal E-Rate discount.

RISD is in the process of evaluating the district's overall technology needs with the assistance of a contracted technology consultant. Once the technology committee receives all data, it will formulate a multiple-year plan to continue increasing the number of computers per student and also provide employees with technological enhancements to improve all aspects of classroom technologies.

TSPR Key Recommendations

The following are some of the key recommendations that administrators and staff said had the greatest impact on district operations. The highlighted recommendations are organized by chapter and by the area of operation as contained in the original report. District administrators made these comments during the TSPR team's follow-up visit to the seven district.

District Organization and Management

Recommendation 1: Develop and implement standard board operating procedures that are aligned with the RISD Board Code of Ethics. The superintendent said this recommendation was important because at the time of the original review, the board was not working well together, staff morale was low and community members were upset with the board. With representatives from Region 1 and the assigned TEA monitor assisting, the board developed and adopted a set of standard board operating procedures. To reaffirm the board's commitment to use the operating procedures, the board re-adopted them on May 7, 2003 after newly elected board members assumed their duties. The superintendent reported that board meetings have been conducted in a very orderly manner since the adoption of the procedures. Many of the original problems, such as failing to follow state law, violating board policies, micromanagement and promoting personal agendas, have been eliminated by using the board-operating procedures.

Recommendation 3: Conduct district business in compliance with district policies and procedures. The new superintendent continually emphasizes to district staff that all actions have to be conducted in compliance with approved policies and procedures. The superintendent conducted staff training on all board and district policies in 2002-03. District administrators and staff review all agenda items prior to their presentation to the board to ensure they comply with existing policies. Board members are very aware of the commitment of the superintendent's office to ensure compliance with district policies and procedures. Many times references are made to the actions that are being taken to ensure that the policies have been considered when making decisions. To make board policies more accessible to district staff and the public, the district contracted with the Texas Association of School Boards (TASB) to post board policies on RISD's Web site in fall 2003.

Educational Service Delivery

Recommendation 10: Develop goals and strategies to target the academic needs of students who are retained. Since some district retention rates are double the state average, the new superintendent placed addressing this recommendation as a high priority. A joint meeting of high school and middle school staff was conducted to discuss and develop plans to address the needs of retained students. The district is finalizing a process to encourage and assist students who have been retained and their parents to develop an individualized plan to address the student's needs in order for the student to graduate. The new superintendent is holding the secondary principals responsible for this implementation.

Recommendation 19: Develop district procedures that ensure DAEP students' academic needs are met. The DAEP for the Raymondville High School was moved from the middle school setting to a

vacant building near the administration/business office complex. The high school administration and the police department are working in concert to ensure that the DAEP students academic needs are being met. Although there are no formal district procedures, the district revamped the DAEP class to include daily schedules for each class. The superintendent said she consults frequently with DAEP teachers to ensure that they understand their responsibilities in meeting the needs of the students. The superintendent also visits the class to ensure it is being conducted in a manner to meet the needs of the students.

Recommendation 21: Develop a district truancy plan that includes procedures and performance measures to improve attendance. The original report noted that while attendance had been improving each year since 1996-97, attendance remains below the state average. By developing and implementing a comprehensive truancy plan, developed by the district's new dropout/truancy coordinator, the district has increased efforts to improve attendance. The implementation of the plan has been credited with increasing the district's average daily attendance by 32 in 2002-03 over 2001-02. In addition, the district anticipates that the increased attendance will result in more than \$150,000 in additional revenues by 2006-07.

Personnel Management

Recommendation 26: Implement staffing allocation formulas and reduce staff based upon those formulas. Although the district has not completed a formal staffing allocation formula for all school levels, the superintendent required a master schedule to be prepared before teacher contracts were issued in March 2003. The master schedule resulted in the identification of five teacher positions that would not be renewed for 2003-04. The superintendent coordinated staffing allocations with district management staff when developing the 2003-04 budget.

Asset and Risk Management

Recommendation 42: Assign principals and department management staff custody for fixed assets and conduct an annual physical inventory. The district conducted a complete fixed assets inventory that serves as the basis for assigning responsibility and accountability for fixed assets located at each school and department. Each principal and department manager signs the inventory sheets accepting custodianship for the items in their care. Transfer forms are prepared when items move from one district location to another.

Financial Management

Recommendation 47: Implement a budget process that includes a budget calendar and involves campus administrators and program supervisors in budget development and monitoring. The development of a formal budget calendar was one of the first activities accomplished by the new business manager during the creation of the 2002-03 budget. The budget process starts with the business manager meeting with the site-based decision-making teams to coordinate budget information into the district and campus improvement plans. The budget calendar is distributed to district staff. Principals and directors are asked to submit non-salary items, salary items and special project items. The federal program director clarifies the appropriate dollars that can be used for salary items and non-salary items.

The federal program director also meets frequently with the business manager to ensure correct allocation of federal funds for the salaries of migrant, bilingual, G/T and ESL employees.

Recommendation 50: Establish a general fund balance management policy and require the business manager to report fund balance levels to the board. After completion of the 2000-01 and 2001-02 annual financial audits, the RISD board adopted a policy and finalized the plan that included designating an "undesignated" reserve account and several "designated" reserve accounts for various construction projects. The fund balance goal was established to match TEA's recommended optimum level. To keep board members informed of the fund's status, the business manager makes regular reports to the board. RISD's fund balance at the end of 2001-02 was 4.3 percent, significantly below TEA-recommended levels.

Purchasing and Contract Management

Recommendation 52: Develop and implement a comprehensive purchasing procedures manual and provide training to district personnel. While work remains to be done in this area, employee training has begun. The new business manager has developed a generic manual and is enhancing the manual to include the unique processing requirements for RISD. Emphasis is being placed on using the state bid list, the QISV and joining several purchasing cooperatives. The updated manual is scheduled for completion in fall 2003.

Food Services

Recommendation 61: Establish a meals per labor hour standard, improve productivity and reduce labor to meet the standard. A meals per labor hour standard has been developed for each of the cafeterias and is monitored on a daily basis. The elementary schools adopted an 18-19 meals per labor hour standard and the other schools adopted a 17 meals per labor hour standard, up from the district average of 16.6 meals per labor hour. As a result of implementing the standards, two positions were not filled when employees retired. The district has saved \$29,000 in labor costs to date and anticipates saving \$145,000 by 2006-07, more than the original estimate.

Transportation

Recommendation 66: Evaluate bus driver workload and optimize work schedules to minimize employee downtime. RISD bus drivers also work part-time for the Maintenance Department. Evaluating the bus drivers' schedules and coordinating them with maintenance duties has eliminated two bus driver positions.

What Still Needs to be Done ?

RISD made some progress implementing TSPR's recommendations in the past year, but many important recommendations have not been addressed and many others have been started but do not appear to be making good progress. As a result, the district has left nearly \$3 million in potential savings over the five years on the table, dollars that are critical for a district with low reserve balances. The district has implemented 37 recommendations, 28 are in various stages of progress and eight have not been implemented. RISD rejected two recommendations. This section of the report addresses the areas that require additional and immediate attention.

District Organization and Management

The district is still not planning for its future, a problem identified in the original review. Although progress has been made in implementing some management processes, for the district to achieve lasting results it needs to establish a long-range, five-year strategic planning committee (Recommendation 4) to address the district's needs and formalize a plan to address those needs. The original report cited that the district had conducted no strategic planning since December 2000, and the district has struggled for several years with financial problems. Strategic planning compels districts to think about their future and provides tools for dealing with crises as they arise.

RISD has also addressed some safety issues that face the district but has yet to formalize a districtwide safety plan (Recommendation 7) to ensure that the district's safety needs are continually evaluated and any corrective actions are immediately addressed. Effective planning allows districts to prepare for the future. Planning committees ensure local support for district projects and plans. Safety plans ensure children have a clean, ordered and safe environment in which to learn and prepare district staff to effectively deal with crises when they occur.

Educational Service Delivery

The district did not implement Recommendation 14, which suggested expanding the curricular options for gifted and talented students; nor did it implement Recommendation 20, which recommended the district develop and implement a drug and violence prevention plan. In addition, the district chose to reject Recommendation 17, which involved reopening the Parent Resource Centers.

The district did not provide any reason why it had not expanded curricular opportunities for gifted and talented students. The original recommendation stated the gifted and talented program was not coordinated between schools and that delivery of services was inconsistent, even though the district spends eight times more per gifted child than the state average. At the time of the review, RISD identified fewer G/T students than all its peer districts and less than half the state average.

While RISD requires principals to develop activity schedules that include regular guest speakers on drug and violence prevention, the district has not developed a plan that integrates prevention, intervention and enforcement to control drug use and violence on its campuses. The original report identified a significant drug and alcohol problem on campuses, with children as young as the fourth grade using alcohol and

marijuana. The district has not followed up in any organized manner to address the problem of drug use and violence on its campuses, an area that needs immediate attention so that students have a safe and healthy environment in which to learn.

In addition, the district rejected reopening the Parent Resource Centers (Recommendation 17), citing financial limitations. The district should strongly reconsider this recommendation and reopen this community resource.

Personnel Management

The district has made a number of personnel management improvements, but three important recommendations remain in progress and one has not been implemented.

The superintendent has developed a process to determine staffing levels based on master schedules for campuses. However, the district has not formalized staffing allocation formulas (Recommendation 26) that would help the district ensure that appropriate staffing levels are maintained for all positions and that will provide the district with additional cost savings. While the district estimates its current method will yield a five-year savings of \$817,132, adopting staffing formulas could save \$3.2 million - dollars that can and should be used to address student needs and improve classroom instruction.

District administrators have not developed formal job descriptions for all positions and have not formalized a process to ensure employees are evaluated annually (Recommendations 24 and 25). Job descriptions ensure staff members understand the jobs they are being hired to perform and set the minimum level of performance for a job. Annual evaluations ensure staff members perform their jobs correctly and receive appropriate feedback on their performance.

The district has not taken steps to develop a districtwide employee's handbook (Recommendation 23) that most districts have found extremely beneficial in providing employees with information directly related to their employment. Employee handbooks outline employee responsibilities and guidelines and help protect districts from liability in instances of employee misconduct, sexual harassment, wrongful termination claims and payroll claims.

Transportation

The district has not conducted a study to determine how a staggered bell schedule can be implemented (Recommendation 65), but indicated that one would be performed. This study should be conducted in the near future to provide significant savings for the district in both the number of buses that it must operate and maintain and also from reduced salary costs for drivers.

By completing this recommendation, the district will save money and improve its overall operations and management of its personnel while reducing potential liability issues.

RISD's Ideas for Improving the Texas School Performance Review

The Texas School Performance Review team does not assume that its process for performing school reviews works so well that it cannot be improved. Therefore, as part of the progress report preparation, TSPR asked RISD board members and administrators what went right and what went wrong and how the process could be improved.

The feedback TSPR has received from other districts led to improvements in the review process. For example, early reports did not include implementation strategies, and districts told TSPR they needed help getting started. As a result, the reports now include Implementation Strategies and Timelines to complement the recommendations.

District officials have told TSPR these blueprints are invaluable to achieving the desired results. It is important however, for TSPR staff to be mindful of those things that did not work as intended so that the review process can be improved.

The RISD superintendent noted that staff members involved in the review stated that the review was intense and focused on both negative and positive comments about the district. Others indicated that the process was helpful.

RISD board members also responded to a request for follow-up comments and made the following observations: "The financial management and staffing were most significant because we need a strong business manager with financial experience." "The findings were accurate and the recommendations are well received."

TSPR also heard that individuals felt the report focused on too many negative comments from community members. TSPR edits comments for brevity, decorum, propriety and accuracy wherever possible. Many community comments gathered as part of the RISD review were not included in the final published report because they were of a personal nature concerning board members and administrators and had no bearing on the report. TSPR attempts to strike a balance between providing enough information to outline the problems facing the district without providing a forum for community members to attack personalities or individuals. This will continue to be a goal for TSPR in the future.

Appendix A

Status of Recommendations and Savings

Status of Recommendations and Savings - Part 1

Rec.	Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	RISD's Actual Savings (Costs) to Date	RISD's Five-Year Savings (Costs) Estimates	Comments
Chapter 1: District Organization and Management						
1	Develop and implement standard board operating procedures that are aligned with the RISD Board Code of Ethics. p. 24	Complete	\$0	\$0	\$0	Region 1 helped the district with developing board operating procedures that were approved in a June 2002 special board meeting. To reaffirm the board's commitment to use of the operating procedures, the board re-adopted them on May 7, 2003 after newly elected board members assumed their duties.
2	Restructure the district's organization following management principles of functional grouping and span of control. p. 27	In Progress	\$0	\$0	\$0	Funding problems have impacted the completion of the district's restructuring efforts. The district has to reduced staff to save money. As a result, the business manager now manages portions of the district's maintenance and transportation functions. The superintendent plans to have the latest management structure developed and a formal organization chart ready for board approval by October 2003.
3	Conduct district	Complete	\$0	\$0	\$0	After conducting staff

	business in compliance with district policies and procedures. p. 29					training on district policies and procedures, the superintendent began requiring strict adherence to policies and procedures at the beginning of 2002-03. District administrators and staff review all agenda items prior to their presentation to the board to ensure they comply with existing policies. To help the district make board policies available to staff and the community, the Texas Association of School Boards will post them on RISD's Web site by fall 2003.
4	Establish a long-range, five-year strategic planning committee and update the district's strategic plan. p. 30	Not Implemented	\$0	\$0	\$0	Although the superintendent said that some discussions have been conducted pertaining to strategic planning, no formal committee has been established to update the district strategic plan. District officials did not have a date for establishing the committee.
5	Develop and implement an intra-district communication process. p. 31	In Progress	\$0	\$0	\$0	The superintendent's leadership team conducts monthly meetings to improve districtwide communication. The leadership team consists of the superintendent, principals, co-op director, business manager, transportation supervisor and the Technology supervisor. Any team member can place items on the agenda. Meetings are also held with principals

						and selected directors the day before board meetings to discuss items that will be presented. The superintendent also uses the district's email system during the month to routinely provide information to staff.
6	Create a districtwide public relations committee to research alternatives for regularly communicating with the public. p. 32	In Progress	\$0	\$0	\$0	Although a formal committee has not been created, the superintendent has regular discussions with principals regarding public relation issues and holds them accountable for publicizing school meetings and events to the newspaper. Discussions have included: the process of how to invite the public to campuses, how to better inform the public about upcoming meetings, how to better explain the topics of the meetings and how the public will benefit by attending.
7	Develop a districtwide safety plan and evaluation procedures. p. 34	Not Implemented	\$0	\$0	\$0	Although a formal districtwide safety plan with objectives, procedures and evaluation methods to target and address safety issues has not been addressed, the business manager has developed a checklist used during monthly walkthroughs of buildings to identify safety issues. The district has purchased videos to play during safety training sessions and used payroll staffers to make employees aware of safety issues.

8	Conduct annual exercises of the crisis intervention plans. p. 35	In Progress	\$0	\$0	\$0	The district activated a written crisis intervention plan in October 2002 in response to an actual threat. In response to the threat, the district successfully activated its lockdown procedures and followed other steps that included calls to local law enforcement, stationing police officers for surveillance and follow up debriefing meetings. The superintendent's leadership team reviewed the plan on August 4, 2003. After a final review by the team in September 2003, the plan will be published and distributed.
9	Develop a district policy that covers the responsibilities and reporting structure of the campus police. p. 36	Complete	\$0	\$0	\$0	The district completed a policy and procedures manual in January 2003 that addressed the responsibilities and reporting structure of the district campus police officers. The manual was developed after the district's chief of police and principals met to determine the reporting responsibilities.
Totals-Chapter 1			\$0	\$0	\$0	

Chapter 2: Educational Service Delivery

10	Develop goals and strategies to target the academic needs of students who are retained. p. 47	Complete	\$0	\$0	\$0	The board adopted a local policy, Academic Achievement Retention and Promotion, on May 12, 2003. The district conducted a joint meeting with staff from the middle school and high school to address the academic needs of retained students. A seven-year plan has been developed that initially targets 6th graders encouraging parents and students to develop a plan addressing the student's specific needs for each year until graduation. Students who have been retained and their parents are provided information on how to determine when counseling intervention is needed.
11	Develop strategies to increase the numbers of students taking ACT/SAT exams and to improve student performance on the tests. p. 48	Complete	\$0	\$0	\$0	In 2002-03, the district began offering a high school ACT/SAT prep course during the normal class day to increase student performance and scores. To encourage more students to take college entrance exams, the district also uses federal funds to pay the tests' registration cost.
12	Develop and implement a plan to update curriculum guides. p. 50	In Progress	(\$31,350)	(\$5,000)	(\$25,000)	The district purchased software that teachers used during 2002-03 to update the first sets of curriculum guides. A select number of teachers, who worked Saturdays for \$17 an hour, updated 3,045 guides during 2002-03. During fall 2003, another 1,500 guides will be updated to complete the process.
13	Develop a vocational education program to meet the needs of work-bound students. p. 54	Complete	\$0	\$0	\$0	The district reviewed its vocational education classes to determine which ones best met RISD students' needs. The district added auto repair, computer technology, criminal justice and agri-science classes and

						phased out woodworking and carpentry classes. The district's scheduling provides classes in which students obtain certificates that can be provided to employers.
14	Expand curricular options for gifted and talented students that will qualify the district's Gifted and Talented program as "exemplary." p. 57	Not Implemented	\$0	\$0	\$0	Although the district has not acted on the recommendation, the superintendent agrees that RISD needs additional curricular options for gifted and talented students.
15	Bring the district's use of State Compensatory Education funds into compliance with state law. p. 66	Complete	\$0	\$0	\$0	The district's annual state compensatory education audit was completed on time and did not identify any noncompliance issues for 2001-02. The superintendent said the new business manager and the federal programs coordinator have developed an excellent working relationship enabling the district to ensure its use of compensatory education funds complied with current law.
16	Establish an Alternative Education Program for students who need a non-traditional learning environment. p. 67	Complete	(\$136,895)	\$0	\$0	The district established and offered the GOALS "Getting an Opportunity to Achieve Learning" program during 2002-03. The district designed the program, funded by a Workforce Development Board grant, so that no additional district funds were needed. However, the program will not be renewed for 2003-04 because the district believes it competes with a similar program conducted by the Willacy County Co-op. The district has chosen to partner with the co-op during 2003-04 to provide an alternative education program.
17	Re-open the Parent Resource Centers to all parents and staff	Rejected	\$0	\$0	\$0	RISD determined that it could not financially afford to reopen the Parent Resource Centers at this time.

	with parent volunteers. p. 70					
18	Standardize parent/student handbooks. p. 71	Complete	\$0	\$0	\$0	RISD's parent/student handbooks were revised and updated at the beginning of 2002-03. The district standardized information for each of the books except for the items unique to the individual schools. The district will issue new handbooks at the beginning of each school year.
19	Develop district procedures that ensure DAEP students' academic needs are met. p. 75	In Progress	\$0	\$0	\$0	Although there are not yet formal district procedures, the district revamped the disciplinary alternative education program (DAEP) class to include daily schedules for each class. The superintendent said she consults frequently with DAEP teachers to ensure that they understand their responsibilities in meeting the needs of the students. The superintendent also visits the class to ensure it is being conducted in a manner that meets the needs of the students.
20	Develop and implement a drug and violence prevention plan that includes prevention, intervention and enforcement strategies. p. 76	Not Implemented	\$0	\$0	\$0	Although there is not yet a drug and violence prevention plan to implement, district administrators said that all principals must develop activity schedules that include regular guest speakers to address drug and violence prevention. RISD's police officers make regular visits to classrooms and make themselves visible at schools as a deterrent to drug and violence activity.
21	Develop a district truancy plan that includes procedures and performance measures to improve attendance. p. 78	Complete	\$171,360	\$30,847	\$152,739	The district's new dropout/truancy coordinator completed a comprehensive truancy plan and implemented it in November 2002. Staff presented the first annual report on the program to the board in July 2003. Although all local judges

						<p>were invited to the July 2003 meeting to hear the report, only one attended. The judge provided constructive comments for the 2003-04 plan. The district's average daily attendance (ADA) increased by 32 students from 2,409 in 2001-02 to 2,441 in 2002-03.</p>
	Totals-Chapter 2		\$3,115	\$25,847	\$127,739	

Chapter 3: Personnel Management

22	Develop a Human Resources procedures manual. p. 86	In Progress	\$0	\$0	\$0	The new business manager is working with the Human Resources assistant to identify changes and updates needed to the HR procedures manual. The district plans to create and retain completed forms that document proper personnel actions. The business manager anticipates that the new procedures and processes will be completed and implemented during 2003-04.
23	Develop a districtwide employee handbook and distribute it to all employees. p. 87	Not Implemented	\$0	\$0	\$0	The district will begin using Texas Association of School Board's (TASB) online policy service at the end of September 2003. Hard copies of the policies will be made available to staff without access to computers. Although access to the TASB policies will help district staff, they will not provide staff access to payroll processing procedures, payroll policies, leave and absence benefits, grievance procedures, evaluating procedures and the many other items contained in an employee handbook.
24	Develop job descriptions for new positions, update existing job descriptions and review all positions every three years. p. 88	In Progress	\$0	\$0	\$0	The superintendent is personally working with management staff to review and update job descriptions and ensure they track performance documents. The district is using generic TASB job descriptions as starting points and revising them to provide specific information unique to RISD. The revisions should be completed by December 2003.
25	Create procedures, criteria and timelines for evaluating all district employees. p. 89	In Progress	\$0	\$0	\$0	Employee evaluations are being coordinated with the job description updates. Evaluations for all employees should be completed by December 2003.
26	Implement staffing allocation formulas and reduce staff based upon those	In Progress	\$3,218,134	\$0	\$817,132	Although the district has not completed a formal staffing allocation formula for all school levels, the superintendent required a master schedule for the high school

	formulas. p. 95					before teacher contracts were issued in March 2003. The master schedule resulted in the identification of five teaching positions that would not be renewed for 2003-04. The superintendent coordinated staffing allocations with district management staff when developing the 2003-04 budget.
	Totals-Chapter 3		\$3,218,134	\$0	\$817,132	

Chapter 4: Facilities Use and Management

27	Collect fees for the community use of district facilities. p. 102	Complete	\$0	\$0	\$0	The business manager developed an application process for the use of district facilities that requires the pre-payment of required fees with the application.
28	Create a comprehensive facilities master plan and monitor the district's progress toward implementation on an annual basis. p. 103	In Progress	\$0	\$0	(\$4,000)	Although the district has not developed a comprehensive facilities plan, the superintendent said that the board has evaluated the district's facilities needs. As a group, the board toured district facilities, developed a list of needs, prioritized the needs and set aside the funding needed to make the repairs. The superintendent said that the district has contracted with an architect and engineer who will assist the district in formulating plans for a comprehensive needs analysis during 2003-04.
29	Develop and distribute written work order priorities and provide a list of typical maintenance work for each priority level. p. 106	Complete	\$0	\$0	\$0	The Maintenance supervisor has begun developing prioritized lists of work order requests received from departments and schools. After the business manager reviews the list of prioritized work orders to identify funding, the list is submitted to the superintendent for final approval. RISD is focusing on preventive maintenance needs for all district facilities. The district's eight maintenance workers double as groundskeepers, which restricts the resources available for building maintenance.
30	Conduct a safety inspection of all classrooms and ensure all safety hazards are corrected. p. 107	Complete	\$0	\$0	\$0	The Maintenance supervisor developed a checklist for principals to use in identifying safety concerns at their schools. Principals submit completed checklists to the Maintenance Department for corrective action required. The Maintenance supervisor and business manager also conduct a monthly walkthrough of all facilities to determine safety-related concerns.
31	Coordinate custodial cleaning activities at all schools. p. 108	Complete	\$0	\$0	\$0	During 2002-03, the district assigned the Maintenance supervisor responsibility for the custodial program. The Maintenance

						supervisor now budgets all cleaning supplies, ensures quality assurance of cleaning activities at all locations and provides centralized training for all custodians.
32	Request a utility audit from the State Energy Conservation Office. p. 109	In Progress	\$0	\$0	\$0	The business manager has compiled the data needed to review the district's utility costs and is completing the forms required by the State Energy Conservation Office to request an audit. Utility data will be sent to SECO by October 2003.
33	Involve schools in districtwide energy efficiency and conservation efforts. p. 111	In Progress	\$7,110	\$0	\$0	The superintendent and Maintenance supervisor are establishing energy efficiency responsibilities for district staff and students. School principals check thermostat settings daily to ensure they remain in acceptable ranges, and the Maintenance supervisor also checks the settings when he is at the schools. District rules restrict athletic field lighting to reduce electrical demand. The superintendent also intends to ask the board to approve the district's contracted engineer's review of the new high school's design to determine why the electric usage is so high. The business manager said that savings could not be estimated at this time.
Totals-Chapter 4			\$7,110	\$0	(\$4,000)	

Appendix A

Status of Recommendations and Savings

Part 2

Status of Recommendations and Savings - Part 2

Rec.	Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	RISD's Actual Savings (Costs) to Date	RISD's Five-Year Savings (Costs) Estimates	Comments
Chapter 5: Asset and Risk Management						
34	Develop a tax collection policy that includes a progressive goal of increasing the tax collection rate by 0.5 percent each year for three years. p. 118	Not Implemented	\$231,376	\$0	\$0	Although the district has not developed a policy to increase the tax collection rate, the business manager has been assigned the responsibility to actively pursue methods to increase the district's tax collections. A new district policy was adopted that allows for partial payment of taxes due from taxpayers. Board members receive monthly reports on the month's tax collections, enabling them to monitor the district's efforts to improve tax collections. The business manager said that savings cannot be projected at this time.
35	Designate an investment officer and an assistant investment officer. p. 123	Complete	\$0	\$0	\$0	The board designated the business manager as the district investment officer in December 2002. At its June 2003 meeting, the board designated the new accountant, who was hired in February 2003, as the assistant investment officer. Both the business

						manager and accountant attended investment officer training in July 2003.
36	Monitor pledged securities on a daily basis using the bank's online services and prepare a monthly report. p. 124	In Progress	\$0	\$0	\$0	The business manager monitors monthly reports to determine if securities have been pledged to cover the district's cash deposits. The business manager said that he would contact the district's bank to determine if it has online capabilities to enable him to check security pledges daily, and, if so, he will implement a process to perform the daily review.
37	Reconcile all district bank accounts and make necessary corrections within 30 days following receipt of bank statements. p. 125	Complete	\$0	\$0	\$0	Reconciliation of all district bank accounts are current. The new accountant worked with the district's bank and developed a process to download data from district bank accounts to enhance the reconciliation process.
38	Implement TASB's safety recommendations and develop a formal district safety plan. p. 127	In Progress	\$30,712	\$0	\$0	The district conducts safety training monthly at each school and maintains formal records on all training. The new accountant is developing a tracking system to monitor and report the completion of the TASB safety recommendations. The district is still developing a formal plan with the help of TASB's Workers' Compensation Assistance. Although savings are anticipated, the business manager cannot estimate how much at this time.

39	Establish a Safety Review Board to evaluate serious on-the-job accidents. p. 130	Complete	\$0	\$0	\$0	The superintendent's administrative team serves as a Safety Review Board, reviewing and discussing all serious on-the-job injuries.
40	Establish a committee to review the state health plan and develop a plan for an orderly conversion. p. 132	Complete	\$0	\$0	\$0	The former business manager and payroll clerk successfully enrolled all district staff in the state health plan.
41	Develop procedures to ensure all fixed assets are immediately tagged when received, added to the inventory listing and recorded in the accounting system. p. 134	Complete	\$0	\$0	\$0	The business manager developed guidelines to ensure accountability for the district's fixed assets. The guidelines are included in the <i>Raymondville ISD Records Management Documentation Book</i> .
42	Assign principals and department management staff custody for fixed assets and conduct an annual physical inventory. p. 134	Complete	\$0	\$0	\$0	The district completed a physical inventory in September 2002, with all items accounted for, which served as a basis for assigning accountability for fixed assets. After October 2002, principals and department managers must sign for any fixed asset items in their possession and prepare equipment transfer sheets when items are transferred to another district location.
43	Obtain GASB 34 training for key business office personnel and develop plans to ensure compliance. p. 135	Complete	\$0	\$0	\$0	The new business manager attended GASB 34 training prior to being employed by the district. With the assistance from the district's external auditor, all requirements of GASB 34 were implemented.

44	Use the fixed asset module in the district's existing financial accounting system. p. 136	In Progress	\$0	\$0	\$0	The district plans to upgrade its accounting system in fall 2003 so it can use the fixed asset module for fixed asset items valued at \$5,000 or more.
Totals-Chapter 5			\$262,088	\$0	\$0	

Chapter 6: Financial Management

45	Obtain training for the district's business manager and other business office staff and adjust future postings to require school district experience. p. 145	Complete	(\$8,000)	\$0	(\$2,200)	The new business manager has five years of school district financial experience and the new accountant has more than two years of school district auditing experience. The business manager said that he and the new accountant would continue to attend training to stay current on financial issues.
46	Reorganize the business office with two chief accountants who report to the business manager. p. 147	Rejected	\$222,670	\$0	\$0	Operations of the business office have been restructured under the new business manager and accountant. The district chose to add another position instead of eliminating the tax assessor-collector position. The district anticipates that the decision will cost more than \$150,000 over five years.
47	Implement a budget process that includes a budget calendar and involves campus administrators and program supervisors in budget development and monitoring. p. 150	Complete	\$0	\$0	\$0	The district implemented a new process when developing the 2002-03 budget. The budget process starts with the business manager meeting with the site-based decision-making teams to coordinate budget information into the district and campus improvement plans. A budget calendar is distributed to district staff. Principals and directors must submit non-salary items, salary items and special project items. The federal program director clarifies the appropriate dollars that can be used for salary items and non-salary items. The federal program director also meets frequently with the business manager to ensure correct allocation of federal funds for the salaries of migrant, bilingual, G/T and ESL employees.
48	Develop a calendar and strategy for preparing for annual financial and compliance audits. p. 152	Complete	\$0	\$0	\$0	The new business manager compiled data needed by the external auditor into a notebook. As a result, the 2001-02 audit was completed on time. By anticipating auditors' needs and preparing for the audits, the superintendent and business manager both said that the district should not encounter any problems in

						future audits.
49	Provide the board with funding scenarios that maximize Tier II funding during budget development. p. 154	In Progress	\$0	\$0	\$0	The RISD board raised the M&O tax rate for 2003 by two cents to \$1.38. This places the tax rate just two cents below the maximum local \$1.40 M&O rate, which cannot be exceeded until voters approve an increase. In a June 2003 board meeting, the district's financial consultant provided the board with funding and taxing projections to show the impact that raising the tax rate above the \$1.40 level would have on state revenues.
50	Establish a general fund balance management policy and require the business manager to report fund balance levels to the board. p. 155	Complete	\$0	\$0	\$0	The RISD board adopted a general fund balance policy in February 2003 that requires the district to maintain the undesignated fund balance at the TEA-recommended optimum level. The business manager monitors the fund balance on a monthly basis and provides the board with a report on its status. In 2001-02, the district had a fund balance of 4.3 percent, well below the optimal level.
51	Combine campus activity bank accounts into a single account and centralize management and reconciliation. p. 157	In Progress	\$0	\$0	\$0	The district's depository agreement expired August 31, 2003. The district distributed requests for proposals and received several proposals. After the board selected the bank with the best proposal, a new depository contract effective September 1, 2003 was signed. In conjunction with the new contract, the business manager is developing plans to consolidate the district's bank accounts.
Totals-Chapter 6			\$214,670	\$0	(\$2,200)	

Chapter 7: Purchasing and Contract Management

52	Develop and implement a comprehensive purchasing procedures manual and provide training to district personnel. p. 165	In Progress	\$0	\$0	\$0	The district developed a generic purchasing manual and implemented it in September 2002. The business manager is revising and customizing the manual with the processes unique to RISD. The updated manual should be completed in fall 2003, at which time training will be provided to principals and department managers.
53	Revise purchasing policies to establish multiple levels of purchasing authority. p. 166	In Progress	\$0	\$0	\$0	Shortly after arriving at the district, the superintendent reviewed the purchasing process and established a requirement that the business manager certify funding availability for each purchase request. The superintendent's review and approval are required to ensure the appropriateness of all expenditures. Purchasing level delegations will be addressed again during 2003-04 and limited authority could be granted where it is determined appropriate.
54	Designate a purchasing agent and obtain training in state purchasing laws and school district purchasing procedures. p. 167	In Progress	(\$2,000)	\$0	(\$245)	RISD designated the new business manager as the district's purchasing agent. Although he has previously attended some purchasing training, he plans to attend additional training. The business manager will attend a three-day training workshop presented by the National Association of Purchasing Management, in September 2003.
55	Establish interlocal agreements with neighboring school districts in order to make purchases using each other's bids. p. 168	In Progress	\$0	\$0	\$0	The superintendent said that the superintendents of all Willacy County school districts are planning to develop interlocal agreements to make purchases using each other's bids. In addition, the superintendents have discussed how they can use the staff expertise of the districts instead of contracting with private vendors for the services.
56	Obtain training for key district personnel on effective contract development and	In Progress	(\$2,200)	\$0	(\$1,380)	Prior to being employed by RISD, the new superintendent developed contracts first with the assistance of an attorney and then later independently with only an attorney's

	management. p. 70					review of the final documents. The superintendent reviews and revises all RISD contracts as needed, and the district's attorney reviews most contracts. Although the business manager has had some experience in contract development and administration, plans are being developed for him to attend formal contract training.
57	Draft contracts that are performance-based including performance standards, measures and incentives. p. 172	Not Implemented	\$123,000	\$0	\$0	The superintendent said that contracts that have been considered for renewal or bid since the report was issued have not been conducive to performance-based provisions including performance standards, measures and incentives. The superintendent also said that the district would need and will be obtaining additional information and training in order to develop contract specifications that are performance-based for future contracts.
58	Designate a district employee as the district's textbook coordinator. p. 174	Complete	\$0	\$0	\$0	In August 2002, the administrative assistant in the central office was designated as the district's textbook coordinator. The administrative assistant has attended textbook training and has completed the first phase of the annual review.
59	Develop a textbook manual that includes policies and procedures for performing textbook activities. p. 175	In Progress	\$0	\$0	\$0	The new textbook coordinator has begun assembling data and developing procedures to include in a textbook manual, but has not completed a formal document.
	Totals-Chapter 7		\$118,800	\$0	(\$1,625)	

Chapter 8: Food Services

60	Give cafeteria managers the authority and responsibility for managing their kitchens. p. 182	Complete	\$0	\$0	\$0	At the beginning of 2002-03, cafeteria managers were given the authority and responsibility for managing their kitchens. Managers schedule employees, interview and make hiring recommendations for vacant positions and assist in identifying staff training needs. They are also held accountable for cost containment strategies and practices.
61	Establish a meals per labor hour standard, improve productivity and reduce labor to meet the standard. p. 185	Complete	\$135,480	\$29,000	\$145,000	A meals per labor hour (MPLH) standard has been established for each of the cafeterias. The elementary cafeterias have an 18-19 MPLH standard, and the high school and middle school cafeterias have a 17 MPLH standard. Using these standards, in 2002-03, replace two cafeteria employees who retired. The Food Service director said that MPLH reports are prepared and reviewed daily.
62	Develop a plan for food service training that will enhance job performance. p. 186	Complete	\$0	\$0	\$0	The Food Service director develops training schedules for cafeteria employees on an annual basis with the assistance of each cafeteria manager. All employees attend Region 1 training conducted each summer and in November. Each cafeteria manager and a designated back up are required to attend a Texas Department of Health food protection training class.
63	Modify personnel procedures including a standardized method to determine pay raises. p. 187	Complete	\$0	\$0	\$0	Food Service employees were included in the district's overall salary schedule for 2003-04. During the development of the 2003-04 budget, salary adjustments for cafeteria employees were addressed along with all other district employees. The same methodology was used when determining salary adjustments for food service employees as all district employees.
64	Disable the vending machines located outside the cafeteria	Complete	\$0	\$0	\$0	The high school principal has been directed to and is unplugging all vending machines located outside the high school cafeteria

	during serving hours. p. 190					during serving hours.
	Totals-Chapter 8		\$135,480	\$29,000	\$145,000	

Chapter 9: Transportation

65	Establish a staggered bell schedule for all schools in the district. p. 200	Not Implemented	\$133,160	\$0	\$0	The district did not establish a staggered bell schedule for schools for 2002-03. The superintendent said although implementing this recommendation would increase the efficiency of the Transportation Department, it would negatively impact the Maintenance Department because bus drivers work for the Maintenance Department when not driving buses. The district intends to perform a study to determine how staggered bell times could be scheduled but no time frame has been established for the study.
66	Evaluate bus driver workload and optimize work schedules to minimize employee downtime. p. 202	Complete	\$74,000	\$28,446	\$142,230	The district evaluated and revised bus driver schedules and assignments to be more efficient, eliminating two bus driver positions in 2002-03.
67	Adjust the bus driver salary schedule to be more competitive among local school districts. p. 203	In Progress	(\$29,385)	\$0	(\$26,128)	The district analyzed bus driver salaries along with all other hourly employees to determine the pay rate the district could fund and be competitive. The board approved the superintendent's recommended rates at an August 12, 2003 board meeting.
68	Develop and implement a formal school bus replacement plan. p. 206	Complete	\$50,000	\$10,000	\$50,000	The district analyzed its need for 59-passenger buses and determined that smaller 47-passenger school buses were adequate to meet transportation needs. The district purchased two 47-passenger busses in 2002-03 instead of the more expensive 59-passenger buses, saving \$20,000. The district expects to continue to purchase the smaller buses during the foreseeable future.
Totals-Chapter 9			\$227,775	\$38,446	\$166,102	

Chapter 10: Computers and Technology

69	Develop an organizational chart that accurately reflects the reporting structure in Instructional Technology and Administrative Technology. p. 211	Complete	\$0	\$0	\$0	The superintendent reviewed the reporting structure of RISD's technology positions, formally assigning them to the federal programs coordinator.
70	Activate the District Technology Committee. p. 212	Complete	\$0	\$0	\$0	The superintendent has reinstated the District Technology Committee, which meets regularly and is required to provide the superintendent with information every other month.
71	Designate and train an Administrative Technology coordinator and an Instructional Technology coordinator for the district. p. 213	In Progress	(\$4,300)	\$0	(\$4,000)	The district's technology coordinator attended one week of training in June 2003. The superintendent is assigning the technology coordinator additional responsibilities that will include coordinating a districtwide technology plan.
72	Inventory current hardware and software at each school and at central administration and create districtwide inventories. p. 214	Complete	\$0	\$0	\$0	The technology coordinator completed a computer software and hardware inventory in December 2002. The inventory not only helped with control and accountability but also helped comply with the district's computer lease agreements that expired in June 2003.
73	Collect and maintain computer hardware and software maintenance statistics. p. 215	Complete	\$0	\$0	\$0	The technology coordinator implemented and maintains a work order tracking system that produces a list of work orders and the repairs that were performed on equipment. The superintendent said that the technology coordinator has been able to provide all information requested and answer all questions pertaining to repairs performed on district equipment.
74	Develop a	In	\$0	\$0	\$0	The district installed new servers

	comprehensive disaster recovery plan and test it periodically. p. 217	Progress				and an upgraded software system in June 2003 that will provide for redundancy of the district's financial and student records. Although a formal disaster recovery plan has not been finalized, the superintendent said that the district is working with a technology consultant to provide backup to the servers at a location away from the district and to identify computer equipment that can be made available should the district's equipment be destroyed or damaged. Processes to ensure the district's computer data and processing capabilities are always protected will be condensed into a manual and initial testing is planned to be completed by the end of calendar year 2003.
75	Train RISD high school students to maintain and expand the district Web site. p. 219	In Progress	\$0	\$0	\$0	The district is completing an application for its own Web site and developing plans to offer a Web site design class. Plans are for the Web site and Web design class to be complete by spring 2004.
	Totals Chapter 10		(\$4,300)	\$0	(\$4,000)	
	Totals		\$4,182,872	\$93,293	\$1,244,148	